

UMassAmherst  
COLLEGE of EDUCATION



# GRADUATE STUDENT HANDBOOK

**Educational Policy,  
Research, and  
Administration (EPRA)**

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# 2ND EDITION

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This information is subject to change. Please check the college website for the most current version, as we will continue to add useful and up-to-date information.

AUGUST 29, 2018  
COLLEGE OF EDUCATION  
Educational Policy, Research & Administration (EPRA)

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# WELCOME

## EPRA Administrative Team



**Kathryn McDerott**  
*Department Chair*  
*Educational Policy, Research & Administration*  
*Furcolo, N130*

Dear Graduate Student, Welcome to the 2018-19 academic year!

Whether you are working towards an M.Ed., a Ph.D., or an Ed.S., and whether you identify with the Educational Leadership, Higher Education, International Education, or Research, Educational Measurement, and Psychometrics concentration, you are also a member of the community of graduate students within the Department of Educational Policy, Research, and Administration (EPRA). As Department Chair, I am committed to doing everything I can to make EPRA a welcoming, accepting, and intellectually engaging community. My office is right next to the kitchen and copy machine in Furcolo North. Please introduce yourself when we run into each other, and let me know how things are going for you.

Please take some time to read the handbook, and use it as a reference when you meet with your advisor. Take a moment to view the graphic that illustrates [EPRA programs of study](#) to see where yours is located. I also encourage you to read the section on [Advisor-Advisee Cooperation](#) which outlines some terrific guidelines for cultivating a healthy advising dynamic

This is only the second time we've produced a handbook, so there is probably information that it would be useful to add, as well as typos and other small glitches. If you have any ideas for improving the handbook, or if you spot a glitch, please let Jennie, Nicole, or me know.

On behalf of the Department, I welcome you to EPRA, your graduate program of study, and to the College community. We are glad you are here!

Have a great year!  
Kathryn (Katie) McDermott



**Jennifer Southgate**  
*Department Administrator*  
*Furcolo, N122*



**Nicole Cloutier**  
*Department Assistant*  
*Furcolo, N121*

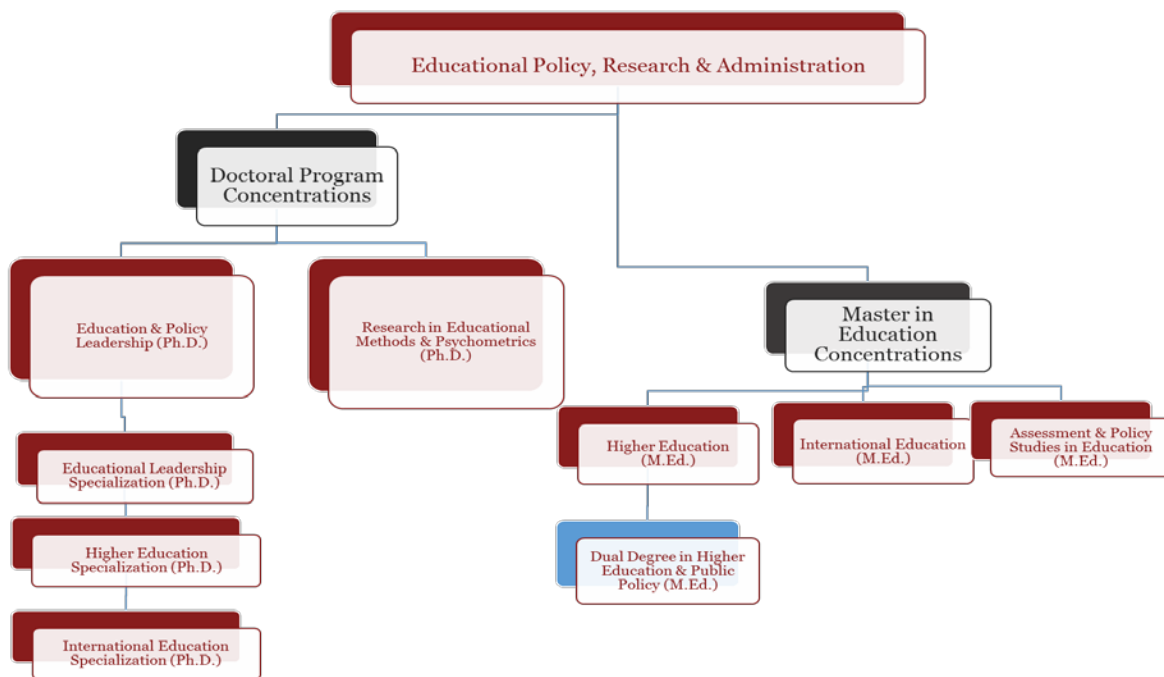
We enthusiastically present you with the second edition of the Educational Policy, Research, and Administration (EPRA) Graduate Student Handbook! It is our hope that you find useful information and tools to help you effectively navigate through your program of study and make your time at the College of Education a little smoother. The administrative team is here to support you with questions you may have, and welcome you to stop by and introduce yourself!

- Jennie and Nicole

## Purpose of this Student Handbook

The purpose of this Handbook is to assist graduate students in the Department of Educational Policy, Research and Administration (EPRA) within the College of Education at UMass-Amherst, in navigating various aspects of their graduate experience. It contains practical information related to the academic programs offered in EPRA, as well as the College's administrative policies and procedures. It also provides guidance on resources within our Department, College, University, and community that you may find helpful for supporting your success and achieving your goals here in EPRA and during your time at UMass. The handbook is also a valuable resource for faculty and advisors to support and guide students during their time completing their programs.

## Overview: Educational Policy, Research & Administration



## EPRA Mission Statement

The Educational Policy, Research & Administration department promotes scholarship and pedagogy focused on cutting-edge education policy issues in FOUR academic areas: P-12 Educational Leadership (EL), Higher Education (HE); International Education (IE); and Research, Educational Measurement and Psychometrics (REMP). Faculty and graduate students engage in research, outreach, and learning activities that integrate theoretical perspectives with current issues of policy and practice. The department contributes to scholarly discourse, policy deliberations, and leadership development, relying on advanced educational research and evaluation methodologies.

Our mission is to:

- prepare leaders in educational policy and administration in three primary contexts:
  - P-12 schooling
  - higher or post-secondary education
  - international contexts
- conduct rigorous research and evaluation that contribute to the development of evidence-based policies, program, and practices;
- Advance research and evaluation methodologies to contribute to the discourse about effective knowledge generation and decision making in educational settings.

Faculty and students value diversity, critical inquiry, use of information for decision-making and systemic reform, engaging learning environments, individual agency, and reflective practice. The graduate programs provide opportunities to respect and encourage diversity; to critically analyze, interpret, and use information; and to facilitate students as agents of their own learning.

In EPRA, Jennie and Nicole are here to support the department chair, faculty and students. They can help you with anything in the list of items below, and can often answer other questions and/or direct you to the correct person or office as necessary.

- Scheduling appointments with the Chair
- Assistantships, Fellowships
- Registration and enrollment
- Academic policies and procedures (e.g., D-forms)
- Dissertation grants
- Travel grants and reimbursement
- Non-travel reimbursement
- Qualtrics, NVIVO, SPSS
- Borrowing equipment
- Assistance with department copier(s)
- Assistance with event planning
- Equipment and office supplies
- Office and space access
- Reserving a meeting room

The department office (N121-N122) is generally open from 8:30am-5:00pm on Monday-Friday. No appointment is necessary—just stop by if you need any assistance.

Welcome to **EPRA!**



## DEGREE PROGRAMS

### Ph.D. Program

The doctoral degree program of study is designed to prepare leaders who will advance educational theory, practice, and policy through scholarship and disciplined inquiry. Within the framework of the College requirements and with the advice and approval of a doctoral guidance committee, candidates plan a program of study commensurate with their academic needs and professional goals. Such programs usually involve at least three years of coursework beyond the Master's degree or equivalent. Students are expected to spend at least two consecutive semesters in full-time study, participate in research, become familiar with contemporary problems in education, and take a comprehensive exam prior to writing a dissertation. Doctoral study prepares students for careers as education faculty, researchers, leaders, and policy developers.

### M.Ed. Program

The College of Education offers Master of Education degrees through concentrations which exemplify best practices in the preparation of educational practitioners. Because of the College of Education's strong commitment to scholarship and research, these practitioner preparation concentrations have a special character which is reflected in their solid grounding in current educational theory and research, in their consistency with national standards for exemplary practitioner preparation, and in their commitment to innovation and experimentation.



## Ph.D. Programs

The Department of EPRA offers two doctoral degrees: (1) Educational Policy and Leadership, and (2) Research, Educational Measurement and Psychometrics.

### Educational Policy and Leadership

The [Educational Policy and Leadership](#) doctoral degree provides in-depth study of leadership and policy in education, with a focus on theory, research, and practice, with the aim of building more effective educational systems in the contexts of: (a) P-12 Educational Leadership, (b) Higher Education, and (c) International Education.

A specialization implies a level of engagement with the subject matter typically achieved through taking at least six or seven courses specifically focusing on that context. As part of the admissions process, applicants indicate their areas of specialization within Policy and Leadership. Furthermore, as part of the process of developing a program of study during phase one, a student plans a combination of courses appropriate to their learning goals and the offerings and requirements of the chosen specialization. Specializations may require foundational and/or capstone courses that complement the required core areas in the concentration.

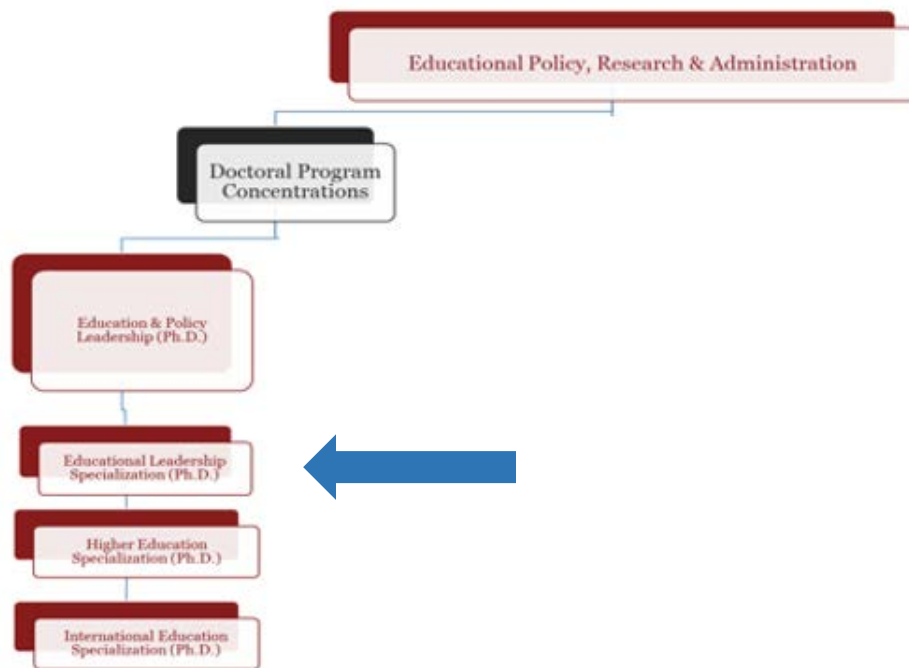
The three specializations in Educational Policy and Leadership each have a Concentration Coordinator.

Concentration	Concentration Coordinator
Educational Leadership (EL)	Jeffery Eiseman (Associate Professor) <a href="mailto:jeiseman@educ.umass.edu">jeiseman@educ.umass.edu</a> ; N132 Furcolo
Higher Education (HE)	Chrystal A. George Mwangi (Assistant Professor) <a href="mailto:chrystal@educ.umass.edu">chrystal@educ.umass.edu</a> ; N174 Furcolo
International Education (IE)	Jacqueline Mosselson (Associate Professor) <a href="mailto:jmosselson@educ.umass.edu">jmosselson@educ.umass.edu</a> ; N152 Furcolo

The Educational Policy and Leadership doctoral degree requires 60 credits of coursework. In addition to the course requirements for the individual specialization areas (or concentrations), all students in the Educational Policy and Leadership doctoral program take a common course, Introduction to Inquiry, typically in their first semester. Students must also demonstrate mastery in the field by passing the comprehensive exams and successfully defending a dissertation.



## Educational Policy and Leadership: *P-12 Educational Leadership (EL) Specialization*



### Introduction

The specialization in [P-12 Educational Leadership](#) is intended for individuals with various P-12 experiences (for example, teachers, counselors, school or district leaders, education agency personnel). Recognizing the centrality of educational policy in educational practice, the program seeks to help current and aspiring practitioners, policy analysts, academics, and researchers to (1) critically examine and synthesize theories, research, practices, and policies, and (2) conduct research. Because many courses are taken with peers whose work has been in higher or international education, educational leadership students are able to expand their perspectives beyond U.S. P-12 education to gain insight regarding leadership, organizational change and school reform, policy and politics, curriculum, and evaluation.

### Competencies

The competencies of the Educational Leadership specialization are in the following areas: US PK-12 Education Policy, School Leadership, Organizational Collaboration, Institutional Change, and Leadership for Curriculum and Instruction. These competencies are reflected in the required courses for doctoral candidates.

### Degree Requirements

The Ph.D. requires a minimum of 48 course credits, completion of comprehensive exams, minimum of 12 dissertation credits, and the successful defense of a dissertation.

## Program of Study

COLLEGE OF EDUCATION		
PhD Program: Educational Leadership (EL)		
Program of Study		
Course Number	Course Title	Credit Hours
<b>Required Courses: 8 courses</b>		<b>24 credits</b>
EDUC 739	Introduction to Inquiry	
EDUC 633	Education and Public Policy	
EDUC 638	Collaboration for Student Achievement	
EDUC 646	Leadership for Curriculum & Instruction	
EDUC 726	Introduction to School Leadership	
EDUC 742	Leadership Skills that Matter	
EDUC 824	Strategies for Institutional Change	
One other EL content course (with Guidance Committee approval):		
<b>Research Methods: Minimum of 4 courses (2 must be quantitative*)</b>		<b>12 credits</b>
EDUC 652	Mixed Methods Research*	
EDUC 656	Introduction to Statistics II*	
EDUC 661	Education Research Methods I*	
EDUC 671	Survey Research Methods*	
EDUC 555	Introduction to Statistics I*	
EDUC 790	Social Network Analysis*	
EDUC 797A	Qualitative Data Analysis	
EDUC 619	Qualitative Research Methods	
EDUC 718	Action Research	
EDUC 815	Researching Language, Literacy, and Culture/ Ethnography (2semesters)	
Other Courses with Guidance Committee Approval:		
<b>Specialization Courses/Electives: 4 courses</b>		<b>12 credits</b>
<b>Dissertation credits</b>		<b>12 credits</b>
<b>Total credits</b>		<b>60 credits</b>

## Required Courses

In addition to research methods courses (described in the next section), doctoral students are required to take EDUC 739 (Introduction to Inquiry) as well as the following seven courses:

- EDUC 633 Education and Public Policy
- EDUC 638 Collaboration for Student Achievement
- EDUC 646 Leadership for Curriculum and Instruction
- EDUC 726 Introduction to School Leadership
- EDUC 742 Leadership Skills that Matter
- EDUC 824 Strategies for Institutional Change
- One other EL content course with Guidance Committee approval

## Research Requirements

Beginning fall 2017, the College of Education instituted the requirement that doctoral students must complete at least four research methods courses; at least two of the four must be quantitative, and one must be a qualitative research methods course. Students who entered the degree program prior to fall 2017 must complete at least four research methods courses; two of which must be quantitative.

Students should work with their advisor and committee to determine which courses would best fit the student's program of study.

## Electives

Doctoral students must take a minimum of 12 credits of electives which need to be approved by the guidance committee.

## Independent Studies

Independent work may receive credit as an Independent Study provided that the work is performed under the guidance of a graduate faculty member. Students who are interested in doing an Independent Study must draw up a contract and have it approved by the faculty member supervising the study before the end of the add-drop period in any given semester. The maximum number of independent study credits is 9; the Independent Study Contract can be found [here](#).

## Designing Your Program of Study

Early in the program, a doctoral candidate, together with a faculty guidance committee, formulates an individualized program of study. Students should try to complete their Program of Study plan with their advisor by the end of their first year. An important part of this process is developing a set of goals for the program of study, and a set of courses and experiences to meet those goals. Sample plans are available from advisors. The college's forms and advising guidelines are available [here](#).

The program is flexible, and because education is a professional field derived from various academic disciplines, students are encouraged to take courses outside of the College of Education. However, although most of our courses are held in the late afternoon, we ask that doctoral students commit to arranging their work schedules for at least one semester so that they can take morning or early afternoon courses that are offered in other programs and schools.

## Review of Doctoral Students

Annually, students are to complete a Program of Study form with their advisor to make sure that they are on track towards graduation. Please find the Annual Advising Form in the Student Handbook appendix.

## Comprehensive Exams

Those who serve in positions of educational leadership are called upon to make sense of a vast array of complex, ill-defined, and ambiguous problems that confront K-12 schools and other organizations. Within this context, P-12 educational leaders are called upon to build commitment to creating organizational cultures and learning communities where individuals can come together to construct new knowledge in support of student learning and organizational development. The comprehensive examination in the P-12 Education Leadership specialization of the Policy & Leadership Doctoral Program serves as a bridge between the doctoral program of study and the dissertation research. As such, it has three broad purposes to provide: 1) a time for reflection and consolidation of the doctoral student's progress; 2) an opportunity for the student to demonstrate mastery of substantive knowledge and skills that is grounded in literature; and 3) the faculty with an opportunity to assess the student's readiness to proceed to the dissertation phase of the doctoral program. In short, the comps demonstrate the student's ability to conceptualize, write, and conduct research. The comprehensive examination should address topics that emerge from the learning goals articulated in the student's program of study, demonstrating mastery in those areas and forecasting possible directions for the dissertation research. The comprehensive examination is an original written paper of substantial length (generally no more than 60 pages following APA guidelines). It typically consists of two parts: the first is theoretical and conceptual; the second is applied. The first section articulates a complex argument, thesis, hypothesis, or theory of action that is supported in the literature; typically the review results in an original model, set of principles, conceptual design that the student generates from his or her analysis of the literature and that synthesizes the various elements. The second section demonstrates the student's ability to apply concepts, principles, and methods to a particular educational issue or topic. From this concrete application of theory, the student identifies unanswered

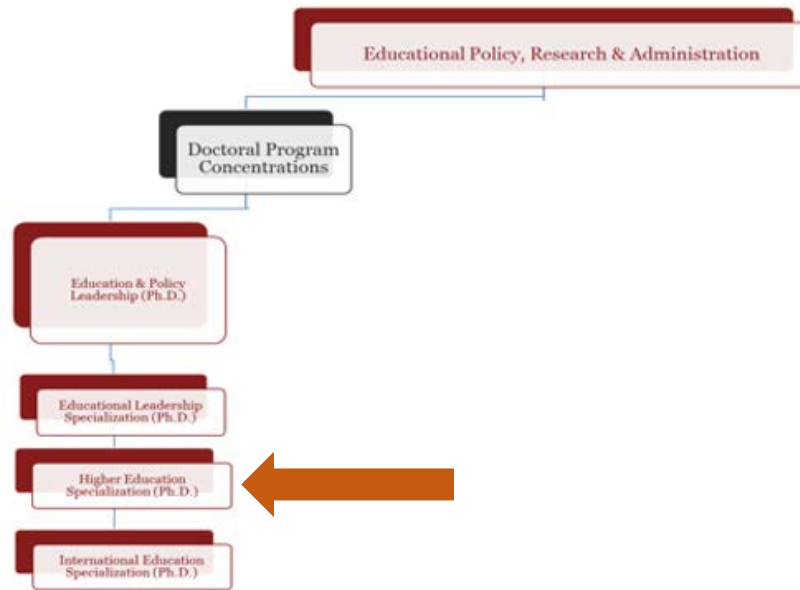
questions or gaps in extant knowledge. (Whether or not this organization is followed, the paper must be both conceptualized and applied.) Your paper will be evaluated according to the above criteria.

### Dissertation Process

In preparing the dissertation proposal, the student registers for dissertation credits the spring semester following the passing of the Comprehensive Exam. Each student works on developing a dissertation proposal (usually three chapters), which they defend before a dissertation committee of three or more faculty (the committee is declared on the D-6 form). At this time, each student must have one person from outside the College of Education serve as one of the three members. Each student must sign up for a total of up to 18 dissertation credits (usually nine credits in each of two consecutive semesters) and maintain continuous enrollment (pay student fees) from the time they complete comps to the point at which they defend their dissertation and graduate. It is each student's responsibility to sign up for dissertation credits through their adviser each semester and to decide how many credits they want to take in each semester.



## Educational Policy and Leadership: *Higher Education (HE) Specialization*



### Introduction

The Higher Education graduate program is geared toward people who are interested in pursuing careers as administrators, faculty, researchers, policy analysts, and student affairs professionals in colleges, universities, and state or federal agencies devoted to post-secondary education. The program offers the M.Ed. and Ph.D. degrees, and each program of study has structured course offerings as well as the flexibility to choose electives and design a plan of study that incorporates your personal interests while satisfying the program requirements. The M.Ed. program emphasizes preparation for a career as an administrator in student affairs or academic affairs, while the Ph.D. program stresses preparation for a career as an administrator, researcher or faculty member.

### Competencies

The eight [competencies](#) represent the basis of professional knowledge our students must master in order to complete their M.Ed. or Ph.D. degree. Knowledge of these competencies is gained through both in-class and out-of-class experiences. The mastery of these competencies will be shown in the Integrative Seminar's capstone project for M.Ed. students and serve as the basis for Ph.D. students' comprehensive examinations.

1. History – knowledge of key events, developments, and trends that have shaped American higher education over time and an understanding of how such events, developments and trends relate to current realities and future possibilities for higher education. Some of the important trends include the changes in and development of the curriculum, the evolution of different types of institutions, changes in the various roles of stakeholders, and the changing role of the student affairs profession.
2. Leadership, Management, and Organization – knowledge and ability to use skills necessary for establishing, prioritizing and achieving organizational goals; knowledge about the ways in which economic resources are developed and used by higher education systems, institutions, groups, and individuals; knowledge about the impact of emerging technologies in the classroom, in administration, and in social networking; an understanding of the ways in which enduring intentional change and development can be cultivated as a means for transforming higher education policy and practice. Students will learn the principles and practices of effective management in higher education, and they will study the transformation that has taken place in the definition of leadership and how this will help them to become better administrators and leaders.

3. Law and Ethics – knowledge of fundamental legal structures, concepts and issues as they relate to American higher education; knowledge of ethical principles of practice within academics and administration. Some of the issues surrounding higher education include affirmative action, speech codes, privatization, academic freedom, sexual harassment, FERPA etc. Students also will explore the basics of legal research and case analysis.
4. Student Learning and Development – an understanding of how postsecondary education impacts student learning and development. Students will be exposed to different student development theories including, psychosocial, cognitive-structural, typology, and college impact theories, and how these theories can be used to enhance the role of an administrator. Also, students will study current trends in pedagogy.
5. Assessment, Evaluation, and Research Methods – an understanding of the range of qualitative and quantitative methods and designs used to increase knowledge about educational practice and policy in higher education. Students will learn about research and evaluation design; when it is appropriate to use qualitative, quantitative, and mixed methods approaches; and the strengths and weaknesses of various methods. Students also have opportunities to develop skills and knowledge related to academic assessment as well as program evaluation relevant for higher education.
6. Academic Affairs – an understanding of the academic side of higher education including the evolution and history of the academic profession, stages of the academic career, faculty roles and rewards, academic culture, the process of teaching and curriculum development, research and outreach, faculty professional development, academic advising, and pedagogical issues (including critical theory).
7. Social Justice, Oppression, and Diversity – a critical understanding of justice and oppression and how these concepts relate to higher education, as well as an appreciation for the multiple aspects of human diversity and how such diversity contributes to higher education. By introducing many perspectives on different issues, from larger societal issues such as the economy, to higher education specific issues, such as students’ rights on campus, students will learn to question their previously held perspectives.
8. Policy, Politics, and Economics - an understanding of how higher education functions within the larger context of public policy, and how political processes, structures and systems influence and are influenced by higher education.

### Degree Requirements

The Ph.D. requires a minimum of 60 course credits, completion of comprehensive exams, 18 dissertation credits, and the successful defense of a dissertation.

## Program of Study

COLLEGE OF EDUCATION PhD Program: Higher Education (HE) Program of Study		
Course Number	Course Title	Credit Hours
<b>Required Courses:</b>		<b>3 credits</b>
EDUC 739	Introduction to Inquiry	
<b>Applied Research</b>		<b>12 credits</b>
EDUC 717	Research in Higher Education (first 4 semesters)	
<b>Research Methods: minimum of 4 courses (2 must be quantitative*)</b>		<b>12 credits</b>
EDUC 555	Introduction to Statistics I*	
EDUC 656	Introduction to Statistics II*	
EDUC 650	Regression Analysis*	
EDUC 671	Survey Research Methods*	
EDUC 790E	Social Network Analysis*	
EDUC 676	Secondary Data Analysis*	
EDUC 731	Structural Equation Modeling*	
EDUC 619	Qualitative Research Methods	
EDUC 797A	Qualitative Data Analysis	
EDUC 794D	Seminar in Discourse Analysis	
EDUC 815	Researching Language, Literacy & Culture in Education (2-semester sequence)	
Other courses with Guidance Committee approval:		
<b>Specialization courses (5 electives)</b>		<b>15 credits</b>
<b>Minimum course credits</b>		<b>42 credits</b>
<b>Dissertation Credits</b>		<b>18 credits</b>
<b>Minimum Total Credits</b>		<b>60</b>

## Research Requirements

Beginning fall 2017, the College of Education requires doctoral students to complete at least four research methods courses; at least two of the four must be quantitative, and one must be a qualitative research methods course. Students who entered the degree program prior to fall 2017 must complete at least four research methods courses; two must be quantitative.

Students considering writing a *qualitative* dissertation should take Qualitative Research Methods (EDUC 619) as early during their doctoral studies as possible. In addition, we strongly recommend that students arrange to take courses covering the following areas: qualitative data analysis, qualitative data management, and advanced methods (for example: interviewing, ethnography, etc.) appropriate to their area of greatest interest.

Students considering writing a *quantitative* dissertation should take Statistics I (EDUC 555) and Statistics II (EDUC 656), as early during their doctoral studies as possible, if they have not already taken the equivalent of these courses in prior graduate work. Beyond these courses, most students would be well served to take Regression Analysis (EDUC 660). In addition, we strongly recommend that students arrange to take courses covering the following areas: survey research methods, secondary data analysis, and/or advanced statistical courses such as Structural Equation Modeling.

## Independent Studies

Independent work may receive credit as an Independent Study provided that the work is performed under the guidance of a graduate faculty member and the course is properly recorded as part of the student's registration. Students who are interested in doing an Independent Study must draw up a contract at the time of registration and have it approved by the faculty member supervising the study. Generally the maximum number of independent study credits is three; if you have a compelling reason to take additional independent study credits you must submit a written request to the faculty as a whole for approval. The Independent Study Contract can be found [here](#).

## Designing Your Program of Study

Students should try to complete their Program of Study with their advisor by the end of their first year. An important part of this process is developing a set of goals for the program of study, and a set of courses and experiences to meet those goals. Forms and advising guidelines are available [here](#): Sample D-2's are available from advisors.

At the end of the required coursework in year one, each student should have made progress in developing the analytic, research, and communication skills necessary for informing and improving research, policy, and practice in higher education. The courses will help students understand the existing sources of knowledge in the area of higher education and how to access them. Students will have reflected on the process and form of scholarly writing, and each of their strengths and areas for development as writers. Students will also develop a foundational understanding of research designs appropriate for the study of higher education. Finally these courses are a place for students to consider the areas of higher education research where they might be able to make their greatest contributions.

Ideally students are exposed to major journals and research publications in higher education (e.g. *Journal of Higher Education*, *Research in Higher Education*, *Review of Higher Education*, *Journal of College Student Development*, *Higher Education: Handbook of Theory and Research*, *New Directions for Institutional Research*, *New Directions for Higher Education*), higher education research centers, national faculty and student surveys and datasets, the research of faculty members in the UMass Higher Education program that coincides with topics being discussed in class, and the annual conferences each year where higher education research is presented (e.g. ASHE, AERA, AIR, NASPA, ACPA).

## Review of Doctoral Students

Doctoral students will be reviewed annually to reflect on strengths and areas for improvement, and to gauge adequate academic progress. This review will include a written reflection by the student of their progress toward goals set in the prior year, and statement of goals for the subsequent year. This written review will also contain comments from the student's advisor. At the end of the *first year*, this is part of a formal portfolio assessment with higher education faculty members. At the end of the *second year*, this is part of a review with faculty, focused on a paper or research project that exemplifies the students' direction toward comprehensive exams and the dissertation. Each subsequent year, this annual review occurs with the student's advisor.

## First Year Portfolio Assessment

At the end of the first year, students complete a portfolio. This portfolio consists of copies of the original papers with instructors' comments from each of the three core courses of the first year. The portfolio is prepared by the student and read by the student's advisor and one other faculty reader. Students will meet with at least the advisor in late May/early June to receive feedback on the portfolio and discuss their progress in the doctoral program.



## Comprehensive Exams

The comprehensive examination is designed to provide students with an opportunity to demonstrate mastery of the knowledge, skills and expertise necessary for conducting dissertation research as a doctoral candidate in this multi-disciplinary applied field. Students are required to demonstrate knowledge about the key issues and concepts within at least two of the HIGHER EDUCATION PROGRAM COMPETENCIES while also demonstrating knowledge of the research design process. Students also need to show the ability to apply theory in a rigorous and coherent manner that informs significant challenges in higher education.

While this examination assumes some common knowledge within Higher Education as a field of study, we understand that each student in the program, bring a unique set of perspectives, theories, concepts, and skills that have been developed through the core Higher Education courses and a unique broader program of study that students have developed with help from their adviser.

The examination consists of two components:

- An applied research paper (this paper will typically be developed as a required assignment in EDUC 717 and may be further embellished for the comprehensive exam) that includes an 8 to 10 page substantive review of literature. (The paper should be a maximum of 40 pages total.)
- Two applied analysis papers that respond to questions prepared by the student's committee. These questions will be created based on at least 3 potential questions per paper that students develop and submit to their adviser. (12-15 pages each)

Once students have completed all of the coursework and requirements on their D-2 plan (with no incompletes), students should inform their adviser that they are ready to take the comprehensive exam. This may occur at any time during the academic year. First students meet with their adviser to finalize the composition of the committee, complete the D-3 form for the formation of the Comprehensive Examination Committee, and discuss the timing for the exam. Students and their adviser then discuss possible questions for the two applied analysis papers. Based on this conversation, students will submit via email at least three questions in each of two distinct areas of study. Students will propose the three-week exam period that will be approved in advance by the committee. At this time, students and their adviser will establish a date for the defense and work with the committee to complete the D-4 form. The adviser will then share the questions with the other committee members.

Collectively, the committee will select one of the questions from each of the two sets (the committee may refine or enhance one or both of the questions) and will then send the student the questions. Once a student receives the two comprehensive exam questions, the student will have three weeks to write the two analytic papers and submit all final versions of all three of the papers (including the research paper) to the committee. The date of the defense will have already been set for the D-4 form, and the student must ensure that there are two weeks for the committee to read the papers.

All students taking the comprehensive exam must sign a formal statement declaring that the applied analysis papers were written totally independently. Students are not allowed to discuss or work on these two papers with any other individuals (including spouses/partners). They are not allowed to have *anyone* edit or read and give them feedback on their exam prior to handing it in (including spouses/partners). This is different from most assignments and exams completed for coursework - it is important to understand this facet of comprehensive exams. Although students' answers should be informed by coursework, students are also not allowed to include in their answers any verbatim material extracted from papers that they have previously submitted as coursework. Comprehensive exam answers should be completely original writing. Students are provided with guidelines (see below) to help them understand the expectations for the written papers.

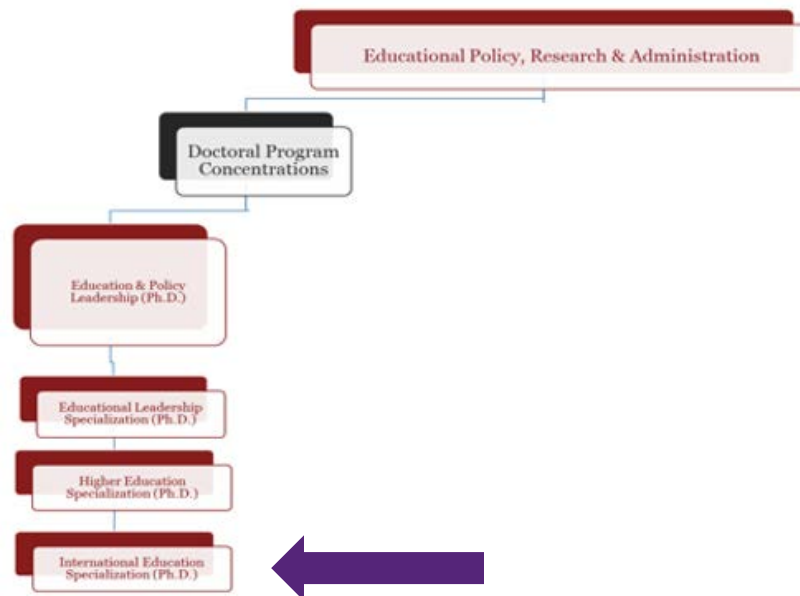
Approximately two weeks after the submission of all three papers, students will meet with the committee for a formal defense of the examination (the date will have been set on the complete D-4 form). Students will be expected to make a presentation on the applied analysis papers and respond to questions from the committee about any of the three papers. The committee will then make a decision about the results of the exam.

## Dissertation Process

In preparing the dissertation proposal, the student registers for dissertation credits the semester following the passing of the Comprehensive Exam. Each student works on developing a dissertation proposal (usually three chapters), which they defend before a dissertation committee of three or more faculty (the committee is declared on the D-6 form). At this time, each student must have one person from outside the College of Education serve as one of the three members. Each student must sign up for a total of 18 dissertation credits (usually nine credits in each of two consecutive semesters) and maintain continuous enrollment (pay student fees) from the time they complete comps to the point at which they defend their dissertation and graduate. It is each student's responsibility to sign up for dissertation credits through their adviser each semester and to decide how many credits they want to take in each semester.



## Educational Policy and Leadership: *International Education (IE) Specialization*



### Introduction

International Education offers courses leading to the Educational Policy & Leadership Ph.D. degree with a specialization in International Education. The specialization in International Education provides educators with the opportunity to study the role of education in the context of Asia, Africa, and Latin America and other developing areas. Historically, the concentration has placed an emphasis on non-formal education; recent developments in the curriculum also focus on the formal sector with specific emphasis on education reform, teacher development, and capacity building with institutions of higher education. Courses and co-curricular activities also bring an international dimension to education in the United States.

### Competencies

Degree candidates develop competencies in four areas: Theories of International Education Development; Research & Evaluation; Education Policy, Planning & Leadership; or Educational Approaches such as adult literacy and education, non-formal education and education in post-conflict settings. The four competencies cover the range of professional knowledge that International Education students have the opportunity to master while they complete their Ph.D. degree. Knowledge in these competency areas is gained through both in-class and out-of-class experiences.

In addition, all students are expected to become aware of social justice and cultural difference issues in education. Graduates can develop a focus in areas such as critical theory and pedagogy in schools and communities in domestic and international settings; and practical skills in training, project development, research, and evaluation. The combination of academic courses, a participatory community structure, and active involvement in applied projects and research activities combine to provide the curriculum of the specialization.

The courses in the following table shows a sample of course cluster that may be taken under each of the competencies:

<p><b>Educational Approaches</b></p> <p>EDUC 635 Issues in Literacy Program Development  EDUC 649 Training For Non-formal Education  EDUC 719 Theory and Practice of Non formal, Education  EDUC 794 Education In Post-conflict Settings</p>	<p><b>Research And Evaluation</b></p> <p>EDUC 749D Discourse Analysis  EDUC 619 Qualitative Research Methods  EDUC 739 Introduction To Inquiry  EDUC 740 Project Monitoring and Evaluation  EDUC 891 Participatory Action Research</p>
<p><b>Educational Policy, Planning and Leadership</b></p> <p>EDUC 615 Project management &amp; implementation  EDUC 629 Educational Policy Issues  EDUC 623 Project Planning and Proposal Development  EDUC 691 Teacher Quality And Professional Development  EDUC 744 NGOs In International Development</p>	<p><b>Theories of Education</b></p> <p>EDUC 626 Social Theories of Education  EDUC 678 Cultural Studies and International Development  EDUC 720 Theories of Development  EDUC 793 Globalization and Education  EDUC 752 Gender Issues In Development  EDUC 881 Comparative and International Education  EDUC 619 Adult Learning Theory and Practices</p>

### Degree Requirements

The Ph.D. requires a minimum of 42 course credits beyond the Master’s degree, the successful completion of comprehensive exams, 12 dissertation credits, and the successful defense of a dissertation. Typically:

- a) 4 to 6 semesters are devoted to courses and study on campus. Dissertation credits can be taken in any semester during one’s coursework.
- b) Course work is followed by the comprehensive examination, the form and content of which are related to the individual's program of study and are determined in consultation with a faculty committee.
- c) After successful completion of the comprehensive exams, the student has achieved candidacy, develops a research proposal, conducts independent research, and writes the dissertation. A public oral defense of the dissertation is required by the Graduate School.

## Program of Study

COLLEGE OF EDUCATION PhD Program: International Education (IE) Program of Study		
Course Number	Course Title	Credit Hours
<b>Required Courses</b>		<b>6 credits</b>
EDUC 733	Seminar in International Education	
EDUC 739	Introduction to Inquiry	
<b>Research Courses (4 courses minimum, 2 must be quantitative*)</b>		<b>12 credits</b>
EDUC 555	Introduction to Statistics I*	
EDUC 619	Qualitative Research Methods	
EDUC 652	Mixed Methods Research*	
EDUC 656	Introduction to Statistics II*	
EDUC 661	Education Research Methods I*	
EDUC 671	Survey Research Methods*	
EDUC 718	Action Research	
EDUC 790E	Social Network Analysis	
EDUC 797A	Qualitative Data Analysis	
EDUC 697SD	Secondary Data Analysis*	
EDUC 815	Researching Language, Literacy, and Culture (2 semesters)	
EDUC 819	Alternative Research Methods	
<b>Specialization Courses (2 courses minimum)</b>		<b>6 credits</b>
EDUC 626	Social Theories in Education	
EDUC 691C	Adult Learning in Theory & Practice	
EDUC 678	Cultural Studies and International Development	
EDUC 720	Theories of International Development for Educators	
EDUC 881	Comparative Education	
<b>Focus Areas and Electives (6 course minimum, one must be outside College of Education)</b>		<b>18 credits</b>
<b>Minimum course credits</b>		<b>42 credits</b>
<b>Dissertation credits</b>		<b>12 credits</b>
<b>Minimum total credits</b>		<b>54 credits</b>

### Required Courses

During the first year of the doctoral program, students are required to take the following two courses:

- EDUC 733 Seminar in International Education
- EDUC 739 Introduction to Inquiry

### Core Courses

Doctoral students must take at least two core courses, which can be selected from the list of core courses.

- EDUC 626 Social Theories in Education
- EDUC 691C Adult Learning Theory and Practice
- EDUC 678 Cultural Studies and International Development
- EDUC 719 Theory and Practice of Non Formal Education
- EDUC 720 Theories of International Development for Educators
- EDUC 881 Comparative Education

## Research Requirements

For Fall 2017 entrants, the College of Education requires doctoral students to have at least four research methods courses, at least two of which must be quantitative methods and one that must be a qualitative research methods course. Students should work with advisor and committee to determine which would best fit the student's program of study.

## Electives

Doctoral students must take a minimum of 6 electives (18 credits) which can be taken at the College of Education or anywhere in the University according to the goals of the student's program of study. At least one of these courses must be taken outside the College of Education.

## Independent Studies

Independent work may receive credit as an Independent Study provided that the work is performed under the guidance of a graduate faculty member. Students who are interested in doing an Independent Study must draw up a contract and have it approved by the faculty member supervising the study before the end of the add-drop period in any given semester. The maximum number of independent study credits is 9; the Independent Study Contract can be found [here](#).

## Designing Your Program of Study

The doctoral program employs a learner-centered approach where students design their own study plans in collaboration with their guidance committee. Early in the program, a doctoral candidate, together with a faculty guidance committee, formulates an individualized program of study that balances academic work with relevant field experience. This plan typically involves work at three interrelated levels: (1) the theoretical, such as investigating the relationship between education and political and socioeconomic change; (2) the practical, such as developing skills in curriculum and materials development, training, management, evaluation, or research; and (3) the contextual, focusing on content areas such as literacy, health, higher education, adult education, etc. Most students also seek to strengthen their knowledge of current conditions in a particular country or region of the world.

Students should try to complete their Program of Study Plan with an advising committee made up of their adviser and 1-2 other faculty members (at least two people on the committee should be from the International Education concentration) by the end of their first semester. An important part of this process is developing a set of goals for the program of study, and a set of courses and experiences to meet those goals. The committee meets with the student upon completion of the draft POS plan. To suggest any revisions. The student submits the completed POS plan form to the Department Administrator (Jennie Southgate). The College's Forms and advising guidelines are available [here](#).

## Review of Doctoral Students

Annually, students are to complete a Program of Study form and meet with their advising committee (included advisor) to make sure that they are on track towards graduation.

## Comprehensive Exam

Comprehensive examinations follow the completion of coursework, the form and content of which is related to the student's program of study, and is determined in consultation with a faculty committee. Students typically remain on campus until they have completed this examination.

The role of the student, committee chair and committee members in the comprehensive exam process are outlined below in the order that they take place:

Comprehensive Exam Process		
<i>Student</i>	<i>Chair</i>	<i>Committee Members</i>
Take research classes per your Program of Study Plan <sup>1</sup>		
Select and ask committee members <sup>2</sup>	Confer	Agree to serve
Prepare elaborated outline (2-3 pages) of each paper with timeline for finishing and defending (calculate dates backwards from absolute deadline); send to committee before initial meeting	Read drafts; provide feedback	Read outlines
Set up initial meeting with committee members <sup>3</sup>	Agree to meeting time	Agree to meeting time
First committee meeting; feedback and approval of outlines; discuss timeline		
Prepare a memo (summary of meeting) with agreements/decisions about the papers, with a clear timeline; send to all committee members		
Prepare IRB forms (only if you are collecting data for a comprehensive paper);	Review IRB forms; give feedback; sign off on the forms	
Write a draft of each comp paper; submit to Chair based on agreed-upon schedule; allow at least 2 weeks for feedback on complete comps paper submitted; revise drafts until chair feels they are ready for full committee	Review drafts; feedback to student; advise student when drafts are ready to be submitted to the whole committee	
Send completed drafts of papers to committee; allow 3 weeks for review	Review papers; await opinion from committee members	Review papers within three weeks; send chair opinion: (1) <i>accept with minor revisions</i> (ready to defend with small

<sup>1</sup> In addition to Introduction to Inquiry (required in your first semester of graduate work) and three other research courses, consider specific preparation courses such as *EDUC 721: Research Design in International Education*.

<sup>2</sup> Comprehensive committees include your chairperson and two other faculty members, from any concentration or department.

<sup>3</sup> Setting up committee meetings is the students (not the chair person's) responsibility. Send your committee members multiple dates and times, well in advance, from which they can choose. Or use a Doodle poll.

Comprehensive Exam Process		
<i>Student</i>	<i>Chair</i>	<i>Committee Members</i>
		revisions); (2) <i>revise and resubmit</i> (need substantial feedback and a revised draft before deciding when to set exam). Send "track changes" or comments to student for revision
	Chair informs student of committee's decision; works with student to (1) prepare final papers, or (2) substantially revise papers for re-submission to committee	
Receive feedback from committee. Either (1) prepare final versions of papers for committee or (2) repeat steps above for another round.	After two iterations of comps papers, if papers still not acceptable within 18 months, committee makes a decision to counsel student out of doctoral program (write a master's thesis, take an Ed.S., etc.)	
Schedule comprehensive examination with committee;	Agree to meeting time	Agree to meeting time
Comps examination; sign D-5; turn in to COE		

### Dissertation Process

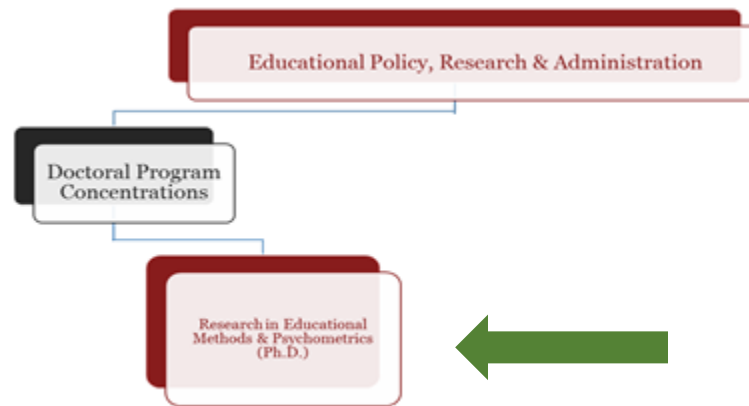
After passing the comprehensive exams, the student, in consultation with the faculty committee, prepares a dissertation proposal. When approved, the student then undertakes the proposed research, followed by writing the dissertation. When the dissertation is deemed satisfactory, an oral defense is held which is open to the University community.

In preparing the dissertation proposal, the student registers for dissertation credits the semester following the passing of the Comprehensive Exam. Each student must sign up for a total of 12 dissertation credits. Students must maintain continuous enrollment (pay student fees) during any semester when they are not taking courses or registered for dissertation credits. It is each student's responsibility to sign up for dissertation credits through their adviser each semester and to decide how many credits they want to take in each semester. Detailed information about the student, chair and committee members' roles throughout the dissertation process is available from the concentration coordinator. See examples of [recent doctoral dissertations](#).





## Ph.D. Programs: Research, Educational Measurement and Psychometrics (REMP)



### Introduction

The [Research, Educational Measurement and Psychometrics \(REMP\)](#) doctoral concentration offers a graduate level program for the training of persons with specialized skills in the areas of psychometric methods (e.g., item response theory, classical test theory, and scaling), statistics, instrument development, and data analysis. The REMP doctoral degree concentration emphasizes the training of persons in the areas of (i) educational test development (ii) psychometric models, methods, and practices, (iii) educational statistics, and (iv) research and evaluation methods.

Testing and assessment are very prominent in today's society. They are used in instruction, diagnosis, placement, promotions, credentialing, and selection decisions, and in educational research and evaluation. Furthermore, the No Child Left Behind legislation has led to a substantial increase in testing in the public school system. Persons trained to develop instruments such as tests, assessments, and questionnaires, to use new models and methods for data collection and analysis (such as item response theory and structural equation models), design sampling frameworks, collect and analyze data, and conduct research and evaluation studies, play vital roles in education.

The REMP doctoral concentration requires 52 credits of coursework for the degree. Students must also demonstrate mastery in the field by passing the comprehensive exams and successfully defending a dissertation. Most students admitted into the Program are provided with full research assistantships and tuition waivers. The assistantships provide students with opportunities to develop practical skills, and carry out research studies. Summer internships are also a part of the graduate student training experience, and so the faculty work closely with students to create these important training opportunities. The concentration has close connections with many testing agencies around the country that provide these summer internship experiences.

Concentration	Concentration Coordinator
Research, Educational Measurement and Psychometrics (REMP)	Steve Sireci (Distinguished Professor) <a href="mailto:sireci@acad.umass.edu">sireci@acad.umass.edu</a> ; N110 Furcolo

### Competencies

The Research, Educational Measurement and Psychometrics Concentration Methods concentration emphasizes the training of persons in the areas of (1) educational test development (2) psychometric models, methods, and practices, (3) educational statistics, and (4) research and evaluation methods. Graduates are trained to carry out the design of research and evaluation studies, to apply modern psychometric models and methods (such as those associated with item response theory, structural equation modeling, and performance-based assessment), to develop and validate a wide variety of instruments, and to analyze data in such diverse settings as the public

schools, state and federal agencies, industry, the armed services, and medical and allied-health organizations. Our special focus is on the training of program graduates with both theoretical training as well as a wide range of practical experiences. Students with such training have no difficulty finding suitable positions upon graduation. We also work with universities and testing agencies throughout the world.

### Degree Requirements

The Ph.D. in the REMP concentration requires a minimum of 42 class credits, completion of comprehensive exams, 10 dissertation credits, and the successful defense of a dissertation.

### Program of Study

In Table 1, we present the required and recommended courses for the REMP doctoral degree. The first column lists the courses required of all students. The second and third columns indicate courses that are “highly recommended” for students who want to emphasize (a) a more statistically-oriented track, or (b) a more policy-oriented track. Students do not need to choose a statistics track or a policy track. Rather, these are just suggestions to guide student/faculty discussion when developing each student’s program of study. In addition to these requirements, it is assumed students will have entered the REMP doctoral program after successfully completing a basic statistics course (i.e., the equivalent of EDUC555). If not, the student would also be required to take EDUC555.

Table 1

REMP Program of Study Requirements and Guidelines

<b>Required Courses</b>	<b>Suggested for Stats Track</b>	<b>Suggested for Policy Track</b>
Research Methods (661)	Multivariate 2 (772) (R)	Educ. Assess. Policy (R) (new)
Stats 2 (656)	IRT 2 (R) (794E)	Educ. & Public Policy (R) (633)
Test Construction (632A), Principles of Testing (632), or Classroom Assessment (625)	Classical Test Theory 2 (891N) (R)	All 3 courses in the first column of this row are suggested and we recommend (R) at least two.
Classical Test Theory 1 (735)	Programming (R) (747)	Scale and Instrument Dev. (R) (727)
IRT 1 (736)	Seminar (R) (756)	Seminar (R) (756)
Multivariate 1 (771)	Nonparametric (637)	Professional Seminar (753)
Validity (821)	Regression (650)	
Structural Equation Modeling (731)	Scaling Methods (751)	
*Diversity course requirement	Generalizability Theory (707)	
*Qualitative course requirement	Scale and Instrument Dev. (727)	
(10 required courses, 30 credits)	Adv. Stat Using R (757)	

Required: 42 credits. Prerequisite required for all: Stats 1 (EDUC555)

(R)=Highly recommended for track.

\*Lists of acceptable courses will be developed.

COLLEGE OF EDUCATION		
PhD Program: Research, Educational Measurement, and Psychometrics (REMP)		
Program of Study		
Course Number	Course Title	Credit Hours
<b>Core Required Courses: 10 courses</b>		<b>30 credits</b>
EDUC 632*	Principles of Testing	
EDUC 656	Introduction to Statistics and Computer Analysis II	
EDUC 661	Educational Research Methods I	
EDUC 731	Structural Equations Modeling	
EDUC 735	Advanced Theory and Practice of Testing I (CTT 1)	
EDUC 736	Advanced Theory and Practice of Testing II (IRT 1)	
EDUC 771	Applied Multivariate Statistics I	
EDUC 821	Advanced Validity Theory and Test Validation	
	Diversity course (specify)	
	Qualitative research (specify EDUC 619 or other)	
<b>Elective Courses: 4 courses</b>		<b>12 credits</b>
EDUC 555	Introduction to Statistics and Computer Analysis I	
EDUC 625	Classroom Assessment	
EDUC 632	Principles of Educational and Psychological Testing	
EDUC632A	Fundamentals of Test Construction	
EDUC 633	Education and Public Policy	
EDUC 637	Nonparametric Statistical Analysis in Education and Psychology	
EDUC 650	Regression Analysis	
EDUC 707	Generalizability Theory: Principles and Applications	
EDUC 727	Scale and Instrument Development	
EDUC 736	Advanced Theory and Practice of Testing II	
EDUC 747	Programming for Psychometric and Statistical Modeling	
EDUC 751	Scaling Models for Behavioral Sciences	
EDUC753	Professional Seminar in Psychometrics	
EDUC 756	Advanced Measurement Seminar	
EDUC757	Advanced Statistics Using R	
EDUC 772	Applied Multivariate Statistics II	
EDUC 794E	Advances in IRT	
EDUC871	Design and Evaluation of Educational Programs	
EDUC 891N	Advanced Psychometric Methods I (CTT II)	
EDUC	Educational Assessment Policy	
<i>Other Electives from the College of Education (please specify):</i>		
<i>Electives from Psychology, Statistics, or Other Departments (please specify):</i>		
<b>Minimum Course Credits</b>		<b>42 credits</b>
<b>Dissertation Credits</b>		<b>10 credits</b>
<b>Minimum total credits</b>		<b>52 credits</b>

\*Can substitute EDUC625 (Classroom Assessment) or EDUC632A (Fundamentals of Test Construction)

<sup>1</sup> As of August 2018, the 10 dissertation credits requirement is pending Faculty Senate approval (from the previous requirement of 18 credits)

## Designing Your Program of Study

### INSTRUCTIONS FOR COMPLETING PROGRAM OF STUDY FORM:

Indicate the courses you have already taken by clicking the box and indicating the number of credits earned. For courses you plan to take, check the box and indicate the number of credits, but either (a) leave the semester field empty, or (b) put the semester in parentheses, if you know when you are going to take the course. Insert specific names for diversity, qualitative, and other courses, if known.

### REMP PROGRAM OF STUDY

**Student Name:** \_\_\_\_\_

**Guidance Committee:** Chair: \_\_\_\_\_ Member: \_\_\_\_\_ Member: \_\_\_\_\_

Member: \_\_\_\_\_ Member: \_\_\_\_\_ Member: \_\_\_\_\_

**Academic and Career Goals:**

**Program of Study (52 credit minimum): List courses you have taken and will take.**

Course	Course Title	POS Plan	Semester Taken	Credit Hours
<b>Core Required Courses: 10 courses</b>				<b>30 credits</b>
EDUC 632A	Test Construction	<input type="checkbox"/>		
EDUC 656	Introduction to Statistics and Computer Analysis II	<input type="checkbox"/>		
EDUC 661	Educational Research Methods I	<input type="checkbox"/>		
EDUC 731	Structural Equations Modeling	<input type="checkbox"/>		
EDUC 735	Advanced Theory and Practice of Testing I (CTT 1)	<input type="checkbox"/>		
EDUC 736	Advanced Theory and Practice of Testing II (IRT 1)	<input type="checkbox"/>		
EDUC 771	Applied Multivariate Statistics I	<input type="checkbox"/>		
EDUC 821	Advanced Validity Theory and Test Validation	<input type="checkbox"/>		
	Diversity course (specify)	<input type="checkbox"/>		
	Qualitative research (waived—fall 2016 cohort)	<input type="checkbox"/>		
<b>Total Credits From Required Courses</b>				<b>credits</b>
EDUC 555	Introduction to Statistics and Computer Analysis I	<input type="checkbox"/>		
EDUC 625	Classroom Assessment	<input type="checkbox"/>		
EDUC 632	Principles of Educational and Psychological Testing	<input type="checkbox"/>		
EDUC632A	Fundamentals of Test Construction	<input type="checkbox"/>		
EDUC 633	Education and Public Policy	<input type="checkbox"/>		
EDUC 637	Nonparametric Statistical Analysis in Educ. & Psych.	<input type="checkbox"/>		
EDUC 650	Regression Analysis	<input type="checkbox"/>		
EDUC 707	Generalizability Theory: Principles and Applications	<input type="checkbox"/>		
EDUC 727	Scale and Instrument Development	<input type="checkbox"/>		
EDUC 736	Advanced Theory and Practice of Testing II	<input type="checkbox"/>		
EDUC 747	Programming for Psychometric and Statistical Modeling	<input type="checkbox"/>		
EDUC 751	Scaling Models for Behavioral Sciences	<input type="checkbox"/>		
EDUC753	Professional Seminar in Psychometrics	<input type="checkbox"/>		
EDUC 756	Advanced Measurement Seminar	<input type="checkbox"/>		
EDUC757	Advanced Statistics Using R	<input type="checkbox"/>		
EDUC 772	Applied Multivariate Statistics II	<input type="checkbox"/>		
EDUC 794E	Advances in IRT	<input type="checkbox"/>		
EDUC871	Design and Evaluation of Educational Programs	<input type="checkbox"/>		
EDUC 891N	Advanced Psychometric Methods I (CTT II)	<input type="checkbox"/>		
EDUC	Educational Assessment Policy	<input type="checkbox"/>		
<i>Other Electives from the College of Education (please specify):</i>				
		<input type="checkbox"/>		
		<input type="checkbox"/>		
<i>Electives from Psychology, Statistics, or Other Departments (please specify):</i>				
		<input type="checkbox"/>		
<b>Total Credits from Electives</b>				
<b>Dissertation Credits</b>				<b>10 credits</b>
EDUC 899	PhD Credits	<input type="checkbox"/>		
EDUC 899	PhD Credits	<input type="checkbox"/>		
<b>TOTAL CREDITS</b>				<b>credits</b>

**ADVISING COMMITTEE COMMENTS:**

**FOR ADVISING COMMITTEE TO COMPLETE:**

**Date of Review:** \_\_\_\_\_

**Program of Study Accepted is confirmed by the signatures below**

**Signatures:** Chair: \_\_\_\_\_  
Member: \_\_\_\_\_  
Member: \_\_\_\_\_  
Member: \_\_\_\_\_  
Member: \_\_\_\_\_  
Member: \_\_\_\_\_  
Member: \_\_\_\_\_

## Review of Doctoral Students

All REMP Students are required to complete the end of year report to reflect on their academic progress and to guide discussion of that progress with their advisor and other REMP faculty members. Reports are due in late May after the conclusion of the academic year and students receive faculty feedback by midsummer before the start of the next academic year. A sample of the report form and questions is available on the REMP [End-of-Year Report web page](#).

## Criteria for “Meeting Expectations”

Full time students who are funded on assistantships are classified into one of four categories: not meeting expectations, meeting expectations, exceeding expectations, or exemplary. We define the criteria for “meeting expectations” according to the year completed by the student using four criteria—classes, assistantship work, research productivity, and progress toward doctoral degree. The criteria are described Table 2. Expectations differ for students who are not full-time, or who are not funded on an assistantship. For such students, faculty advisors and students discuss the expectations each year.

Table 2

Descriptions of “Meeting Expectations” for Full-time, Funded REMP Students

Criterion	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Classes	Took at least 8 classes and did well in all classes.	Took and did well in 8 classes.	Successfully completed 18 credits.	Successfully completed 18 credits.
Assistantship	Performed assistantship duties satisfactorily and filled-out time sheets.	Performed assistantship duties satisfactorily and filled-out time sheets.	Performed assistantship duties satisfactorily and filled-out time sheets.	Performed assistantship duties satisfactorily and filled-out time sheets.
Research Productivity		Made at least 2 presentations at conferences.	Made at least 3 presentations at conferences. Submitted one manuscript for publication.	Made at least 3 presentations at conferences. Submitted one manuscript for publication.
Progress toward doctoral degree	Completed D2 form.		Passed comprehensive exam.	Defended dissertation proposal.

## Comprehensive Exam

The purpose of the comprehensive exam is to ensure students have sufficient knowledge of the fields of research design, educational statistics, and psychometric methods, to proceed toward candidacy for the Ph.D. degree. Successful completion of the Comprehensive Exam is an important milestone for Psychometrics students because it indicates mastery of the important knowledge and skills taught in our concentration and that are important for success in the fields of educational research and psychometrics. The revised comprehensive exam consists of a written exam and an oral exam.

Documents for students pertaining to the current exam format:

[Comps Exam: May 2013 Administration](#)

[Comps Exam Formula Sheet](#)

[Comps Exam: August 2011 Administration](#)

[Comps Exam: May 2012 Administration](#)

[Comps Exam Sample Questions](#)

[Comps Exam Policy](#)

[Comps Exam: Reading List](#)

## Dissertation Process

After completing their comprehensive exams, students begin work on their dissertations. This process begins with a discussion of potential topics with their advisor. University dissertation policies [here](#).





## Master's Programs

The EPRA Department offers three Master's degree programs in the following areas of specialization:

- Higher Education (M.Ed.)
  - Dual-degree: Public Policy & Administration (MPPA) and Higher Education (M.Ed.)
- International Education (M.Ed.)
- Assessment and Policy Studies in Education (M.Ed.)

### Higher Education Concentration (M.Ed.)

#### Introduction

This master's degree in higher education prepares professionals for careers in the administration of colleges and universities. Students complete a core of required foundation courses, a series of specialization courses, at least 120 hours of supervised practice, and a final integrative project. All coursework should help students develop an understanding of the HIGHER EDUCATION PROGRAM COMPETENCIES, which represent the basis of the higher education master's program. A minimum of 36 credit hours is required for the master's program.

Students are required to take five core courses: Master's Seminar in Higher Education I, History of Higher Education, Student Life Research, "Practicum" course (a post-practicum course focused on professional practice), and Integrative Seminar (the capstone course).

#### Competencies

Same as Ph.D.

#### Degree Requirements

All master's degree students are required to take the following courses:

- EDUC 643 - Master's Seminar
- EDUC 641 - Student Life Research
- EDUC 844 - History
- EDUC 698-ED - Practicum
- EDUC 675 - Integrative Seminar

Students interested in pursuing additional research methods coursework should consult with their advisor, including whether the course Research in Higher Education is appropriate to achieve their academic goals.

#### Practicum (EDUC 698-ED)

A minimum of 120 hours of approved practicum experience is required and provides an opportunity for you to obtain more experimental-based learning related to higher education. Most students choose to do their practicum during the summer months between the first and second year of the program, although for some it is more convenient to do it at a different time. The practicum includes at least 120 hours, and there is considerable flexibility in terms of sites and job descriptions, based on the interests of each student. You are responsible for locating your own practicum site – you should work closely with your academic advisors during this process. After the actual practicum has been complete, there is a required "Practicum" class in the fall that provides an opportunity to reflect upon your own experiences with your classmates and as instructor. The Practicum Handbook describes the process in more detail and can be found on the Current Students page. Students who have had at least five years of full time professional experience in higher education may request to waive the 120 hours of practicum experience (but not the course).

To Request a waiver, you must write a one-page statement describing your prior professional experience. This statement should be submitted to your advisor who will present the request to faculty for approval.

## Summary of Credit Requirements

FOUNDATION (CORE)	15 credits
Master's Seminar	(3 credits)
History	(3 credits)
Student Life Research	(3 credits)
Practicum Course	(3 credits)
Master's Integrative Seminar	(3 credits)
SPECIALIZATION COURSES	21 credits
TOTAL CREDITS	36 credits

## Designing Your Program of Study

### Sample Full Time Program Plan

#### First Year Courses (18 credits)

Fall Semester	Master's Seminar in Higher Education (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup> Specialization Course (3 credits) <sup>b</sup>
Spring Semester	Student Life Research (3 credits) <sup>a</sup> History of Higher Education (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup>

#### Second Year Courses (18 credits)

Fall Semester	Practicum Course (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup> Specialization Course (3 credits) <sup>b</sup>
Spring Semester	Master's Integrative Seminar (3 credits) <sup>a</sup> Specialization Course (3 credits) <sup>b</sup> Specialization Course (3 credits) <sup>b</sup>

<sup>a</sup> Course must be taken during the indicated semester unless permission is granted from the faculty as a whole.

<sup>b</sup> Seven specialization courses are required and five out of the seven courses must be taken from the higher education faculty. A list of possible specialization courses can be found on our [Higher Education website](#).

Concentration Coordinator: Ryan Wells (Associate Professor); [rwells@educ.umass.edu](mailto:rwells@educ.umass.edu);  
N172 Furcolo; (413)545-0871

## Dual Degree - Master of Public Policy and Administration (MPPA) & Master of Education in Higher Education (M.Ed.)

The [MPPA/M.Ed. dual degree program](#) is designed for students interested in a range of policy issues that affect higher and postsecondary education, such as state governance and coordination, financial aid funding, and affirmative action in admissions and hiring. Graduates will be ready for research, policy analysis and management positions in federal and state governmental agencies, consulting organizations, education research groups and nonprofit organizations working on education issues.

Students enrolled in dual degree programs may begin their studies in either program. It is best to complete a full year in one program before beginning the second program. During the second year students will fulfill the core requirements of the other program. Students will fulfill the remaining requirements of both programs in the third year of study. Full-time Students can complete the 60-Credit program in three years.

### Degree Requirements

All dual degree students are required to take the following courses:

- EDUC 643 - Master's Seminar
- EDUC 844 - History
- EDUC 698-ED - Practicum
- EDUC 675 - Integrative Seminar
- EDUC 641 - Student Life Research
- EDUC 797A – Higher Education Policy
- CPPA 601 – Politics & Policy Process
- CPPA 605 – Economics & Public Policy
- CPPA 603 – Policy Analysis
- CPPA 608 – Statistics
- CPPA 602 – Public Management
- CPPA 610 – Policy Capstone

### *Summary of Credit Requirements*

FOUNDATION (CORE)	36 credits
Master's Seminar	(3 credits)
History	(3 credits)
Student Life Research	(3 credits)
Practicum Course	(3 credits)
Master's Integrative Seminar	(3 credits)
Higher Education Policy	(3 credits)
Politics & Policy Process	(3 credits)
Economics & Public Policy	(3 credits)
Policy Analysis	(3 credits)
Statistics	(3 credits)
Public Management	(3 credits)
Policy Capstone	(3 credits)
HIGHER ED. SPECIALIZATION COURSES	12 credits
PUBLIC POLICY ELECTIVE COURSES	12 credits
TOTAL CREDITS	60 credits

## Designing Your Program of Study

### *Sample Full Time Program Plan*

#### First Year Courses (18 credits)

##### Fall Semester

Master's Seminar in Higher Education (3 credits)<sup>a</sup>  
Higher Education Policy (3 credits)  
Specialization Course (3 credits)

##### Spring Semester

Student Life Research (3 credits)<sup>a</sup>  
History of Higher Education (3 credits)<sup>a</sup>  
Specialization Course (3 credits)

#### Second Year Courses (24 credits)

##### Fall Semester

Practicum Course (3 credits)<sup>a</sup>  
Politics & Policy Process (3 credits)<sup>a</sup>  
Economics & Public Policy (3 credits)<sup>a</sup>  
Policy Elective Course (3 credits)<sup>b</sup>

##### Spring Semester

Master's Integrative Seminar (3 credits)<sup>a</sup>  
Specialization Course (3 credits)  
Policy Analysis (3 credits)<sup>a</sup>  
Statistics

#### Third Year Courses (18 credits)

##### Fall Semester

Specialization Course (3 credits)  
Public Management (3 credits)<sup>a</sup>  
Policy Elective Course (3 credits)<sup>b</sup>

##### Spring Semester

Policy Capstone (3 credits)<sup>a</sup>  
Policy Elective Course (3 credits)<sup>b</sup>  
Policy Elective Course (3 credits)<sup>b</sup>

<sup>a</sup> Course must be taken during the indicated semester unless permission is granted from the faculty as a whole.

<sup>b</sup> One policy elective course must be a management course

## International Education Concentration (M.Ed.)

### Introduction

The concentration in international education provides students with the opportunity to study the role of education in the context of Asia, Africa, and Latin America and other developing areas. The concentration provides opportunities to focus on non-formal, popular education, adult and community education, teacher education, adult literacy, and gender issues in development. Students can also choose to focus on issues of formal education and development. Courses and co-curricular activities also bring an international dimension to education in the United States.

### Competencies

Same as Ph.D.

### Degree Requirements

The Master's Degree in International Education requires a minimum of 36 hours of coursework and typically takes four semesters of study on campus. A capstone Project is required to complete the degree. In most cases, the student spends the intervening summer conducting research, implementing a project, or on an internship that contributes directly to his/her program of study and the capstone project.

#### Required Courses

M.Ed. students are required to take the following two courses in their first and last semesters respectively:

- EDUC 733 Seminar in International Education
- EDUC 630 Master's Seminar

### Master's Capstone

The Master's degree program requires a 3-credit Project or research study, which is included in the total minimum 36 hours of credit. This Project can take several forms. Recent candidates have conducted applied research studies; developed training curricula; conducted integrative literature reviews with applications to specific contexts; and reported on practicum or other professional experiences. In each case, the written report represents a balance between theoretical literature and practical application, although the mix may vary. The candidate is encouraged to be creative in approaching the Project while maintaining high academic standards. When ready to write up the Project (typically during the final semester of coursework), candidates enroll in the Master's Seminar for International Education. This course provides both group and individual planning and support. All Master's students are required to give a public presentation of the Project upon its completion. The intent of the presentation is for the community to affirm the student's work, and to provide feedback. The student is encouraged to consider non-traditional ways to present the project and involve the community.

### Independent Studies

Same as Ph.D.

#### *Summary of Credit Requirements*

FOUNDATION (CORE)	6 credits
Seminar in International Education	(3 credits)
Master's Seminar	(3 credits)
ELECTIVES	30 credits
TOTAL CREDITS	36 credits

## Designing Your Program of Study

During the first semester the student must create a program of study in consultation with the advisor, and using other faculty members and students as resources. In addition to coursework the Program of Study may include independent study, an internship, consulting, or other practical experience. The program of study typically includes a focus on one area of concentration and an appropriate balance between theory and practice.

**Concentration Coordinator:** Jacqi Mosselson (Associate Professor); [jrm@umass.edu](mailto:jrm@umass.edu)  
N152 Furcolo; (413) 545-4696 or (413) 545-3610

## Assessment and Policy Studies in Education (M.Ed.)

### Introduction

The area of Assessment and Policy Studies provides graduate level training for students interested in specialized training in educational measurement and research methodology as well as using these skills in working with educational policy. Some students may wish to require advanced training in these areas to complement work they currently do in schools, departments of education, or testing agencies. The program comprises 11 courses (33 credit hours), with 9 (27 credit hours) core courses required of all students. The remaining 2 courses are chosen with the student's advisor to meet the needs of the individual student. The culmination of the course sequence will be a pro-seminar capstone course in which the course experiences are synthesized.

The concentration is designed to prepare practitioners in the area of educational assessment, with an additional focus on policy studies. Successful graduates will be able to understand the fundamental underpinnings of educational assessment and educational research and to apply this knowledge both directly in the use of assessments, as well as to inform policy in education.

### Competencies

The core competencies for the Master of Education concentration in Assessment and Policy Studies in Education include the ability to:

1. Use and apply basic statistics
2. Understand research methods used in quantitative research in education
3. Understand the fundamentals of educational assessment development, both in large-scale contexts as well as at the classroom level
4. Apply basic concepts of reliability and validity to educational assessments
5. Understand how to choose appropriate assessment methods
6. Understand how to administer, score, and interpret assessments
7. Understand how to use assessment results to make decisions about students, curricula, or instruction
8. Communicate assessment results and interpretation to a broad audience
9. Recognize unethical, illegal, and inappropriate assessment methods and use of assessment information
10. Understand how knowledge of assessment can be used to inform policy

### Degree Requirements

#### Required Courses

As noted, there are nine required courses for completion of the Master's Degree in Assessment and Policy Studies in Education concentration. These nine required courses span the areas of statistics, research methods, test theory, and policy. Within some of the categories, there are options of courses to choose from. The required courses are provided below:

## Statistics

- EDUC 555 Introduction to Statistics and Computer Analysis I
- EDUC 656 Introduction to Statistics and Computer Analysis II
- Research Methods
- EDUC 661 Educational Research Methods I

## Assessment (Choose 2)

- EDUC 632 Principles of Educational and Psychological Testing
- EDUC 632A Test Construction
- EDUC 501 Classroom Assessment

## Test Theory (Choose 1)

- EDUC 736 Item Response Theory
- EDUC 735 Classical Test Theory

## Policy (Choose 2)

- EDUC 633 Education and Public Policy
- EDUC 654 Policy Studies in Educational Administration
- EDUC 618 Public Policy, Education and the Law
- EDUC 629 Policy Issues in International Education
- EDUC 669 Policy and Legal Perspectives in Special Education

## Capstone Course

- EDUC 753 Pro-seminar in Educational Assessment

The remaining 2 courses are chosen from a series of electives. While the list below is not exhaustive, it includes courses that may be of interest to students. Additional courses can be chosen as electives, and electives should be chosen by the student under the guidance of her/his Advisor.

## Electives (Choose 2)

- EDUC 619 Qualitative Research Methods in Education
- EDUC 650 Regression Analysis
- EDUC 629 Policy Issues in International Education
- EDUC 669 Policy and Legal Perspectives in Special Education
- EDUC 679 Assessment of Special Needs Children and Youth
- EDUC 862 Educational Planning and Evaluation

**Designing Your Program of Study:** Contact the Concentration Coordinator

**Concentration Coordinator:** Steve Sireci (Distinguished Professor); [sireci@acad.umass.edu](mailto:sireci@acad.umass.edu);  
N110 Furcolo; (413) 545-0564



## CERTIFICATE PROGRAMS

EPRA offers two online graduate certificates: the Higher Education Leadership and Management (HELM) certificate, and the Early Grade Reading Certificate. Both certificates are designed to provide accessible training for professionals and practitioners from a wide geographical area, who do not need another advanced degree.

### Higher Education Leadership Graduate Certificate

The [Graduate Certificate in Higher Education Leadership](#) is a 15-credit academic program focused on the study of leadership, management and organization in higher education with a focus on the intersection of theory and practice. The HELM Graduate Certificate is aimed at the many current and future leaders in higher education who would benefit from leadership training, but who do not need an advanced degree. This program is ideal for those who already have a terminal degree, or do not need another degree.

The program is fully online making it convenient for busy professionals from a wide geographic area. It can be completed in one year by taking two classes in each of the fall and spring semesters, and the final course in the summer. Alternatively courses can be spread out over more semesters.

For more information about the Higher Education Graduate Certificate, contact [info-leadership@umass.edu](mailto:info-leadership@umass.edu).

#### **Transfer of Credits**

If, after you complete the requirements for the Higher Education Leadership and Management, you apply to and enroll in either our master's or doctoral programs, you will be able to apply all 15 credits to that program.

### Early Grade Reading in Developing Countries Graduate Certificate

Under the Education for All initiative in the past decade, developing countries made huge gains in increasing access to schooling for children at the primary level. However, subsequent assessments indicated that many children are not actually learning to read and write in school.

The Education for All [Global Monitoring Report 2015\(link is external\)](#) noted that in lower primary grades school before acquiring basic skills, and that children who stay in school do not learn to read a text or do basic calculations are likely to struggle throughout their school careers.

According to the Global Partnership for Education ([link is external](#)), 250 million children who attend primary school in developing countries are struggling to read even basic words. The global education and international development community is now focused on improving early grade reading in schools in developing countries. However, , a significant proportion of those who work on reading reform projects do not feel adequately prepared or trained in the specialized knowledge and skills needed to administer and implement effective, research-based early grade reading programs around the world.

The [Early Grade Reading online Graduate Certificate](#) at UMass Amherst consists of 5 fully-online courses designed specifically for practitioners and policy makers working on early grade reading reform projects. The intended outcome of the certificate program are to:

- Increase the capacity of government and non-governmental personnel to develop, monitor and improve early grade reading programs in developing countries
- Provide accessible formal training to practitioners and policy makers who work in early grade reading but cannot attend university classes in the U.S.
- Serve as a stepping stone to a Master's degree for those who finish the certificate (15 credits) and want to apply to the International Education concentration at UMass Amherst (36 credits needed for a Master's program).

For more information about the Early Grade Reading Graduate Certificate contact [egrcert@umass.edu](mailto:egrcert@umass.edu)





## ACADEMIC POLICIES AND RESOURCES

### College Advising Guidelines

The College of Education has advising guidelines that provide helpful information about policies and procedures in the doctoral and master's degree processes. It is designed to enhance the quality and consistency of advising, ensure equity and integrity in the degree process, and promote continuous progress toward completion of the degree.

[Ph.D. Advising Guidelines](#)

[M.Ed. Advising Guidelines](#)

The College also documents the milestones through the degree process for both doctoral and masters' students using "D forms" for doctoral students and "M forms" for students pursuing a Master's degree. A complete list of the degree forms is available on the College website.

[Degree Forms for the Doctoral Degree](#)

[Degree Forms for the Master of Education Degree](#)

Concentrations within EPRA also provide their own advising and academic guidelines and policies, as outlined below.

### EPRA Program of Study Guidelines

All EPRA graduate students are expected to develop and maintain an active and accurate Program of Study plan, developed and monitored in close consultation with their advisor and full guidance committee. The Program of Study plan is documented and filed with the Department Administrator, Jennie Southgate.

See example Program of Study plan documentation in the appendix.

### EPRA Advisor/Advisee Cooperation Guidelines

All incoming students are assigned a faculty advisor upon admission. The student may elect to work with this advisor throughout his/her program of study or may request a different International Education faculty member to be their advisor. Students are encouraged to seek advice and help from other faculty members and students. The following guidelines will help you navigate your relationship with your advisor.

#### **What can I expect from my advisor?**

*First meeting.* Your advisor is expected to initiate the first meeting with you, preferably before the end of the add/drop period in your first semester, where you both will review requirements for the degree program, help you think about initial courses in that first semester, and discuss general expectations between the two of you. This may include:

- academic/professional areas of interest and experiences;
- ways of meeting arrangements (in advance by e-mail, phone, sign up, drop in);
- frequency and duration of meetings;
- preferred weekdays and times;
- venue of meetings, including, perhaps, outside of the office and;
- other appropriate expectations.

**Academic support.** Your advisor should support you in your transition to academic life; advise you on selecting courses in accordance with requirements and your academic interests; advise you on academic/professional opportunities, like conferences, summer school courses, and internships; and assist with ideas and tips to help you network in the field.

**Emails.** Your advisor should respond to your emails in a reasonable amount of time; you and your advisor can discuss what “reasonable” means for your advisor (typically, 24-48 hours during the week). In case the advisor doesn’t have time for a detailed response, your advisor should send a brief email explaining that there will be a short delay and when you may expect a longer response.

**Upcoming leave or absence.** If your advisor plans any sort of leave in the near future, the advisor will inform you in advance and describe the procedures during this leave (e.g., another advisor may assume those responsibilities; or your advisor may agree to work with you on work-in-progress).

**Giving your advisor feedback.** Your advisor should be open to feedback from your perspective and experiences.

**Cultural/personal differences.** Your advisor should not judge you based on your communication style and needs; your advisor should consider your personal or cultural characteristics as an explanation for how you communicate with him or her, rather than assuming that you are being passive or not engaged with your studies.

### **What does my advisor expect from me?**

**Graduate school policies.** Your advisor expects you to be familiar with the Graduate Student Handbook and the General Academic Guidelines, both of which contain basic information about general regulations in the Graduate School. Your advisor expects you to carefully look through them before coming with questions regarding degree requirements; e.g., number of required credits, “M” and “D” forms, deadlines, etc.

- Graduate Student Handbook: <http://www.umass.edu/gradschool/policies-forms/graduate-student-handbook>
- General Academic Guidelines: <http://www.umass.edu/education/students/current/forms>

**Deadlines.** You are responsible for ensuring that you meet the deadlines for the various forms and providing your advisor with enough time to sign the forms. Note that faculty time and expertise is better directed toward the content of your work.

**Plan ahead.** Your advisor is busy, so do not e-mail or approach your advisor at the last minute unless urgent and unforeseen circumstances arise. Your advisor expects you to plan ahead, especially with time-sensitive deadlines.

**Meetings with your advisor.** Your advisor expects you to come to a meeting with questions prepared and thoughts on what you want to do. During a meeting, your advisor recommends that you take notes and send them afterwards via e-mail. This will help to ensure that you understand each other correctly. This is for your own protection, should there be differences in understanding what you agreed to.

**Constructive criticism.** You should expect that your advisor will provide clear constructive feedback, both negative and positive. Feedback is not about personality but about your performance. Criticism is a natural and necessary part of the development process that makes research stronger.

**Professional relationship.** You and your advisor have a *professional* relationship. As such, there are limits to the relationship *boundaries* that are important to maintain so that your advisor can support your academic development. If there are events in your personal life that directly impact your academic performance, you should share these with your advisor. You can expect that your advisor will be a nonjudgemental resource to help you find support services on or off campus. (Note: *if the issue is related to campus-based sexual harassment or safety issues, your advisor may be required to report this to other people on campus.*)

*Administrative academic matters.* In all likelihood, your advisor does not know how to pay bursar's bills or resolve an issue with the registrar, or where to find housing. You should access the many services and offices on campus to find out this sort of information.

*Changing advisor.* Sometimes, advisees and their initial advisor may not be a good fit for the students academic or professional development. In such a case, you should discuss this with the potential new advisor first and then talk with your current advisor. If all are in agreement, speak to your concentration coordinator to make the change official. If you have any doubts about how to proceed, speak to the concentration coordinator. If the concentration coordinator is also your advisor, then speak to the department chair first.

*Working with committees.* If you are a doctoral student, when you reach the comprehensive exams stage and beyond, you should talk with your advisor about convening a meeting with the committee members early on at each stage. This is a good way for everyone to be "on the same page" about the topic and timeline, as well as for committee members to discuss together their preferences for how to proceed. It is your responsibility to find a common time and location for these meetings. Please also always copy your advisor on any e-mail correspondence with committee members and respect decisions about process.

## Enrollment Information

### Full/Half/Part-Time Student Credits

The Graduate School defines full-time graduate student status as enrollment for nine (9) or more credits; part-time graduate student status is defined as eight (8) or fewer credits in a semester. Degree candidates may be considered full-time graduate students regardless of the number of credits for which they register provided their Graduate Program Director or Department Head/Chair certifies that they are working full-time on research. Doctoral students who are satisfying their residency requirement must, however, be enrolled for nine (9) or more credits each semester. For loan deferment purposes, half-time is defined as six (6) credits. Immigration law requires that foreign students be enrolled at full-time status. Audited courses do not count toward enrollment status.

### Maximum Credit Load

A graduate student may register for up to 16 credits during the fall and spring semesters and nine total credits during the Summer Session. Any student who wishes to register for more than the maximum credit load must secure written permission from the graduate program director in the major department and the Graduate Dean's approval.

### Dissertation Credits -- *\*NEW for EPRA Students Only\**

EPRA is piloting a change to the College's dissertation credit policy and registration process. Beginning fall 2018, dissertation credit enrollment for EPRA students will no longer be facilitated by the Office of Academic Affairs. Students, \*in consultation with their advisors,\* may register for dissertation credits independently at any time in their academic career. Students can enroll in dissertation credits (EDUC 899) directly through SPIRE, using the following class section numbers:

PhD: EDUC 899 **PhD** Dissertation - class # **73713**  
EdD: EDUC 899 EdD Dissertation - class # 73350

### Continuous Enrollment

Graduate students are required to maintain continuous enrollment each semester by registering for course/thesis/dissertation credits or by enrolling for and paying the Continuous Enrollment (Program) Fee. Failure to be properly enrolled will result in a student's withdrawal at the end of the Late Registration Period.

## Statute of Limitations

Doctoral students are required to complete their program within five years of achieving candidacy. Candidacy is recommended by the academic department upon satisfactory completion of coursework and passing the qualifying examination. Master's students have four calendar years from acceptance into the program (or five years for the M.F.A. and all part-time off-campus programs) to earn the degree. Dual master's degrees are given five years unless otherwise noted in the program description.

## Registration Information

All graduate students enroll for courses on the university's online course management system, [SPIRE](#).

- Registration for the continuing students begins in the middle of the previous semester.
- Registration for incoming students begins June 1.
- The day before the first day of classes is considered Registration Day. Some faculty and staff may be available to advise you on course selections and enrollment questions.
- Course registration ends on the tenth day of the semester (last day to "Drop")

Early registration is strongly recommended so that financial aid and/or stipend checks can be processed in a timely manner. All students must register each semester until the degree/certificate is awarded with either course/degree credits or Continuous Enrollment/Program Fee

### Course Exceptions/Off-Line (Restricted) Courses

Some courses are not available for registration through SPIRE either due to restrictions for prerequisites checking or other departmentally set limitations. Permission must be obtained from the academic department and/or instructor to register for such courses before the registration deadline (i.e., the end of "add/drop").

### Add/Drop

The tenth class day of the semester is considered the registration deadline—the end of "Add/Drop." If you drop a class after that date, it will be reflected on your transcript as a "DR" up to the mid-semester date (see the academic calendar); classes dropped after that day will be graded as a "Withdraw." The add/drop deadlines are listed on the university's academic calendar: [2018-2019 Academic Calendar](#).

### Penalty for Not Enrolling by the Deadline

Any graduate student who has not registered for course/degree credits or Continuous Enrollment is routinely withdrawn from the University. Any graduate student wishing to enroll after being withdrawn must be formally readmitted, and pay a \$125.00 Readmission Fee, in addition to paying any current tuition and/or fee charges, and any accumulated Program Fees. Readmission is not automatic; the former student's reapplication may be evaluated in competition with those of other current applicants.

### What to do for "Holds" on your record/account

Holds are placed on a student's record when an action by the student is required before the student can register. Typical holds include an outstanding bill, admissions materials missing, or overdue documentation of a milestone (such as passing the comprehensive examination, appointing a thesis/dissertation committee or submitting a prospectus).

Check your Student Center on SPIRE ("Personal Portfolio">"Hold") to determine if there are any holds on your record that will prevent your registration. You must contact the office indicated on SPIRE to remove the hold prior to attempting to register. All holds must be resolved in time to register by the deadline—no extensions are given.

## Course Grading

### Graduate School Grading Policies

#### Posting of Grades

Grades are recorded on SPIRE approximately 1 week following the date they are due from the instructors. The actual date grades will be available is posted on SPIRE each semester. As incomplete or missing grades are received and posted, they are uploaded to SPIRE. If you require a printed copy of your grades you can print an unofficial transcript from SPIRE or request an official transcript from the Graduate Student Service Center (see Transcripts).

#### Grading System

Course/seminar grades are assigned solely by the course instructor. The following letter grades can be given to graduate students in graduate-level courses:

A	= 4.0	AUD	- Audit
A-	= 3.7	INC	- Incomplete
B+	= 3.3	IF	- Incomplete Failure
B	= 3.0	IP	- In Progress (for thesis and dissertation courses only)
B-	= 2.7	NR	- Not Reported
C+	= 2.3	DR	- Drop
C	= 2.0	SAT	- Satisfactory
C-*	= 1.7	WP	- Withdraw Passing
D+*	= 1.3	WF	- Withdraw Failing
D*	= 1.0		
F	= 0.0		

\*Graduate students enrolled in undergraduate courses may receive these grades.

#### Satisfactory

The grade of Satisfactory (SAT) may be assigned as an alternative to a letter grade. Students should check with their instructor at the beginning of the semester regarding the instructor's policy about pass/fail grades. The grade of "SAT" is equivalent to "Passing for Graduate Credit."

#### Incomplete

When the grade of Incomplete (INC) is assigned, the student must contact the instructor to determine what must be done to complete the course. Upon completion of the course, the instructor will submit the appropriate grade on a Graduate School Change of Grade Card to the Graduate Program Director or Department Head/Chair of the instructor's department/program for endorsement and forwarding to the Graduate Student Service Center.

#### Incomplete Failure

An Incomplete (INC) or blank grade reverts to an Incomplete Failure (IF) one year after initial enrollment in the course, (e.g., a course taken in the fall 2005 semester reverts to an "IF" on the first class day of the fall 2006 semester).

## In Progress

An interim grade of In Progress (IP) is routinely recorded for thesis/dissertation credits until the candidate receives his/her graduate degree. At that time, grades of Satisfactory (SAT) are assigned for all thesis/dissertation credits. Should a student choose not to complete his/her thesis/dissertation after registering for the credit, a grade of Drop (DR) is recorded for each registration.

## Undergraduate Courses

A graduate student who enrolled in an undergraduate level course (100-499) may receive any grade which is valid for undergraduate students enrolled in the same course. Grades of "C-" and "D+ and D" are valid only for undergraduate-level courses.

## Course Withdrawal

Grades of Drop (DR), Withdraw Passing (WP), or Withdraw Failing (WF) are recorded when the student formally drops the course prior to the end of the semester. The instructor must indicate "WP" or "WF" and date last attended when signing the Add/Drop Card. A student may convert an otherwise passing course to an audit up to the last day of classes.

## Audited Courses

A grade of Audit (AUD) is recorded for students who register for and successfully complete the course requirements for auditing students. The instructor determines what constitutes successful completion. If an "audit" grade is not reported, the course will not be included on the student's transcript.

## **EPRA Grading Policies**

In addition to the university grading regulations, there may be some concentration-based grading policies (see below).

### Higher Education

All coursework for higher education students must be taken for a letter grade. If a particular faculty member's general policy is to grade only on a Pass/Fail basis, you should request a letter grade. You should note that NO Incompletes are permitted in the six core courses without permission from the faculty as a whole.

Education Leadership - none noted

International Education - none noted

REMP - none noted

## EPRA Advising Form Policies (D-Forms, M-Forms)

As of spring 2018, all doctoral student advising forms through Candidacy (i.e., D1-D5 Forms) are processed by the Departments, rather than the central Academic Affairs Office. \*This change only applies to doctoral students.\* All Master's degree advising forms will continue to be submitted to the Graduate Program Coordinator in the Academic Affairs Office.

### FOR EPRA DOCTORAL STUDENTS ONLY

The Department of EPRA has decided to make the following changes for the D1-D5 Advising Forms:

- The D-1 and D-2 forms (Advising Information, Guidance Committee, Program of Study) are no longer required. The department is implementing a new annual advising form that includes an updated Program of Study and advisor information instead.
- The D-3 form (Comprehensive Exam Committee Membership) should be completed and submitted to the Department Administrator (Jennie Southgate).
- The D-4 form (Announcement of Comprehensive Exam) is no longer required. However you should contact the Department Administrator to schedule your comprehensive exam and requests for an announcement, if appropriate or necessary.
- The D-5 Form (Results of Comprehensive/Qualifying Exam) is still required and must be submitted to the Department Administrator after the exam is completed for processing.
- The Department will complete and submit the Candidacy paperwork after all coursework is completed and the comprehensive exam is passed.

All other D-Forms (D-6 through D-10) are still required and must be submitted to the Graduate Program Coordinator in the Academic Affairs Office.

Below is a chart of all the College of Education's doctoral advising forms that indicates whether they are required and where they are submitted, for your reference.



### EPRA Advising Form (D-Forms) – Revised Process

Advising Form	Required?	Submit to:
Doctoral Form D-1: Advising Information	Not required	
Doctoral Form D-2A: Amendments to Program of Study	Not required	
Doctoral Form D-2: Formation of Guidance Committee and Proposed Program of Study	Not required	*NEW* Annual Advising Form submitted to Department Administrator
Doctoral Form D-3: Committee Membership/Comprehensive Qualifying Examination Committee	<b>Required</b>	Department Administrator (Jennie)
Doctoral Form D-3A: Comprehensive Human Subjects Review Approval	Not required	
Doctoral Form D-4: Announcement of Comprehensive/Qualifying Examination	Not required	Coordinate exam date/time/room with Department Administrator (Jennie)
Doctoral Form D-5: Results of Comprehensive/Qualifying Examination	<b>Required</b>	Department Administrator (Jennie)
Candidacy Nomination Form*	<b>Required</b>	Completed by Department Administrator (Jennie)
Doctoral Form D-6: Formation of Dissertation Committee	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Form D-7: Dissertation Proposal Approval	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Form D-7A: Dissertation Proposal Human Subjects Review Approval	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Form D-8: Announcement of Final Oral Examination	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Form D-10: Change of Committee Membership	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Form D-9: Results of Final Oral Examination	Required	Graduate Program Coordinator (Kristin Tyler)
Doctoral Degree Eligibility	Required	Graduate Program Coordinator (Kristin Tyler)

\* This form is required by the Graduate School. Candidacy is recommended for doctoral students by the academic department upon satisfactory completion of coursework and passing the qualifying examination.

*Candidacy is an important milestone: The student becomes a “candidate” for the doctoral degree and their Statute of Limitation (SOL) is reset once achieved. Achieving candidacy is often a requirement for university and external dissertation grant applications.*

*The Statute of Limitations (SOL)/Expected Graduation Term is the period within which all degree requirements must be completed. For new doctoral students starting in Summer 2009, the SOL is set at six (6) years prior to achieving candidacy and five (5) years once candidacy is achieved.*

## Standards and Appeals

### Academic Honesty

The Academic Honesty Policy was established to ensure that the learning environment at the university is honest and fair. The policy is designed to provide faculty and students with options for handling incidents. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism and facilitating dishonesty. Guidelines for students to adhere to the policy and information about resolution procedures can be found on the university [Academic Honesty](#) website.

### Student Conduct Policies

Students are also responsible to comply with the rules, regulations, policies, and procedures contained in the Code of Student Conduct, as well as other official University publications, and announcements, including:

[Academic Grievance Procedure](#)

[Academic Honesty](#)

[Acceptable Use of Computing & Information Technology Resources](#)

[Code of Student Conduct](#)

[Copyright Infringement](#)

[Intellectual Property Policy](#)

[Joint Authorship](#)

[Misconduct in Research and Scholarly Activities](#)

[Picketing Policy](#)

[Research Compliance](#)

[Sexual Misconduct](#)

## Academic Resources for Students

### University Resources

#### [Accommodations for Students](#)

An accommodation is a modification or adjustment to a course, program, service, job, activity or facility that enables a student or employee with a qualifying disability to participate equally. For example, the location of a course may be changed if the assigned room is inaccessible to a student with a mobility challenge. Access to specific accommodations is evaluated on a case-by-case basis.

[Disability Services](#) provides a wide variety of services to students with disabilities. The accommodations most frequently provided include, but are not limited to:

- Additional time to complete assignments
- Alternate Formats for Printed Course Materials
- Assistive Technology
- Captioning Services
- Classroom Access Assistants
- Classroom Relocation
- Document Conversion
- Extended Time on Exams
- Exam Proctoring
- Facility Modifications
- Lab Assistants
- Learning Specialists
- Note-Taking Services
- Paratransit Services
- Prepared Materials before Class
- Reduced Course Load
- Recording Device Use
- Sign Language Interpreters and Oral Transliterators

#### Software

Graduate students have free access to NVivo and Qualtrics software through the College. Send a request to the Jennie Southgate ([jsouthgate@educ.umass.edu](mailto:jsouthgate@educ.umass.edu)) obtain this software. Additional discounts on some software is available through the University. See the [OIT Software page](#).

#### Education Librarian

[Steve McGinty](#) is our subject librarian at the main library. He has valuable for many purposes, from literature reviews to finding data. (And he has a higher ed doctorate, so he understands our work!)

Institutional Review Board (IRB) process and forms:

- [Human Subjects/IRB](#)
- [IRB Guidelines](#)

## Office of Professional Development (OPD) – Graduate School

The [OPD](#) provides professional skills training to cultivate strengths in the areas of career preparation, communication, grants and fellowships, personal development, and teaching. They offer extensive programming—created in collaboration with a far-reaching network of partners—that prepares graduate students to thrive in academia, industry, government, and the non-profit sector.

## Writing Center

[Writing Center](#) tutors work with undergraduate, graduate, staff, post-doc, and faculty writers on any academic genre at any point in the writing process. They also offer courses and workshops for graduate students to focus on skills needed for writing academic papers at the graduate level (see: [Academic Writing for Graduate Students](#)).

## ESL Program

The [ESL Program](#) offers courses for graduate students in academic writing, speaking, grammar, and vocabulary to help nonnative speakers of English master the formal conventions of academic English. (e.g., [Speaking Strategies for Presentation and Discussions](#)).

## Institute for Social Science Research (ISSR)

[ISSR](#) supports the methods and training needs of faculty and their graduate students, provides information and support on grant opportunities, and facilitates social scientists' interdisciplinary collaboration, including with natural scientists and engineers. They have methods workshops that are often valuable for graduate students.

## Center for Research on Families (CRF)

[CRF](#) supports research that relates to families, including methods training and student funding opportunities.

## GrantSearch for Grad Students (GSGS)

[GSGS](#) can help you seek external funding for your research.

## Graduate Student Union

All graduate students with assistantships are eligible for membership in the Graduate Employee Organization (GEO). Working under the GEO contract provides you with tuition reimbursement, a stipend, and eligibility for health, dental, and vision benefits in addition to union representation. Should you ever have concerns about your assistantship or your contract, get in touch with the EPRA Steward, a current graduate student who represents graduate employees in EPRA.

## EPRA Resources

### Statistical Consulting

Check out the stats [consulting services](#) provided by REMP. Please email Hyun Joo Jung ([hjung@umass.edu](mailto:hjung@umass.edu)) or Hwang Gyu Lim ([hwanggyulim@umass.edu](mailto:hwanggyulim@umass.edu)) with stats consulting questions or comments.

## FACULTY

**Benita Barnes**, Associate Professor, Diversity Director

Email: [barnesbj@educ.umass.edu](mailto:barnesbj@educ.umass.edu)

Professional Interests: Graduate education; student development theory; research methods; historically black colleges and universities; mentoring and academic advising.

**Jeff Eiseman**, Associate Professor

Email: [jeiseman@educ.umass.edu](mailto:jeiseman@educ.umass.edu)

Professional Interests: Building leadership and critical thinking skills and habits; helping schools promote social; emotional and moral development.

**Ronald K. Hambleton**, Distinguished Professor

Email: [rkh@educ.umass.edu](mailto:rkh@educ.umass.edu)

Professional Interests: Measurement and statistics; large scale assessment; test score reporting and computer-based testing.

**Shane P. Hammond**, Lecturer, Graduate Program Director

Email: [shammond@educ.umass.edu](mailto:shammond@educ.umass.edu)

Professional Interests: Student Affairs administration and leadership; human resource management; policy analysis; strategic planning and assessment; student-centered, high impact retention and completion practices.

**Kate Hudson**, Senior Lecturer

Email: [khudson@educ.umass.edu](mailto:khudson@educ.umass.edu)

Professional Interests: Issues of organizational development and leadership in higher education; organizational change; higher education related to women; faculty development; intracultural interaction; exploring higher education in international contexts.

**Sangeeta Kamat**, Professor

Email: [skamat@educ.umass.edu](mailto:skamat@educ.umass.edu)

Professional Interests: Globalization and education reform; critical theory; gender analysis; South Asia; feminist research and discourse analysis; gender issues in development education and social movements.

**Lisa A. Keller**, Associate Professor

Email: [lkeller@educ.umass.edu](mailto:lkeller@educ.umass.edu)

Professional Interests: Psychometrics; testing equity; K-12 testing in context of equating and assessing changes in student achievement.

**Ezekiel (Zeke) Kimball**, Assistant Professor

Email: [ekimball@educ.umass.edu](mailto:ekimball@educ.umass.edu)

Professional Interests: Postsecondary experiences of students with disabilities; theory use of student affairs professionals; success pathways for minoritized student populations; critical historical and qualitative research methods.

**Rebecca Mazur**, Lecturer

Email: [Rebecca.Mazur@umass.edu](mailto:Rebecca.Mazur@umass.edu)

Social Network Analysis; Educator Collaboration; Diffusion of Innovation; Educator Self-Efficacy; Educator Evaluation Methods; Authentic Assessment; Curriculum Design; Globalization and Education Reform

**Kathryn A. McDermott**, Professor, Chair

Email: [mcdermott@educ.umass.edu](mailto:mcdermott@educ.umass.edu)

Professional interests: State and federal education policy; Educational equity; Diversity in education; racial inequality and education.

**Scott Monroe**, Assistant Professor

Email: [smonroe@educ.umass.edu](mailto:smonroe@educ.umass.edu)

Professional Interests: Multidimensional item response theory; teacher evaluation; statistical computing; model fit evaluation.

**Jacqueline Mosselson**, Associate Professor

Email: [jmosselson@educ.umass.edu](mailto:jmosselson@educ.umass.edu)

Professional Interests: Political, social, and cultural contexts of identity construction; critical psychology; international & comparative education; cultural studies.

**Chrystal A. George Mwangi**, Assistant Professor

Email: [chrystal@umass.edu](mailto:chrystal@umass.edu)

Professional Interests: Experiences of international and immigrant collegians; college access, transitions, and persistence with emphasis on the role of families and community; African and African Diaspora populations in higher education; internationalization of higher education; diversity and equity in higher education.

**Bjorn H. Nordtveit**, Associate Professor

Email: [bjorn@educ.umass.edu](mailto:bjorn@educ.umass.edu)

Professional Interests: Aid effectiveness in education and development; public-private partnerships; bilateral aid and cooperation in education and emerging donors (especially China); contexts of adversity: creation of child-friendly learning environments that are protective of vulnerable children; child labor and education; poverty alleviation; the study of resilience in contexts of adversity.

**Sharon Rallis**, Distinguished Professor

Email: [sharonr@educ.umass.edu](mailto:sharonr@educ.umass.edu)

Professional Interests: Education policy and reform; educational leadership; qualitative research methods and evaluation.

**Jennifer Randall**, Associate Professor, Associate Dean

Email: [jrandall@educ.umass.edu](mailto:jrandall@educ.umass.edu)

Professional Interests: Applications of the Rasch Model; classroom assessment; grading practices; social studies education; test accommodations.

**Stephen G. Sireci**, Distinguished Professor

Email: [sireci@acad.umass.edu](mailto:sireci@acad.umass.edu)

Professional Interests: Psychometrics; validity of educational assessments; test development and evaluation.

**Cristine Smith**, Associate Professor

Email: [christine@educ.umass.edu](mailto:christine@educ.umass.edu)

Professional Interests: Early grade and adult literacy; teacher professional development; training design; project planning, management and monitoring/evaluation; adult learning theories; faculty development for improved teaching and learning; girls' and women's education.

**Ryan Wells**, Association Professor

Email: [rswells@umass.edu](mailto:rswells@umass.edu)

Professional Interests: College access, equity, and success for underrepresented and/or under-researched groups. Topics for recent research include the ways that socioeconomic status, disability, and geographic location are related to college success.

**Craig Wells**, Associate Professor

Email: [cswells@educ.umass.edu](mailto:cswells@educ.umass.edu)

Professional Interests: Quantitative methods; item response theory; model fit; differential item functioning; hypothesis testing; philosophy of science.

**Rebecca Woodland**, Associate Professor

Email: [rebecca.woodland@educ.umass.edu](mailto:rebecca.woodland@educ.umass.edu)

Professional Interests: Leadership for curriculum and instruction; teacher education, professional learning communities, and organizational collaboration; social network analysis; school improvement; program evaluation around the issues of teacher education and effective instruction.

**April Zenisky**, Associate Research Professor

Email: [azenisky@educ.umass.edu](mailto:azenisky@educ.umass.edu)

Professional Interests: Project management and operational psychometrics for computer-based tests; core reporting; technology-based item types and computerized test designs; report development to individual and group reporting; emerging strategies for online reporting efforts.



## FINANCIAL INFORMATION

### Tuition & Fees

#### Tuition

Graduate students pay tuition on the basis of credits of enrollment. Audited courses are charged at the same rate as courses taken for credit. The per credit tuition rate is determined by dividing the maximum resident or nonresident tuition (set by the Board of Trustees) by 12. Graduate students who register for 12 or more credits pay the maximum tuition; those registering for less than 12 credits pay at the per credit rate.

#### Fees

All graduate students registering for credits with the exception of University employees, MA Veterans, and supervisory teachers, are required to pay the Board of Trustees approved fees each semester. Included are the Student Health Fee (if enrolled for 5 or more credits), Graduate Service Fee, Curriculum Support Fee and Graduate Student Senate Fee. The Student Health Insurance Plan fee is required unless the student provides proof of coverage under a major medical insurance plan with the exception of international students. The Students Health Insurance Plan is mandatory for international students and any student who does not provide proof of adequate major medical insurance. Graduate students are required to pay a Graduate Entering Fee each time the student matriculates. Graduate students in the College of Engineering are also required to pay an Engineering Fee each semester. Graduate students who receive a tuition waiver may also receive a waiver of some fees (refer to the current Graduate Employees Organization contract). Graduate students enrolling for four (4) or fewer credits pay reduced fees. For a schedule of current tuition and fees, contact the Bursar's Office or access it from the Bursar's Office homepage.

The [Graduate Assistantship Office](#) provides a useful document for graduate students that outlines the cost of education (tuition/fees) and health benefits based on tuition credit eligibility (See: Fall 2017 [Fee Schedule](#)).

More detailed information about graduate tuition, fees and billing is available in the [Graduate Student Handbook](#).

### Healthcare and Benefits

The Student Health Benefit Plan (SHBP) covers catastrophic emergencies, prescriptions, hospitalizations, and specialty and outside referrals. The SHBP is the actual health insurance plan. If you've read UHS's literature about coverage, SHBP is also classified as your "primary insurance" if you have no other insurance. UHS has several on-site specialty clinics that require a referral from a primary care doctor at UHS. These clinics include services from Northampton Ob/GYN Associates, Hampshire Orthopedics, Northampton Surgical Associates and Valley Acupuncture. Your primary (SHBP) insurance will be billed and acupuncture is available on a fee-for-service basis.

### Funding Opportunities

There are various resources for financial assistance available to graduate students at the University of Massachusetts Amherst, including

- Graduate Assistantships (TA/TO, RA, PA)
- Fellowships and Scholarships
- Grants (Travel, Dissertation and Research)
- Financial Aid (loans)
- Hourly-paid positions (Federal Work-Study, hourly appointments)

Graduate students should first consult with program faculty and administrative assistants in their departments, who may have knowledge of discipline-specific sources of financial assistance.



## Graduate Assistantships

Each year, a limited number of teaching- or research-focused assistantships are available to graduate students through the Departments and the College of Education. Graduate Assistantships are primarily for doctoral students, however master's students are eligible to apply. Assistantships are available in a variety of areas that change from year to year, and include a full tuition waiver ("tuition credits") as well as great health benefits. Pay for graduate students is in the \$25/hour range, with assistantships running from 10 to 30 hours per week.

The application process for assistantships is separate from the program admission process. Assistantship opportunities continue to be posted throughout the spring, summer, and into the first weeks of the fall semester, so we encourage you to be patient even if you do not have an assistantship lined up immediately. If you receive an assistantship of at least 10 hours after the start of the fall semester, your tuition credit will be retroactive to the beginning of the semester.

If you are accepted into the program, keep an eye on the Graduate School's [Graduate Assistantship Job Opportunities](#) web page and the college newsletter, [The Beacon](#), to learn about available positions and opportunities. We also recommend directly contacting any departments of interest to ask about assistantship opportunities. Use the [UMass Organizational Chart](#) as a reference.

Assistantships must meet the minimum earnings to qualify for tuition credits and health fee exemptions, generally a minimum of 10 hours/week for one semester. Some summer assistantship earnings can also be used to calculate eligibility for the upcoming academic year (See: 2017-2018 [Assistantship Information](#)).

Once you have secured an assistantship, we recommend that you decide with your supervisor what your expectations for the position are and what will be expected of you, including professional development. Be sure to familiarize yourself with the [Graduate Employee contract](#).

## Assistantship Policies and Procedures

UMass Amherst [Graduate Appointment Policies & Procedures](#)  
[College of Education Graduate Assistantships Appointment and Reappointment Policies and Procedures](#)

### Graduate Student Union

All graduate students with assistantships are eligible for membership in the Graduate Employee Organization (GEO). Working under the GEO contract provides you with tuition reimbursement, a stipend, and eligibility for health, dental, and vision benefits in addition to union representation. Should you ever have concerns about your assistantship or your contract, get in touch with the EPRA Steward, a current graduate student who represents graduate employees in EPRA.

## Fellowships and Scholarships

### Non-Working Fellowships

This is an award made to assist students in the pursuit of their studies or research, with no requirement for service, performance, or pursuit of additional training. A non-working fellowship provides funds for stipends and some or all cost of education expenses, in accordance with sponsors' published guidelines. Examples of non-working fellowships include: the NSF Graduate Research Fellowship, the Soros Foundation Fellowship for New Americans, and Ford Foundation Fellowships.

Non-working fellowships offered by the University are generally funded through the Graduate School and/or the College. Most are tied to admissions funding offers, such as the Research Enhancement and Leadership (REAL) Fellowship. Prospective students are recommended for university fellowships by the department during the admission cycle, with the support of the Graduate Program Director (GPD).

Fellowship opportunities for continuing students are more limited; however, there are some summer fellowship opportunities for continuing students offered through the Graduate School, such as the [Summer Dissertation Research Fellowship](#) that can provide invaluable support for research/writing over the summer months.

### College of Education Scholarships

The College of Education offers a [scholarship program](#) for current and new students with financial need. Scholarships are offered to undergraduate, master's and doctoral students who are preparing to work in the education profession (i.e., P12 schools or higher education).

Applications are submitted using the college's [scholarship application form](#) and are due mid-March. A scholarship committee (made up of volunteer faculty) meets and reviews all applications. Below is the current listing of doctoral student scholarships offered by the College of Education.

*The Jerome and Florence McCormick Doctoral Award* will provide support to doctoral students in their dissertation-writing year. Students from any doctoral program in the College of Education are eligible for the scholarship, with selection based on merit.

Items listed below are also required, in addition to those outlined in Part IV of the Scholarship Application.

- A detailed abstract to include theoretical framework, significance of study, purpose, research questions, research design and methods (i.e. context, subjects/participants, data collection and analysis) and potential implications (similar to an AERA abstract). Should be double spaced and not more than 2-3 pages (i.e. 250-300 words per page).
- Evidence of successful completion of comprehensive exams.
- D7 and D7A on file or ready to file (i.e. concurrent to application).
- Nomination letter from faculty advisor.
- Tuition waivers are not available for this scholarship.

*Early Childhood Education Graduate Student Scholarship* provides funding for graduate students in a doctoral program studying early childhood, children or families. Funds may be used to support research activities and other educational/professional expenses not covered by other support, or for emergent need of these students at the discretion of the Dean.

*Joseph W. Keilty Memorial Scholarship.* This endowed scholarship provides support to full-time graduate students with preference given to doctoral students. Students with a demonstrated financial need, high academic performance and exceptional promise are encouraged to apply. Must complete FAFSA.

*C. Lynn Vendien Professional Prize Award.* This prize will be awarded to a doctoral student. Preference will be given to students in the Department of Teacher Education and Curriculum Studies.

*C. Lynn Vendien Endowed Scholarship* provides support to graduate students who are citizens of foreign countries. Preference will be given to students in the Department of Teacher Education and Curriculum Studies.

*The Ambassador Cynthia Shepard Perry Award Fund* was established to provide support to College of Education graduate students in International Education or students affiliated with the Center for International Education, who wish to pursue field work internationally. Preference will be given to women applicants.

*Helen Eaton Timson Scholarship* provides scholarship support to any deserving student in a College of Education program.

## University Scholarships

The UMass Financial Aid Office also has a [Scholarship Search](#) tool that can help identify potential scholarships for graduate students.

## Travel Grants

The College of Education [Travel Grant Program](#) provides support for graduate student travel to conferences, professional meeting and exhibitions. Students are generally eligible to apply for one grant a year for up to \$500 in either the fall or spring application cycle. Travel grants are competitively awarded, based on established criteria.

The application process and award criteria for travel grant awards is currently under revision. Detailed information about the new travel grant policies and procedures will be provided in early fall 2018.

Students travelling for university-related research or business are required [to register their travel](#) and receive pre-travel authorization from the department.

## University Travel Cards

Graduate students may apply for a personal credit card through the university that allows for reimbursements such as airfare prior to travel. The Individual [Corporate Travel Card](#) is tied to your personal line of credit, a consideration when deciding whether to apply.

## Travel Reimbursements

Reimbursements for travel expenses are handled by the Department Administrator and Assistant. Basic information about processing travel reimbursements is below. Please contact Jennie Southgate or Nicole Cloutier if you have any questions or need more detailed information about your travel plans and expenses.

Instructions for submitting receipts:

- Receipts and forms can be sent in email – we do not need original copies.
- All receipts must show your name and proof of payment – the last 4-digits of your credit card. If the receipt does not show either then we will need a copy of the card statement for the card used.
- If you drive – to the airport or the conference – you can be reimbursed for mileage. This portion of the reimbursement includes gas and tolls so you do not need to provide receipts for either.
- If you take a taxi/Uber/train/metro please indicate where the trip was from/to.
- If you share a hotel/Airbnb room at the conference and did not pay the entire bill, but rather gave cash or a check to another person in the room that did pay; we will need a copy of the original hotel receipt and an email from the person you paid detailing the amount paid.
- This travel award allows you to be reimbursed for meals through a per diem, so you do not need to provide receipts for food or incidentals.

## Research and Dissertation Grants

The Graduate School offers the following grant support for graduate students at varying phases of their research and dissertation work.

### Predissertation Research Grants

The Graduate School awards competitive predissertation research grants to Ph.D. students who have completed at least one semester of graduate study at the time of application but have not yet filed their dissertation prospectus. Details and application materials are available [here](#).

### Dissertation Research Grants

The Graduate School awards competitive dissertation research grants to Ph.D. students who have achieved candidacy. Details and application materials are available [here](#).

### Dissertation Fieldwork Grants

The Graduate School awards competitive dissertation fieldwork grants to Ph.D. students to provide support for expenses related to dissertation fieldwork. Successful applicants must have their dissertation prospectus approved and secure IRB approval, if necessary, before funds will be disbursed. Details and application materials are available [here](#).

## EPRA Summer Dissertation Research Fellowships

The Department of EPRA awards summer dissertation research fellowships to support EPRA doctoral students in their dissertation writing and/or research. Details about eligibility, selection criteria and the application process will be announced in mid-spring 2019.

### Summer Dissertation Research Fellowship

The Graduate School, with support from the Provost, supports greater diversity and inclusion in non-STEM fields by providing funding for a summer fellowship for graduate students working toward their doctoral dissertation or MFA thesis. Details and application materials are available [here](#).

## External Grants and Fellowships

Graduate students can also seek funding support from sources outside of the university, such as [TEACH Grants](#) and [Fulbright Graduate Degree Grants](#).

## OPD Support for Grants and Fellowships

The Office of Professional Development (OPD) works directly with graduate students and postdocs to strategically search for relevant funding sources and develop applications that convey strong ideas in a polished, organized presentation. They offer numerous [workshops](#) on grant searching and writing, as well as one-on-one counseling with appointment.

Check out the [OPD website](#) and their [blog](#)!

And did you know they have a [Three Minute Thesis](#) competition?

## Financial Aid

At UMass Amherst, students applying for financial aid are considered for all programs they may be eligible for, including federal, state and institutional aid programs. There are two types of financial aid: need-based and non-need based financial aid. Your financial aid award may include both types.

For more information, please see their official page at [Financial Aid Services](#).

### **Federal Work-Study**

Most graduate students at UMass Amherst are hired through the appointment process as teaching assistants, research assistants, or interns. Your best option for finding a teaching or research assistantship is to contact your academic department. In certain cases, departments hire graduate students on an hourly basis.

Graduate students with high financial need as determined by the FAFSA may be eligible to use Federal Work-Study for hourly employment. Assistantship positions cannot be funded with Federal Work-Study. Hourly graduate work-study positions and the associated pay rate must be pre-approved by the Graduate Assistantship Office before you may begin your employment.

To request work study funds for the summer session, please complete a Summer Aid Application. To be considered for work-study funds during the fall/spring, contact Financial Aid Services.