

Research Preparation of REM Ph.D. Students

The Ph.D. students in Research and Evaluation Methodology are expected to produce methodological research in collaboration with the program faculty, to present methodological research in state, regional, national or internal conferences, and to collaborate in the preparation of research papers for publication. The REM program prepares Ph.D. students to become methodological researchers by requiring the completion of comprehensive coursework in educational research methodology, engaging students in collaborative projects with faculty, and providing opportunities for students to present methodological research. REM students meet with their advisors to develop a written program of work that includes required research methodology classes and electives.

Most REM Ph.D. students receive some funding through research assistantships, which require them to work in grant-funded research projects under the supervision of REM faculty. These research assistantships give REM students opportunities to develop experience in research design, data collection, data analysis, and reporting. Most intermediate and advanced classes in the REM program required the completion of a research proposal. Under the supervision of the academic advisor and/or course instructor, REM students submit these research proposals to major conferences such as the annual meetings of the American Educational Research Association, Florida Educational Research Association, and National Council on Measurement in Education. After the project is presented at a national, regional or state conference, the student's may submit their papers for publication.

REM students also apply for internships at major research and testing companies. A list of companies where REM students can find internships is posted in the REM website. REM faculty serve on journal editorial boards and reviewers for both methodologically oriented and substantively oriented journals. Most of these journals permit students to write co-reviews of submitted manuscripts. REM faculty announce to all REM students opportunities to co-review papers with REM faculty. Every student completes an annual evaluation form identifying the student's research productivity.

Student Learning Outcomes for the Ph.D. in REM

Student learning outcomes or SLOs are statements that specify what REM Ph.D. students will know, be able to do or be able to demonstrate when they have completed the program. The REM program uses these SLOs as a guide for the annual student evaluation performed at the end of each Spring semester.

SLO Type	Student Learning Outcome	Assessment Method
Knowledge	Majors will achieve a thorough understanding of the concepts, methods and issues in educational measurement and assessment, evaluation, and research methodology.	Majors will achieve an average grade of B+ in courses within the major and receive passing scores from faculty on their written and oral qualifying exams.
Skills	Majors will apply their understanding of the research process by formulating hypotheses, planning and designing educational research studies, planning and designing methodological research studies, analyzing data, and reporting results.	Students will successfully complete their dissertation and receive a satisfactory review from program faculty.
Professional Behavior	Majors will participate in professional organizations, research presentations, or scholarly publications.	Majors will meet the following goals by the end of their third year: become a member of at least one professional organization, attend a national, regional or state convention, contribute to a review of a journal manuscript submission, be an author or coauthor of at least one conference presentation or be an author or coauthor of at least one journal article.