

Program Philosophy and Goals

The faculty is committed to a learning environment that stresses a well-organized and explicit curriculum with clear expectations. However, there is also a strong commitment to informal student-faculty interaction that further encourages the student's professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices within the field of Measurement, Evaluation and Assessment, allowing the student sufficient intellectual freedom to experiment with different research approaches and various theoretical bases.

The atmosphere is intended to enhance student-faculty interaction, critical debate, and respect for theoretical diversity of practice, leading to an intense and exciting learning experience. Such a philosophy encourages and reinforces creativity and intellectual risk-taking that are fundamental in the student's further development in Measurement, Evaluation and Assessment.

Expectations

- I. *Personal Characteristics.* Students' professional activities are expected to conform to the ethical standards outlined by the American Psychological Association (APA); and in addition, students' professional activities are to be characterized by:
 - A. An appreciation of diversity and commitment to service that respects the worth, uniqueness, and potential for growth and development of all individuals.
 - B. Ethical behavior including respect for copyright and confidentiality.
 - C. The ability to work independently and collaboratively.
 - D. Communication skills in writing, speaking, and multimedia formats.
 - E. Commitment to life-long learning and continuing professional growth.

- II. *Academic Knowledge.* Students are expected to be knowledgeable and possess in-depth understanding of the following core content areas:
 - A. Research Methodology and Advanced Quantitative Analysis
 - B. Theories of Human Learning, Cognition, Behavior, and Human Development
 - C. Theories, Methods and Models for Measurement, Evaluation and Assessment
 - D. Professional Practice and Ethical Use of Assessments, Tests and Measurements

Time Limits

Students' progress toward meeting program requirements for the Ph.D. is reviewed on an annual basis. Students admitted to the Ph.D. program are expected to complete all requirements within seven years from the first semester of enrollment. Typically, programs of study are structured so as to promote completion of all requirements including the dissertation within four to five years of admittance to the program.

Required, Recommended, and Optional Courses

The list below presents courses available to students in our Ph.D. program. Expectations for credit fulfillment are indicated in the table. Several courses cut across different disciplines (e.g., sociology and psychology) for an interdisciplinary approach to study in Measurement, Evaluation and Assessment. Each student's individual program of study is planned with the major advisor and centered around the particular needs and interests of the student.

In addition, students are required to fulfill the specific dissertation credit and university requirements for the Ph.D. from the University of Connecticut. See the graduate catalog and our "MEA Brief" document on the webpage for more details.

Table 1. Core Competencies and Ph.D. Credit Requirements, MEA Program

Competency 1: Research Methodology and Quantitative Expertise. (15 credits or 5 courses)

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| EPSY 309 | Introduction to Quantitative Methods I * |
| EPSY 313 | Introduction to Quantitative Methods II * |
| EPSY 346 | Multivariate Analysis in Educational Research |
| EPSY 406 | Sampling and Survey Research Methods in Education |
| EPSY 440 | Logistic and Hierarchical Linear Models |
| EPSY 441 | Methods and Techniques of Educational Research ^a |
| EPSY 347 | Methods of Inquiry |
| EDCI 365 | Qualitative Methods of Educational Research |
| SOC 324 | Qualitative Methodology or HDFS 304 (Qualitative Research Methods in HDFS) |
| PSYC 349 | Causal Modeling in Social Psychology |
| PSYC 348 | Field Research Methods |
| PSYC 335 | Longitudinal Research Methods |
| PSYC 346 | Meta-analysis : Theory and Practice |
| PSYC 342 | Experimental Social Psychology |

* expected (equivalent required to be waived) but do not count towards 15 credits in this area

^a required of all students

Competency 2: Theory: Human Learning, Cognition, Behavior and Development (6 credits or 2 courses)

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| EPSY 335 | Learning: Implications |
| EPSY 359 | Theories of Learning, Cognition and Instruction |
| EPSY 438 | Instructional Psychology |
| EPSY 356 | Instructional Design |
| PSYC 345 | Applied Social Psych |
| PSYC 367 | Cognition |
| PSYC 308 | Social and Personality Development |
| PSYC 333 | Cognitive Development |

Competency 3: MEA: Theories, Methods and Models (15 credits or 5 courses)

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| EPSY 342 | Educational Tests and Measurements |
| EPSY 344 | Construction of Evaluation Instruments |
| EPSY 405 | Program Evaluation |
| EPSY 436 | Measurement Theory and Application |
| EPSY 437 | Item Response Theory |
| EPSY 439 | Measurement in Cognitive Psychology |
| PSYC 392 | Measurement and Scaling |
| EPSY 410 | Seminar advanced topics (may be repeated for credit) |
| | a. Large-Scale Educational Assessment Policies and Practices |
| | b. Development and Use of Performance-based Assessments |
| | c. Classroom Assessment: Theories and Practice |
| | d. Advanced Perspectives on Item Response Theory |

Competency 4: Professional Practice and Ethical use of Assessments, Tests and Measurements (6 credits)

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| EPSY 395 | Ethics in Educational and Professional Psychology |
| EPSY 311 | Evaluation Workshop I (may be repeated for credit) |
| EPSY 355 | Proseminar (may be repeated for credit) |
| EPSY 410 | Seminar: Professional Practice in Assessment |