



# The University of Georgia

University Council  
Athens, Georgia 30602  
August 15, 2012

## UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

Mr. David E. Shipley, Chair

Agricultural and Environmental Sciences - Dr. T. Dean Pringle

Arts and Sciences - Dr. Roxanne Eberle (Arts)

Dr. Rodney Mauricio (Sciences)

Business - Dr. William D. Lastrapes

Ecology - Dr. James W. Porter

Education - Dr. William G. Wraga

Environment and Design - Mr. David Spooner

Family and Consumer Sciences - Dr. Leslie Gordon Simons

Forestry and Natural Resources - Dr. Sarah F. Covert

Journalism and Mass Communication - Dr. Alison F. Alexander

Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Robert Grafstein

Public Health – Dr. Marsha C. Black

Social Work - Dr. Stacey R. Kolomer

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Tracie E. Costantino

Undergraduate Student Representative

Graduate Student Representative

Dear Colleagues:

The attached proposal for a new major in Research and Evaluation Methodologies (Ph.D.) will be an agenda item for the August 22, 2012, Full University Curriculum Committee meeting. Also included with the proposal is a request for the following new Areas of Emphasis under the new major in Research and Evaluation Methodologies (Ph.D.):

Area of Emphasis in Qualitative Methods

Area of Emphasis in Program Evaluation

Area of Emphasis in Quantitative Methods

Sincerely,



David E. Shipley, Chair  
University Curriculum Committee

cc: Provost Jere W. Morehead  
Dr. Laura D. Jolly

**The University System of Georgia**

**New program proposal**

|                                  |  |
|----------------------------------|--|
| <b>Institution</b>               | University of Georgia  |
| <b>Institutional contact</b>     | Dr. Jere Morehead, Senior Vice President for Academic Affairs and Provost  |
| <b>Date</b>                      | December 16, 2011  |
| <b>School/Division</b>           | College of Education   |
| <b>Departments</b>               | Department of Lifelong Education, Administration, and Policy<br>Department of Educational Psychology and Instructional Technology              |
| <b>Departmental contact</b>      | Dr. Janette Hill, Department Head, LEAP<br>Dr. Roy Martin, Interim Department Head, EPIT<br>Dr. Kathryn Roulston, Qualitative Research Program |
| <b>Name of Proposed Program</b>  | Research and Evaluation Methodologies  |
| <b>Degree</b>                    | Ph.D.  |
| <b>Major</b>                     | Research and Evaluation Methodologies  |
| <b>CIP Code</b>                  |  |
| <b>Anticipated Starting Date</b> | Fall 2013  |

## TABLE OF CONTENTS

|  |    |
|--|----|
| Program Description and Objectives .....   | 4  |
| Objectives of the program .....  | 4  |
| Needs the program will meet .....  | 5  |
| Brief explanation of how the program is to be delivered .....  | 5  |
| Prioritization within the institution’s strategic plan .....   | 6  |
| Description of program fit to institutional mission and nationally accepted trends in the discipline .....                   | 7  |
| Program demand and need .....  | 7  |
| Institutional resources .....  | 8  |
| Curriculum .....   | 10 |
| Sample Program of Study in Area of Emphasis: Qualitative Research .....  | 15 |
| Sample Program of Study in Area of Emphasis: Program Evaluation .....  | 16 |
| Sample Program of Study in Area of Emphasis: Quantitative Methods .....  | 17 |
| Admissions criteria.....   | 18 |
| Assessment .....   | 18 |
| Availability of assistantships .....   | 18 |
| Student learning outcomes .....  | 19 |
| Administration of the program.....   | 22 |
| Accreditation .....  | 22 |
| Projected enrollment, revenues, and expenditures for the first three years of the program implementation.....                | 22 |
| Inventory of faculty involved .....  | 23 |
| External reviews (aspirational or comparable programs/institutions).....   | 24 |
| Fiscal, facilities, enrollment impact, and estimated budget of the proposed program .....                                    | 27 |
| References .....   | 27 |
| Appendix 1: Key Journals supported by UGA Libraries in Quantitative and Qualitative Methodology and Program Evaluation ..... | 28 |

**Appendix 2: Letter of support from Georgia Center for Assessment and Institute for Interdisciplinary Research in Education and Human Development..... 29**

**Appendix 3: Letter of support from Institute and Center Directors ..... 30**

**Appendix 4: Letter of support from Institute for Evidence-Based Health Professions Education..... 31**

**Appendix 5: Letter of support from Program Evaluation Group ..... 32**

**Appendix 6: Letter of support from Department Heads and Deans..... 33**

**Appendix 7: Reference books related to research methods ..... 34**

# PROGRAM DESCRIPTION AND OBJECTIVES

## OBJECTIVES OF THE PROGRAM

Research methods and methodology have traditionally been housed as parts of disciplines, such as sociology, family studies, educational psychology, and so forth. Over recent decades, however, the study of research methods, design, and conceptual frameworks has become more interdisciplinary as scholars across subjects work on common problems and issues in studying human behaviors and experiences. The continuing development of the field of research and evaluation methodologies is reflected in an increase in certificates in research methods and designs like the Interdisciplinary Qualitative Studies Graduate Certificate program here at the University of Georgia, and by the expansion of publications directly focused on methodology (see Appendix 1 for a selected group of interdisciplinary journals and Appendix 7 for recently published handbooks and encyclopedias on research methods and design). Our proposal for a Ph.D. in Research and Evaluation Methodologies recognizes this emerging area of interdisciplinary study of the research designs and methods used to inquire about human life and meaning.

The purpose of the Ph.D. degree program in Research and Evaluation Methodologies (REM) at the University of Georgia is to train and prepare researchers and research methodologists to develop and study methods for conducting empirical and conceptual social science research in education and related fields. In the Ph.D. in REM, students will begin studies with a common core of courses and experiences about research methods, design, and methodology. They will take a course in the philosophical foundations of research that examines the assumptions and premises of varying methodological traditions. All students will be expected to complete initial study of the following traditions commonly used in social sciences—qualitative, quantitative, mixed, and evaluation methods. After taking the initial core courses, students will elect to develop a concentration in one of three areas of emphases : (1) qualitative methods; (2) quantitative methods; or (3) program evaluation. Interdisciplinary interaction will be encouraged throughout students' programs of study, as students and faculty meet in one-hour seminars to discuss common issues in research theory and practice across traditions, historical and current debates in research and evaluation, and teaching research methods in higher education. Coursework in the program will focus on historical, philosophical, and theoretical foundations of educational and social science research, formulation of research questions and problems, data collection and generation, research design, data analysis and interpretation, and reporting findings to a variety of audiences. The graduate experience in the REM degree program will consist of focused coursework and individual supervised research with faculty mentors leading to expertise in one of the three methodological areas of emphasis offered by the program. Through their research, which is expected to be methodologically innovative, students will contribute new knowledge relevant to the field of research and evaluation methodologies, including theoretical approaches to research, research design and conduct, or methods in their chosen area of emphasis.

Recent writing on the preparation of researchers emphasizes the need for deep knowledge of methodology (National Research Council, 2005); the ability to work in interdisciplinary teams (Creswell, Klassen, Plano Clark, Smith, 2011), and preparation of researchers for multiple career paths that encompass both academic and non-academic careers (Wendler et. al., 2010). The Ph.D. program in Research and Evaluation Methodologies attends to these calls in at least three ways. First, students will develop core knowledge in a range of research and evaluation methodologies. Second, students will be able to specialize in one of three areas of emphasis that leads to multiple career paths in the academy, in research centers, or in private industry (e.g., evaluation groups). Third, students

will participate in supervised research experiences in real-world contexts in which they will work with one another and with experienced researchers as members of interdisciplinary teams. Although the faculty members associated with the Ph.D. program in Research and Evaluation Methodologies will continue to provide service research courses for the college and university at large, the Ph.D.'s primary purpose is to prepare students to work as academics and researchers in education and related fields to advance research and evaluation methodologies and approaches.

## NEEDS THE PROGRAM WILL MEET

Critiques of the quality of educational research over the last decade have prompted the American Education Research Association, the Spencer Foundation, the National Academy of Sciences, and the U.S. Department of Education to call for more empirical and theoretically sound quantitative and qualitative research in education. In the context of the College of Education at UGA, a recent college-wide program review recommended that faculty in the QUAL and REMS programs collaborate on the development of a Ph.D. program. This proposal speaks to this recommendation as well as the national call for quality preparation of educational researchers. More specifically the Ph.D. program in Research and Evaluation Methodologies will prepare research methodologists with broad knowledge of methods used in qualitative, quantitative, and program evaluation research, how these might be applied in diverse contexts, in addition to deep knowledge in a specific area of emphasis. Well-prepared research methodologists are in great demand in higher education, philanthropic foundations, non-profit organizations, and government agencies, and contribute their expertise to the development of rigorous research designs used in the professional and social sciences. The Ph.D. in REM recognizes that multiple methods that include both qualitative and quantitative strategies are needed if educational researchers are to design studies to address complex problems in educational and other settings (Capraro & Thompson, 2008).

## BRIEF EXPLANATION OF HOW THE PROGRAM IS TO BE DELIVERED

A joint Ph.D. program between the Qualitative Research Program (QUAL) in the Department of Lifelong Education, Administration, and Policy (LEAP) and the Research, Evaluation, Measurement, and Statistics Program (REMS) in the Department of Educational Psychology and Instructional Technology (EPIT) addresses the need for the preparation of skilled research methodologists. Further, by offering the Ph.D. in Research and Evaluation Methodologies, the College of Education (COE) at UGA will be positioned as the premier center for the preparation of research methodologists in education in the South, and will stand as an equal to peer and aspirational institutions in the United States. The COE has internationally known faculty to bring such a vision to fruition. At present REMS students graduate with a degree in educational psychology, and students concentrating on qualitative studies graduate with the Interdisciplinary Graduate Certificate in Qualitative Studies in addition to degrees from various areas of study. By combining the talent, knowledge, and skills of faculty members in the Qualitative Research and Research, Evaluation, Measurement and Statistics Programs, supplemented by research methods coursework offered by disciplines across the University of Georgia, the Ph.D. in Research and Evaluation Methodologies will offer students specialized and robust preparation in this emerging field of study. Currently, the REMS program housed in EPIT and the Qualitative Research program housed in LEAP are separated by location and programmatic coordination. In establishing a Ph.D. degree in Research and Evaluation Methodologies, REMS and QUAL faculty will develop a curriculum together, while remaining in their respective departmental homes.

The proposed Ph.D. program in Research and Evaluation Methodologies will collaborate with other research intensive programs in the college and university, such as the Institute for Interdisciplinary Research in Education and Human Development, the Program Evaluation Group, the Georgia Center for Assessment, Learning

Performance and Support Laboratory (LPSL), E. Paul Torrance Center for Creativity and Talent Development, and the Center for Latino Achievement & Success in Education (CLASE) in the COE. The Ph.D. program would also collaborate with university level institutes, such as the Institute for Evidence-Based Health Professions Education, the Institute for Women's Studies, as well as with faculty and students in the fields of child and family development, sociology, anthropology, public health, business, and social work. The Ph.D. program we propose will aspire to the standards of highly successful education research programs at aspirant universities.

## PRIORITIZATION WITHIN THE INSTITUTION'S STRATEGIC PLAN

This degree meets strategic priorities outlined in UGA's 2020 Strategic Plan, "Building on Excellence." Specifically, these include:

### ***Strategic Direction II: Enhancing Graduate and Professional Programs:***

*(c) Provide further opportunities for interdisciplinary and international doctoral education to integrate faculty, course work, research programs and seminars to create a truly interdisciplinary experience for the student.*

Through leveraging expertise of faculty involved in the university-wide Interdisciplinary Qualitative Studies Graduate Certificate program in combination with faculty whose expertise is in quantitative methods, this program provides an interdisciplinary context in which students will flourish.

### ***Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond:***

*(e) Provide teaching, learning and scholarship that engage faculty, students and the community in mutually beneficial and respectful collaboration. These interactions should address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.*

This program recognizes the need for research methodologists to engage in real-world experiences to develop expertise in multiple methods. By partnering with other organizations both at UGA and beyond, the program aims to provide authentic contexts in which students learn to conduct research in internship experiences that benefit the citizens of the state of Georgia.

The mode of delivery of the Ph.D. in Research and Evaluation Methodologies and inclusion of internship experiences supports the following objectives of the COE Strategic Plan (2010-2015):

3.1: Revise approaches to teaching and learning across the College to achieve greater innovation and coherence among our scholarly community.

3.1.4 Engage in more practice-based courses accompanied by high quality internship experiences.

## DESCRIPTION OF PROGRAM FIT TO INSTITUTIONAL MISSION AND NATIONALLY ACCEPTED TRENDS IN THE DISCIPLINE

The Ph.D. in REM fits with UGA's and the COE's institutional missions. The UGA Graduate School highlights the following aims as part of its mission:

With its statewide mission and core characteristics, the University of Georgia endeavors to prepare the University community and the state for full participation in the global society of the twenty-first century. Through its programs and practices, it seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender, and racial diversity in the faculty, staff, and student body. The University is committed to preparing the University community to appreciate the critical importance of a quality environment to an interdependent global society.

The development and delivery of coursework sensitive to the ethnic and cultural diversity of students is a shared value. Recognition that recruitment of a culturally diverse student body is essential to meet the challenges of the next generation of scholars in the field of research methods is central to this vision, as is preparing researchers to design and conduct research in ways that are culturally relevant. Further, the faculty involved in the development of the program aim to foster theoretical and methodological diversity among students, to recruit the best students internationally, and prepare students to work collaboratively in interdisciplinary team environments.

The Ph.D. in REM fits with the mission of the College of Education:

The mission of the College of Education at the University of Georgia is to enhance education, workforce development, health, and policy for the well-being of society through (a) the creation, communication and application of new knowledge; (b) preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and (c) outreach initiatives engaged with matters related to the local community, state, nation, and world.

Most research methods programs at UGA's aspirational and peer institutions specialize in quantitative methods, and those institutions that do offer programs of study in both qualitative and quantitative methods offer areas of emphasis in program evaluation also (e.g., University of Illinois, Urbana-Champaign and University of Virginia). There is now widespread recognition of the need for qualitative research methods to contextualize the findings of quantitative research aiming to identify causal mechanisms (e.g., Capraro & Thompson, 2008), yet few researchers have been prepared to do so. This program addresses this need by offering a degree in which students can gain knowledge and understanding of multiple approaches to research, while specializing in a selected area of emphasis.

## PROGRAM DEMAND AND NEED

Such is the interest in doctoral preparation in education, that the American Educational Research Association (AERA), the national research association for more than 24,000 scholars undertaking research in education, the Spencer Foundation (Dorr, Arms & Hall, 2008; Kecskemethy, 2008), and the Carnegie Foundation (Golde, 2007, 2010, Golde & Walker, 2006, Walker, et. al., 2008) have all been involved in conducting research and funding training initiatives on doctoral preparation in education over the last decade. There is demand for the development of doctoral programs that prepare researchers who demonstrate deep knowledge of methodology (National Research Council, 2005) and who demonstrate the ability to work in interdisciplinary teams (Creswell, Klassen, Plano Clark, & Smith, 2011). Recommendations have also been made that doctoral programs prepare graduates for multiple career paths that encompass both future faculty and non-academic careers (Wendler et. al., 2010). The Ph.D. in REM aims to attend to these issues by offering multiple areas of emphasis in which students



might specialize, provide experiences in research in authentic contexts, and prepare graduates to communicate findings to multiple interdisciplinary audiences.

## INSTITUTIONAL RESOURCES

**The University of Georgia Libraries** includes three principal facilities on the UGA campus in Athens: the Main Library, the Science Library, and the Miller Learning Center. The Libraries also have primary responsibility for a number of smaller on-campus libraries, reading rooms, and materials centers, and collaborate with several UGA research facilities throughout the state. Together the Libraries own over 4.6 million volumes and 6.6 million microform units, and they subscribe to over 7,000 print journals. The UGA library system provides online access to over 48,000 electronic full-text journals and approximately 400,000 full-text e-books, and it is a member of the prestigious Association of Research Libraries.

UGA Libraries has a strong collection of journals that support study of qualitative, quantitative, and program evaluation methods (see Appendix 1 for a list of key journals to which UGA libraries subscribes). In addition, a strong collection of books and reference materials supports study of these fields.

**The Institute for Interdisciplinary Research in Education and Human Development (IIREHD)**, housed in the College of Education Research Office, assembles the significant strengths of faculty members across colleges and disciplines at the University of Georgia in the areas of education and human development to provide professional development growth opportunities for existing faculty, to prepare future researchers to engage in *interdisciplinary research*, to attract leading-edge researchers to join the UGA faculty, and to increase the opportunities for receiving *extramural funding*.

One element of this degree program is that students will gain experience in working on multiple research projects. The IIREHD will provide a way for students to liaise with researchers to undertake internships with scholars working on joint projects both in the COE and at UGA. Given that the IIREHD provides a venue for researchers across various centers and units to liaise (e.g., Georgia Center for Assessment, Learning Performance and Support Laboratory, E. Paul Torrance Center for Creativity, Program Evaluation Group), students will have access to opportunities to employ different methods in research conducted for different purposes. Two significant groups with whom students might work include the Georgia Center for Assessment and the Program Evaluation Group.

### **Georgia Center for Assessment**

Major activities conducted by the GCA include contracts with the Georgia Department of Education to support the Writing Assessments, High School Graduation Test (HSGT), and GKIDS (Kindergarten Assessment). Writing tests are given in grades three, five, eight, and eleven; the Grade 11 test is part of the HSGT. The multiple choice portion of the HSGT covers Language Arts, Mathematics, Science and Social Studies. To assist local school districts to prepare their students for these tests, the GCA provides Supplementary Writing Assessments at the Elementary, Middle, and High School levels and a Predictor Test for the High School Graduation Tests in Science and Social Studies. The GCA also provides research and measurement services to several local schools districts (Clarke County, Cobb County, Gwinnett County, Cherokee County) and education agencies such as the Southern Regional Education Board and the Georgia Department of Education. Students who are undertaking an area of emphasis in quantitative methods will have access to a center that provides significant service to the state of Georgia in test scoring and reporting. This unit provides significant opportunities for students wanting to examine methodological topics on test construction and measurement.

### **Program Evaluation Group**

The Program Evaluation Group (PEG) in the University of Georgia's College of Education has over 15 years of experience conducting program evaluations and research studies for government and education agencies and institutions, community organizations, and private enterprises at the local, state, national, and international levels. PEG's mission is to improve learning and performance for children and adults by providing researchers, funders,

program leaders, and other decision makers the comprehensive, rigorous, and relevant data they need to measure and continuously improve the impact of their studies, investments, and programs.

PEG provides expertise in the design and implementation of evaluation and research projects ranging from large, multi-site, multi-method evaluations to small, local assessments of education and community programs. PEG provides a full range of evaluation services from conducting needs assessments and creating logic models to producing reports and presentations of formative and summative findings for diverse stakeholders and policymakers, including the Georgia Department of Education; Clarke, Douglas, and Newton County Schools; Greensboro Dreamers after-school program; Communities in Schools (Georgia); the International Baccalaureate Organization; Georgia STEM Accessibility Alliance; the Ford Foundation; California Community Colleges Chancellor's Office; Atlanta Electrical Apprenticeship Training Center; and University of Georgia faculty.

The Program Evaluation Group provides a context in which REM students might gain significant experience in using a variety of research methods. Some of these would be opportunities for conducting fieldwork using qualitative methods (including interviewing and observation), providing expertise in statistical analyses and interpretation, and presentation of findings and report writing for various stakeholders are available via this group.

Letters of support from Dr. Allan Cohen (Director of the Institute for Interdisciplinary Research in Education and Human Development and the Georgia Center for Assessment) and Dr. Karen DeMeester (Director of the Program Evaluation Group), in addition to various centers and institutes at UGA are attached (see Appendices 2-5).

## CURRICULUM

The program curriculum will provide a foundation in human inquiry emphasizing both common features and multiple research traditions. After completion of 12 hours of core coursework, students will select an area of emphasis in which to specialize: qualitative, quantitative or program evaluation methodologies. Students in the qualitative component of the program may choose interpretive study, phenomenological research, historical study, sociocultural research, emancipatory traditions, and postmodern and poststructural traditions, among others as areas of focus. Students in the quantitative component of the program may choose to focus on statistics or measurement, or a combination of these. Students in the program evaluation strand will have a strong grounding in both qualitative and quantitative methods and be able to conceptualize and conduct research studies using a variety of methodological approaches. All students will study the philosophical, theoretical, and conceptual aspects of various research designs through a course entitled “The History and Philosophy of Social Science Research Methods” at the beginning of their programs of study. All students will consider the relationship between the methods of inquiry and the substance of study and will be familiar with the range of approaches to educational research, their similarities as well as their differences. Discussions about these issues will be facilitated via a continuing one-hour research seminar all students take together. Another common area of focus across all areas of emphasis will be that of ethics and research integrity. Students will consider ethical issues related to research in authentic contexts in which they practice their research, and they will be expected to meet the highest standards of integrity in both the conduct and reporting of research. Prior to written and oral comprehensive examinations, students will be required to take a course entitled “Writing and Reporting Academic Research and Evaluation.” This course will review different kinds of writing required for various audiences (e.g., evaluation reports, policy briefs, academic articles etc.).

The goal of the Ph.D. in Research and Evaluation Methodologies is the preparation of researchers who have broad knowledge of research methods in addition to specific expertise in particular methodologies (i.e., quantitative, qualitative, program evaluation). Our mission is to build students’ capacity to contribute methodological expertise to collaborative research efforts through real-world opportunities in which they can develop and practice the skills needed in their area of emphasis. Through their research in a variety of substantive fields, students will be expected to contribute to the development of theory and methods used in research and evaluation methodologies. The organization of the degree recognizes the wide variety of specialties in which students might develop research agendas.

### Program of Study: Ph.D. in Research and Evaluation Methodologies

|  |                    |
|--|--------------------|
| Core Coursework  | 18 hours           |
| Area of Emphasis Core Coursework <ul style="list-style-type: none"> <li>• Qualitative studies</li> <li>• Program evaluation</li> <li>• Quantitative studies</li> </ul> | 12 hours           |
| Research Seminar   | 3 hours            |
| Elective Coursework in Research Methods  | 12 hours           |
| Cognate in area of interest  | 9 hours            |
| Doctoral hours   | Minimum of 3 hours |
| Dissertation   | Minimum of 3 hours |
| <b>TOTAL</b>   | <b>60 hours</b>    |

## Requirements for the Ph.D. Degree in Research and Evaluation Methodologies

Across ALL areas of emphasis, there is a common core.

### **CORE (18 hours):**

| Course code       | Course Name   | Credit hours |
|-------------------|---|--------------|
| XXXX <sup>1</sup> | History and Philosophy in Social Science Research Methods | 3 hours      |
| QUAL 8400         | Qualitative Research Traditions                           | 3 hours      |
| ERSH 8310         | Applied Analysis of Variance Methods in Education         | 3 hours      |
| QUAL(ERSH) 8575   | Mixed Methods Approaches to Research                      | 3 hours      |
| QUAL 8513         | Introduction to Evaluation Theory                         | 3 hours      |
| XXXX              | Writing and Reporting Academic Research and Evaluation    | 3 hours      |

### **AREAS OF EMPHASIS (12 hours) Students choose one area of emphasis:**

Each area of emphasis has two required courses in addition to a 6-hour internship in which students develop and apply methods specific to the area of emphasis in authentic research and evaluation contexts. For the internship, students gain skills in research by working on projects that apply methods specific to their area of emphasis. Students complete a partnership agreement with the unit, organization, or faculty member for which they are working. At the end of the internship a report outlining the contribution made is submitted to the major professor. The organization of the internship is flexible – e.g., students might participate in a 6-hour internship over one semester, two 3-hour internships over two semesters, or some other combination.

#### **Qualitative methods**

| Course code     | Course Name                        | Credit hours |
|-----------------|------------------------------------|--------------|
| QUAL 8410       | Designing Qualitative Research     | 3 hours      |
| QUAL 8420       | Analyzing Qualitative Data         | 3 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research | 1-3 hours    |

#### **Program Evaluation**

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| XXXX            | Advanced Survey Design                              | 3 hours      |
| QUAL 8515       | Qualitative Program Evaluation: Theory and Practice | 3 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research                  | 1-3 hours    |

#### **Quantitative methods**

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| ERSH 8320       | Applied Correlation and Regression Methods in Education | 3 hours      |
| ERSH 8350       | Multivariate Methods in Education                       | 4 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research                      | 1-3 hours    |

<sup>1</sup> Courses designated by XXXX are new courses that will be developed. See p. 24 for details of course development.

### Research Seminar (3 hours)

Students will take a 1-credit-hour seminar over the course of several semesters in which students and faculty will discuss common issues and problems in research theory and practice across particular traditions, current debates in research methodologies, research pedagogies, methodological innovations across different areas of emphases, problems faced by research methodologists in research design, and preparation for academic and research careers.

### Elective Coursework in Research Methods (12 hours)

With approval from their advisory committee, students select elective coursework in research methods that will support the area of emphasis. Suggested coursework from which students choose is listed below.

| Course code     | Course Name  | Credit hours |
|-----------------|--|--------------|
| ANTH 8620*      | Anthropological Data Analysis  | 3            |
| CHFD 8810*      | Qualitative Methods in Child and Family Development                            | 3            |
| EFND 8100*      | History of Education in the United States: Historiography and Research Methods | 3            |
| LLED(QUAL) 8550 | Writing Up Qualitative Research  | 3            |
| LLED(QUAL) 8565 | Theoretical Frameworks for Doctoral Studies in the Human Sciences              | 3            |
| LLED(QUAL) 8570 | The Postmodern Turn: Theories and Methods                                      | 3            |
| LLED(QUAL) 8580 | Postmodern Qualitative Research  | 3            |
| LLED(QUAL) 8590 | Arts-Based Inquiry in Diverse Learning Communities                             | 3            |
| QUAL 8525       | Narrative Analysis   | 3            |
| QUAL 8510       | Theories in Qualitative Design   | 1-3          |
| QUAL 8520       | Interviewing Research  | 1-3          |
| QUAL 8530       | Case Study Research  | 1-3          |
| QUAL 8535       | Oral History Methods in Social Justice Movements                               | 3            |
| QUAL 8540       | Fieldwork and Participant Observation  | 1-3          |
| QUAL 8545       | Digital Technology and Qualitative Research                                    | 3            |
| QUAL(ESSE) 8555 | Interpretive Research with Children  | 3            |
| QUAL 8585       | Hermeneutics in Research   | 3            |
| QUAL(ESSE) 8587 | Practicing Phenomenological Research   | 3            |
| QUAL(ERSH) 8595 | Research Ethics in the Professional and Social Sciences                        | 3            |
| ERSH(QUAL) 7800 | Topics in Educational Research   | 1-3          |
| QUAL 8560       | Ethnomethodological and Conversation Analytic Studies                          | 3            |
| ERSH(QUAL) 8700 | Practicum in Educational Research  | 1-3          |
| QUAL(LLED) 8750 | Qualitative Research Writing Workshop  | 3            |
| QUAL 9400       | Advanced Seminar in Qualitative Research                                       | 3            |
| JRMC 9030*      | Critical, Cultural, and Naturalistic Approaches to Mass Communication Research | 3            |
| JRMC 9040*      | Historical Research in Mass Communication                                      | 3            |
| MARK 8610*      | Qualitative Research in Marketing  | 1.5          |

|                          |   |     |
|--------------------------|---|-----|
| MARK 8630*               | Interpretive Research in Marketing                      | 1.5 |
| SOWK 8166*               | Qualitative Research Methods in Social Work             | 3   |
| COMM 8300*               | Seminar in Rhetorical Criticism                         | 3   |
| COMM 8340*               | Methodologies of Rhetorical Criticism                   | 3   |
| WMST 7070*               | Feminist Ethnography                                    | 3   |
| GEOG 8305*               | Seminar in Qualitative Research Methods                 | 3   |
| ESSE(QUAL)(ERSH)<br>7500 | Action Research   | 3   |
| ERSH(QUAL) 9800          | Issues in Qualitative and Quantitative Research         | 1-3 |
| HIST 7900*               | Theory and Practice of History                          | 3   |
| PHIL 8400*               | Seminar in Philosophy of Science                        | 3   |
| PHIL 8610*               | Seminar in Epistemology                                 | 3   |
| WMST 7060                | Black Women's Narratives                                | 3   |
| ERSH 8310                | Applied Analysis of Variance Methods in Education       | 3   |
| ERSH 8320                | Applied Correlation and Regression Methods in Education | 3   |
| ERSH 8350                | Multivariate Methods in Education                       | 4   |
| ERSH 8360                | Categorical Data Analysis in Education                  | 3   |
| ERSH 8770                | Multilevel Modeling                                     | 3   |
| ERSH 7600                | Construction of Educational Measuring Instruments       | 3   |
| ERSH(EADU) 7610          | Questionnaire-Based Research in Education               | 3   |
| ERSH 8610                | Educational Measurement Theory                          | 3   |
| ERSH 8620                | Item Response Theory                                    | 3   |
| ERSH 8630                | Applications of Item Response Theory                    | 3   |
| ERSH 8650                | Generalizability Theory                                 | 3   |
| ERSH 8740                | Exploratory Factor Analysis                             | 3   |
| ERSH 8750                | Introduction to Structural Equation Modeling            | 3   |
| ERSH 8760                | Advanced Topics in Structural Equation Modeling         | 3   |
| ERSH 8780                | Multimethods Research                                   | 3   |
| ERSH(QUAL) 8700          | Practicum in Educational Research                       | 1-3 |
| EPSY 8990                | Doctoral Seminar in Educational Psychology              | 1-6 |
| ERSH 9210                | Quantitative Design in Education                        | 3   |
| ERSH(QUAL) 9700          | Internship in Educational Research                      | 1-3 |
| ERSH(QUAL) 9800          | Issues in Qualitative and Quantitative Research         | 1-3 |
| EDHI 8200*               | Institutional Research                                  | 3   |
| MARK 9600*               | Measurement Issues in Marketing                         | 3   |
| PSYC 6430*               | Applied Regression Methods in Psychology                | 3   |
| PSYC 8930*               | Advanced Psychological Measurement                      | 3   |
| SOCI 6620*               | Analysis and Interpretation of Sociological Data I      | 3   |
| SOCI 6630*               | Analysis and Interpretation of Sociological Data II     | 3   |
| SOCI 6750*               | Qualitative Methods of Social Research                  | 3   |
| STAT 8000*               | Supervised Statistical Consulting                       | 3   |
| STAT 8200*               | Design of Experiments for Research Workers              | 3   |
| STAT 8250*               | Multivariate Methods                                    | 3   |

|            |   |   |
|------------|---|---|
| STAT 8620* | Categorical Data Analysis and Generalized Linear Models | 3 |
| STAT 8630* | Mixed-Effect Models and Longitudinal Data Analysis      | 3 |
| STAT 8650* | Bootstrapping Techniques                                | 3 |
| KINS 8200  | Meta-Analysis in Kinesiology                            | 3 |

**\*All courses marked by an asterisk are currently approved electives for the Interdisciplinary Graduate Certificate in Qualitative Research OR the Ph.D. degree in Research, Evaluation, Measurement and Statistics. Deans of the School of Social Work, College of Family and Consumer Sciences, Franklin College of Arts and Sciences and College of Public Health have supported the degree program (See Appendix 6).**

**Cognate in area of interest (9 hours)**

Students take graduate coursework in a selected area of interest (e.g., educational policy, literacy studies, social foundations of education, applied cognition, gifted and creative education). Students are encouraged to develop expertise in a cognate area outside the program area depending on the student's career goals. Grounding in a social science, arts or humanities discipline outside the program will enable students to apply research methods in specific contexts. These courses may be selected from related disciplines across the College of Education and the University or may have been satisfied prior to admission.

**Doctoral hours (3 hours) (Minimum of 3 semester hours; however, number of hours may vary)**

| Course code | Course Name       | Credit hours |
|-------------|-------------------|--------------|
| QUAL 9000   | Doctoral Research | 3 hours      |

Students register for QUAL 9000 while preparing for the written and the oral comprehensive examination. During this time, the student, major professor, and the dissertation committee develop a time frame for this work. After the successful completion of the oral exam, the student works on preparing the prospectus. Each major professor and committee determines the scope of the prospectus, although this may be the first three chapters of the dissertation. A student enters candidacy after the successful oral defense of the prospectus and completion of a publishable methodological paper that has been submitted for presentation at a national conference.

**Dissertation-Candidacy (3 hours) (Minimum of 3 semester hours; however, number of hours may vary)**

| Course code     | Course Name           | Credit hours |
|-----------------|-----------------------|--------------|
| QUAL(ERSH) 9300 | Doctoral Dissertation | 3 hours      |

Students are expected to complete an academically rigorous dissertation in which they conduct an independent investigation that results in an original and significant contribution to the advancement of knowledge in the area of emphasis. Dissertation planning, approval, and defense will be conducted in accordance with current Graduate School policies at the University of Georgia.

After admission to candidacy, a student must register for a combined total of ten hours of dissertation or other appropriate graduate credit during the completion of the degree program. Students planning to graduate the same semester they enter candidacy must be admitted to candidacy by the published deadline for candidacy during that semester and register for ten hours.

## SAMPLE PROGRAM OF STUDY IN AREA OF EMPHASIS: QUALITATIVE RESEARCH

### Core (18 hours)

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| XXXX            | History and Philosophy in Social Science Research Methods | 3 hours      |
| QUAL 8400       | Qualitative Research Traditions                           | 3 hours      |
| ERSH 8310       | Applied Analysis of Variance Methods in Education         | 3 hours      |
| QUAL(ERSH) 8575 | Mixed Methods Approaches to Research                      | 3 hours      |
| QUAL 8513       | Introduction to Evaluation Theory                         | 3 hours      |
| XXXX            | Writing and Reporting Academic Research and Evaluation    | 3 hours      |

### Area of Emphasis—Qualitative methods (12 hours)

| Course code     | Course Name                        | Credit hours |
|-----------------|------------------------------------|--------------|
| QUAL 8410       | Designing Qualitative Research     | 3 hours      |
| QUAL 8420       | Analyzing Qualitative Data         | 3 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research | 1-3 hours    |

### Research seminar (3 hours)

| Course code     | Course Name                       | Credit hours |
|-----------------|-----------------------------------|--------------|
| ERSH(QUAL) 8700 | Practicum in Educational Research | 3 hours      |

### Elective coursework in research methods (12 hours)

| Course code | Course Name                                      | Credit hours |
|-------------|--|--------------|
| QUAL 8520   | Interviewing Research                            | 3 hours      |
| QUAL 8535   | Oral History Methods in Social Justice Movements | 3 hours      |
| QUAL 8540   | Fieldwork and Participant Observation            | 1-3 hours    |
| QUAL 8545   | Digital Technology and Qualitative Research      | 3 hours      |

### Cognate in area of interest (9 hours) (e.g., in Educational Policy)

| Course code | Course Name   | Credit hours |
|-------------|---|--------------|
| EDAP 9010   | Educational Policy, Change, and School Organization | 3 hours      |
| EDAP 9015   | Curriculum and Educational Policy                   | 3 hours      |
| EDAP 9025   | Law and Educational Policy                          | 3 hours      |

### Doctoral hours (3 hours minimum)

| Course code | Course Name       | Credit hours |
|-------------|-------------------|--------------|
| QUAL 9000   | Doctoral Research | 3 hours      |

### Dissertation—Candidacy (3 hours minimum)

| Course code     | Course Name           | Credit hours          |
|-----------------|-----------------------|-----------------------|
| QUAL(ERSH) 9300 | Doctoral Dissertation | 3 hours               |
|                 |                       | <b>Total 60 hours</b> |



## SAMPLE PROGRAM OF STUDY IN AREA OF EMPHASIS: PROGRAM EVALUATION

### Core (18 hours)

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| XXXX            | History and Philosophy in Social Science Research Methods | 3 hours      |
| QUAL 8400       | Qualitative Research Traditions                           | 3 hours      |
| ERSH 8310       | Applied Analysis of Variance Methods in Education         | 3 hours      |
| QUAL(ERSH) 8575 | Mixed Methods Approaches to Research                      | 3 hours      |
| QUAL 8513       | Introduction to Evaluation Theory                         | 3 hours      |
| XXXX            | Writing and Reporting Academic Research and Evaluation    | 3 hours      |

### Area of Emphasis—Program Evaluation (12 hours)

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| XXXX            | Advanced Survey Design                              | 3 hours      |
| QUAL 8515       | Qualitative Program Evaluation: Theory and Practice | 3 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research                  | 1-3 hours    |

### Research seminar (3 hours)

| Course code     | Course Name                       | Credit hours |
|-----------------|-----------------------------------|--------------|
| ERSH(QUAL) 8700 | Practicum in Educational Research | 1-3 hours    |

### Elective coursework in research methods (12 hours)

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| ERSH 8320       | Applied Correlation and Regression Methods in Education | 3 hours      |
| ERSH 8350       | Multivariate Methods in Education                       | 4 hours      |
| ERSH(EADU) 7610 | Questionnaire-Based Research in Education               | 3 hours      |
| QUAL 8515       | Qualitative Program Evaluation: Theory and Practice     | 3 hours      |

### Cognate in area of interest (9 hours) (e.g., in Social Work)

| Course code | Course Name                            | Credit hours |
|-------------|--|--------------|
| SOWK 8012   | Theories in Social Work Practice I     | 3 hours      |
| SOWK 8227   | Social Work Education                  | 3 hours      |
| SOWK 8237   | Ethical Issues in Social Work Practice | 3 hours      |

### Doctoral hours (3 hours minimum)

| Course code | Course Name       | Credit hours |
|-------------|-------------------|--------------|
| QUAL 9000   | Doctoral Research | 3 hours      |

### Dissertation—Candidacy (3 hours minimum)

| Course code     | Course Name           | Credit hours   |
|-----------------|-----------------------|----------------|
| QUAL(ERSH) 9300 | Doctoral Dissertation | 3 hours        |
|                 |                       | Total 60 hours |

## SAMPLE PROGRAM OF STUDY IN AREA OF EMPHASIS: QUANTITATIVE METHODS

### Core (18 hours)

| Course code    | Course Name   | Credit hours |
|----------------|---|--------------|
| XXXX           | History and Philosophy in Social Science Research Methods | 3 hours      |
| QUAL 8400      | Qualitative Research Traditions                           | 3 hours      |
| ERSH 8310      | Applied Analysis of Variance Methods in Education         | 3 hours      |
| QUAL/ERSH 8575 | Mixed Methods Approaches to Research                      | 3 hours      |
| QUAL 8513      | Introduction to Evaluation Theory                         | 3 hours      |
| XXXX           | Writing and Reporting Academic Research and Evaluation    | 3 hours      |

### Area of Emphasis Quantitative methods (12 hours)

| Course code     | Course Name   | Credit hours |
|-----------------|---|--------------|
| ERSH 8320       | Applied Correlation and Regression Methods in Education | 3 hours      |
| ERSH 8350       | Multivariate Methods in Education                       | 4 hours      |
| ERSH(QUAL) 9700 | Internship in Educational Research                      | 1-3 hours    |

### Research seminar (3 hours)

| Course code     | Course Name                       | Credit hours |
|-----------------|-----------------------------------|--------------|
| ERSH(QUAL) 8700 | Practicum in Educational Research | 1-3 hours    |

### Elective coursework in research methods (12 hours)

| Course code | Course Name                                  | Credit hours |
|-------------|--|--------------|
| ERSH 8360   | Categorical Data Analysis in Education       | 3 hours      |
| ERSH 8610   | Educational Measurement Theory               | 3 hours      |
| ERSH 8750   | Introduction to Structural Equation Modeling | 3 hours      |
| ERSH 8770   | Multilevel Modeling                          | 3 hours      |

### Internship (6 hours)

| Course code     | Course Name                        | Credit hours |
|-----------------|------------------------------------|--------------|
| ERSH(QUAL) 9700 | Internship in Educational Research | 1-3 hours    |

### Cognate in area of interest (9 hours) (e.g., in Statistics)

| Course code     | Course Name                                | Credit hours |
|-----------------|--|--------------|
| STAT 8250       | Multivariate Methods                       | 3 hours      |
| STAT 8200       | Design of Experiments for Research Workers | 3 hours      |
| BIOS(STAT) 8140 | Multilevel and Hierarchical Models         | 3 hours      |

### Doctoral hours (3 hours minimum)

| Course code | Course Name       | Credit hours |
|-------------|-------------------|--------------|
| ERSH 9000   | Doctoral Research | 3 hours      |

### Dissertation-Candidacy (3 hours minimum)

| Course code | Course Name           | Credit hours   |
|-------------|-----------------------|----------------|
| ERSH 9300   | Doctoral Dissertation | 3 hours        |
|             |                       | Total 60 hours |

## **ADMISSIONS CRITERIA**

Applicants must have completed a Master's degree from an accredited university in a related field to qualify for the program. Applicants must express an interest in pursuing careers in which research and evaluation design and analysis are a core component, and they are likely to have had some research experience (e.g., as an undergraduate or master's thesis, or working in industry).

Students will be recruited and admitted following the guidelines of the Graduate School, which requires them to take the GRE Revised General Test for admission. A statement of intent and an admissions interview will be required for the application.

Prospective students will apply to and be recommended for admission in one of the home departments:

- Lifelong Education, Administration, and Policy (Qualitative Research and Program Evaluation)
- Educational Psychology and Instructional Technology (Quantitative Research)

Students will be admitted to the degree program annually each fall semester.

## **ASSESSMENT**

Students will prepare a portfolio as specified by the Executive Committee of the degree program in the spring of each year (including program of study, statement of research interests, and updated CV). Student progress will be assessed annually.

## **AVAILABILITY OF ASSISTANTSHIPS**

Students will be able to apply for graduate assistantships in the department to which they have made application (LEAP and EPIT).

## STUDENT LEARNING OUTCOMES

Across the degree, there are common learning outcomes. Specific learning outcomes for each area of emphasis are shown in Tables 1 and 2.

At the completion of their program, with respect to knowledge, graduates will be able to:

- Demonstrate knowledge of the historical and philosophical debates surrounding different methodological traditions.
- Demonstrate knowledge of research designs and methods used in particular methodological approaches to research (qualitative, quantitative, mixed methods).
- Explain the relationship of the research design and methods used to the scholarly community in which the work is situated.
- Demonstrate knowledge of debates about quality and the role of research or evaluation in society.
- Understand the advantages and disadvantages of using any particular methodological approach (e.g., qualitative, quantitative, mixed methods).
- Demonstrate knowledge of analytic approaches used in particular methodological approaches to research (qualitative, quantitative, mixed methods).

At the completion of their program, with respect to skills, graduates will be able to:

- Read, understand, and critically evaluate different types of research.
- Develop meaningful research questions about research methods framed within a historical and theoretical context.
- Situate their research agendas within relevant literature in fields of study.
- Select and apply appropriate methods for specific research designs.
- Design research studies that attend to cultural contexts.
- Analyze, interpret, and represent findings from research using appropriate methods.
- Demonstrate reflexivity in research practice.
- Explain how their own research exemplifies standards of integrity and ethics.
- Develop arguments based on evidence.
- Design research studies that contribute to the benefit of human kind.
- Communicate ideas effectively to intended audiences.
- Apply appropriate technologies in the conduct of research studies.
- Contribute substantively to work in research methodology.

**Table 1: Knowledge outcome statements for graduates from areas of emphasis in Ph.D. in Research and Evaluation Methodologies**

| Area of emphasis in qualitative studies   | Area of emphasis in program evaluation methods  | Area of emphasis in quantitative studies  |
|---|---|---|
| <b>With respect to knowledge, graduates will be able to:</b>  | <b>With respect to knowledge, graduates will be able to:</b>  | <b>With respect to knowledge, graduates will be able to:</b>  |
| Demonstrate knowledge of a variety of epistemological and theoretical perspectives used by qualitative researchers  | Demonstrate knowledge of a variety of epistemological and theoretical perspectives guiding program evaluation design              | Demonstrate knowledge of a variety of epistemological and theoretical perspectives used by quantitative researchers |
| Demonstrate knowledge of a variety of research designs and methods used by qualitative researchers  | Demonstrate knowledge of a variety of research designs and methods used by program evaluators                                     | Demonstrate knowledge of a variety of research designs and methods used by quantitative researchers                 |
| Situate their own research within particular epistemological and theoretical traditions or explain the relationship of their research to these traditions | Demonstrate knowledge of debates about the role of evaluation in society  | Understand the assumptions and paradigmatic issues underlying the use of quantitative methods                       |
| Demonstrate knowledge of debates about the assessment of quality in qualitative research  | Demonstrate knowledge of the standards of quality for professional evaluation practice and evaluation ethics                      | Demonstrate knowledge of debates about the assessment of quality in quantitative research                           |
| Demonstrate knowledge of methodological debates about qualitative research methods  | Demonstrate understanding of the dynamic interaction between the socio-political character of contexts and the programs evaluated | Demonstrate knowledge of methodological debates about quantitative research methods                                 |
| Demonstrate knowledge of a variety of approaches to the analysis and representation of qualitative data   | Demonstrate knowledge of a variety of approaches to the analysis and representation of evaluation data                            | Demonstrate knowledge of a variety of approaches to the analysis and representation of quantitative data            |

**Table 2: Skill outcome statements for graduates from areas of emphasis in Ph.D. in Research and Evaluation Methodologies**

| <b>With respect to skills, graduates will be able to:</b>  | <b>With respect to skills, graduates will be able to:</b>   | <b>With respect to skills, graduates will be able to:</b>  |
|--|---|--|
| Read, understand and critically evaluate different types of qualitative research.  | Read, understand and critically evaluate different kinds of evaluation studies.   | Read, understand and critically evaluate different types of quantitative research  |
| Develop meaningful research questions that may be examined via qualitative research methods that are situated within a historical and theoretical context. | In collaboration with client groups, develop meaningful questions that may be examined via a variety of research methods that respond to clients' needs.                          | Develop meaningful research questions with respect to the theorization and application of quantitative research methods that are situated within a historical and theoretical context. |
| Situate research agenda within relevant literature in fields of study  | Conduct necessary background research relevant to the design and conduct of evaluations studies for clients   | Situate research agenda within relevant literature in fields of study  |
| Design and conduct high quality qualitative research studies using a variety of methods (e.g., interviewing, observation, document and artifact analysis)  | Develop quantitative and qualitative research skills to draw on in the design and completion of evaluations of an array of programs in a wide variety of socio-political contexts | Design and conduct high quality quantitative research studies using a variety of methods   |
| Analyze and represent findings from qualitative studies using a variety of methods   | Analyze and represent findings from evaluation studies using a variety of methods   | Analyze and represent findings from quantitative studies using a variety of methods  |
| Design qualitative research studies that contribute to the benefit of human kind   | Design evaluation studies that contribute to the improvement of the human condition in a variety of social contexts   | Design quantitative research studies that contribute to the benefit of human kind  |
| Contribute substantively to work in qualitative research methodology   | Contribute substantively to the knowledge-base of evaluation theory and practice  | Contribute substantively to work in quantitative research methodology  |

## ADMINISTRATION OF THE PROGRAM

The Qualitative Research (QUAL) program is housed in the Department of Lifelong Education, Administration and Policy (LEAP). The Research, Evaluation, Measurement and Statistics (REMS) program is housed in the Department of Educational Psychology and Instructional Technology (EPIT). The QUAL and REMS faculty have met on multiple occasions to discuss the development of the program. Students will complete the requirements of the degree in their home department (either LEAP or REMS). Home department administration will remain unchanged.

The Ph.D. in Research and Evaluation Methodologies will be officially housed across departments (similarly to the Linguistics, Toxicology and Integrative Conservation programs). Day-to-day administration will be carried out by the following committees:

Executive Coordinating Committee: This is a three-member committee consisting of one faculty member who acts as program chair for the degree, and 1 faculty member each from the QUAL and REMS programs. The program chair is responsible for liaising with the Graduate Coordinators in the respective departments and responding to questions about policy, admissions, assistantships, internships and other programmatic questions.

Admissions Committee: Faculty members in QUAL and REMS programs will form an admissions committee to review applications. Students apply to either department, indicating the area of emphasis in which they initially are interested. The application will be referred to the admissions committee, which will meet each spring to consider applications and will liaise with the Graduate Coordinator in each department with admissions recommendations.

## ACCREDITATION

This program does not represent “a significant modification or expansion of the nature and scope of an accredited institution” (from the Policy on **Substantive Change for Accredited Institutions of the Commission on Colleges**, August 2011).

## PROJECTED ENROLLMENT, REVENUES, AND EXPENDITURES FOR THE FIRST THREE YEARS OF THE PROGRAM IMPLEMENTATION

We anticipate enrolling 5-10 new students each year. Because the bulk of the coursework for this degree is already developed, we anticipate no new costs.

## INVENTORY OF FACULTY INVOLVED

**Table 3: Core Faculty**

| Faculty name       | Rank                | Highest degree   | Degrees earned   | Academic discipline  | Current workload   |
|--------------------|---------------------|--|--|--|--|
| Kathleen deMarrais | Professor           | Ed.D. in Social Foundations of Education                                 | B.S. Elementary Education;<br>M.Ed. Special Education                                    | Social Foundations of Education<br>(Anthropology/<br>Sociology of Education) | Teaches 2 courses per semester                               |
| Melissa Freeman    | Associate Professor | Ph.D. in Education   | B.A. Psychology/Early Childhood Studies  | Qualitative Research and Evaluation Methods                                  | Teaches 3 courses per year + an undergraduate Odyssey course |
| Jori Hall          | Assistant Professor | Ph.D. Educational Policy Studies   | M.Ed. Educational Leadership<br>B.S. Elementary Education                                | Educational Leadership and Policy Studies<br><br>Evaluation methods          | Teaches 2 courses per semester                               |
| Judith Preissle    | Professor           | Ed.D., Social Studies Education (emphasis in anthropology and education) | M.A., Social Studies Education (emphasis in anthropology and education)<br>B.A., History | Anthropology and Education   | Teaches 2 courses per semester                               |
| Kathryn Roulston   | Associate Professor | Ph.D. in Education   | B. Mus. Ed.<br>M. Mus. Ed.   | Music Education<br>Sociology of Education                                    | Teaches two courses per semester.                            |
| Jonathan Templin   | Associate Professor | Ph.D. in Psychology  | M.S., Statistics<br>M.A., Psychology<br>B.A., Psychology                                 | Quantitative methods/Psychometrics   | Teaches one course per semester                              |
| Allan Cohen        | Professor           | Ph.D. in Educational Measurement & Statistics                            | B.A. Psychology<br>M.S. & Ph.D. in Educational Statistics & Measurements                 | Educational Statistics & Measurement   | 50% Administration, 50% Research                             |
| Zhenqiu (Laura) Lu | Assistant Professor | Ph.D. in Quantitative Psychology   | M.A. in Mathematics;<br>M.S. in Computer Science and Technology                          | Quantitative Methods and Statistics  | Teaches two courses per semester                             |



Dr. Judith Preissle will develop a new course, *History and Philosophy in Social Science Research Methods*, taken by all students at the outset of their programs of study. The course *Writing for and Reporting Academic Research and Evaluation* will be developed collaboratively by core faculty, and students will take this at the end of their programs of study, prior to admission to candidacy. QUAL 8513, Evaluation Theory, has been developed and taught by Dr. Jori Hall and is in the process of being submitted as a new course. Dr. Hall will also develop the course in Advanced Survey Methods. The common 1-hour seminar will be taught collaboratively by REM faculty members. QUAL 9000 (Doctoral hours) and QUAL 9300 (Dissertation Hours) will be submitted for approval. With these exceptions, coursework in this degree is currently offered and maintains a consistent record of high enrollments. These courses will continue to be offered to students in departments across the COE and in other colleges.

**Table 4: Record of Ph.D.-level advisement among core faculty**

| Faculty Member     | # of current Ph.D. students (advisor or co-advisor) | # of graduated Ph.D. students( advisor or co-advisor) | # of Ph.D. committees (non-major professor) | # of graduated Ph.D. students (committee member) |
|--------------------|---|---|---|--|
| Kathleen deMarrais | 1   | 8   | 7   | 27 at UGA  |
| Melissa Freeman    | -   | -   | 14  | 12   |
| Jori Hall          | -   | -   | 7   | 1  |
| Judith Preissle    | 2 Ph.D.   | 17 (Ph.D. & Ed.D.)                                    | 14 (primarily Ph.D.)                        | 74 (Ph.D. & Ed.D.)                               |
| Kathryn Roulston   | 1   | 2   | 20  | 29   |
| Jonathan Templin   | 1   | 3   | 18  | 32   |
| Allan Cohen        | 3   | 6   | 8   | 7 at UGA   |
| Zhenqiu (Laura) Lu | -   | -   | -   | -  |

## EXTERNAL REVIEWS (ASPIRATIONAL OR COMPARABLE PROGRAMS/INSTITUTIONS)

**Dr. Norman Denzin, Department of Communications, University of Illinois, Urbana Champaign**

Dr. Norman K. Denzin holds appointments as Research Professor of Communications, College of Communications Scholar, Professor of Advertising, Professor of Sociology, Professor of Cinema Studies, and Professor in the Unit for Criticism and Interpretive Theory at the University of Illinois, Urbana-Champaign. Denzin's research interests include cultural studies and interpretive research, cinema and critical race theory, performance studies, and performance ethnography, and his research covers the entire span from theory to institutional practice. As a leading scholar in the field of qualitative inquiry at an aspirational institution, he is well-placed to evaluate this degree program.

**Address:**

College of Communications  
 228 Gregory Hall  
 810 S. Wright St.  
 University of Illinois  
 Urbana IL 61801

**Email:** n-denzin@uiuc.edu

**Dr. Jennifer Greene, Department of Educational Psychology, University of Illinois, Urbana Champaign**

Dr. Jennifer Greene is a professor of educational psychology whose research interests focus on the intersections of social science and social policy. She works in the domain of educational and social program evaluation, and she seeks to advance the theory and practice of alternative forms of evaluation, including qualitative, democratic, and mixed methods evaluation approaches. Her current work emphasizes evaluation as a venue for democratizing dialogue about critical social and educational issues, with a focus on conceptualizing evaluation as a “public good.” As a leading scholar in mixed-methods research at an aspirational institution, and current president of the American Evaluation Association, Dr. Greene is well-suited to evaluate this degree program.

**Address:**

Quantitative and Evaluative Research Methodologies  
Educational Psychology  
230C Education Building  
1310 S. 6th St. MC 708  
Champaign, IL 61820USA  
Email: [jcgreene@illinois.edu](mailto:jcgreene@illinois.edu)

**Dr. George Noblit, School of Education, University of North Carolina, Chapel Hill**

George Noblit is Professor of Education and Chair of the Graduate Studies Division in the School of Education at the University of North Carolina at Chapel Hill. His areas of scholarship include critical race studies, the sociology of knowledge, anthropology of education, and qualitative research methods. He teaches in the areas of Sociology of education, Qualitative Research Methods, Anthropology of Education and Sociology of Knowledge. As a leading scholar in the field of qualitative research at an aspirational institution, Dr. Noblit is suited to evaluating the preparation of educational researchers.

University of North Carolina – Chapel Hill  
212E Peabody Hall, CB #3500  
Chapel Hill NC 27599-0001  
Email: [gwn@email.unc.edu](mailto:gwn@email.unc.edu)

**Dr. Robert Donmoyer, School of Education, University of San Diego.**

Dr. Robert Donmoyer is a full professor in the interdisciplinary Leadership Studies doctoral and master’s degree programs at the University of San Diego (USD), programs that educate mid-career professionals in K-16 education, business, the military, and the not-for-profit sector. At USD, Dr. Donmoyer has been instrumental in developing the Ph.D. specialization in Nonprofit and Philanthropic Leadership. He served as one of the founding co-directors of the Caster Family Center for Nonprofit Research which was established in 2005. In 2008, he received the USD University Professorship Award given to USD faculty who have exhibit a sustained record of excellence in teaching, research, and service. His areas of scholarship include research utilization in educational policy and practice, qualitative research methodology, instructional leadership, and educational evaluation. As an educational scholar experienced in qualitative methods and evaluation, Dr. Donmoyer is well-suited to evaluating this degree program.

**Address:**

School of Education  
University of San Diego,  
5998 Alcalá Park, San Diego, CA 92110-2492  
Email: [donmoyer@SanDiego.edu](mailto:donmoyer@SanDiego.edu)

**Dr. John Willse, Department of Educational Research Methodology, University of North Carolina-Greensboro**

Dr. John Willse is an Associate Professor in the Department of Educational Research Methodology in the School of Education at the University of North Carolina, Greensboro. His areas of expertise span educational measurement, practical applications of classical and modern test theory, outcomes assessment in higher education, and computer adaptive testing. Dr. Willse is also associated with the The Center for Educational Research and Evaluation (CERE) at the University of North Carolina – Greensboro, which provides educational research, development, and evaluation services to public and private agencies, including school systems, state education agencies, testing organizations, private foundations, and corporations.

**Address:**

School of Education, University of North Carolina at Greensboro  
235 School of Education Building  
1300 Spring Garden Street  
Greensboro, NC 27412  
*Email:* willse@uncg.edu

**Dr. Bruce Frey, Department of Psychology and Research in Education, University of Kansas**

Dr. Bruce Frey is an Associate Professor of Psychology and Research in Education in the School of Education at The University of Kansas. His areas of interest include classroom assessment and school program evaluation, and he teaches coursework in educational measurement, statistics, and research methods. He has served as statistical advisor and methodologist for numerous doctoral students, many of whom have been awarded outstanding dissertation awards.

**Address:**

1122 W. Campus Rd.  
Joseph R. Pearson Hall, Rm 643  
University of Kansas  
Lawrence, Kansas 66045-3101  
*Email:* bfrey@ku.edu

## FISCAL, FACILITIES, ENROLLMENT IMPACT, AND ESTIMATED BUDGET OF THE PROPOSED PROGRAM

The delivery of this degree program requires no reassignments of faculty and no new faculty members. With three exceptions (see page 23), the bulk of the coursework entailed in the programs of study for each of the areas of emphasis is already offered. Faculty members will work to develop these two courses in 2012, with the intention of gaining approval to offer these new courses by fall 2013, the projected start date for the degree program.

We anticipate recruiting a small number of students for fall 2013 (n=5), and increasing this number to approximately 8-10 by the fourth year (2016).

## REFERENCES

- Capraro, R. M., & Thompson, B. (2008). The Educational Researcher Defined: What Will Future Researchers Be Trained to Do? [Article]. *Journal of Educational Research, 101*(4), 247-253.
- Creswell J.W., Klassen A.C., Plano Clark V.L., & Smith K.C. for the Office of Behavioral and Social Sciences Research. *Best practices for mixed methods research in the health sciences*. August 2011. National Institutes of Health. Retrieved 31<sup>st</sup> October, 2011 from [http://obssr.od.nih.gov/mixed\\_methods\\_research](http://obssr.od.nih.gov/mixed_methods_research)
- Dorr, A., Arms, E., & Hall, V. (2008). Developing the Next Generation of Education Researchers: UCLA's Experience With the Spencer Foundation Research Training Grant. [Article]. *Teachers College Record, 110*(7), 1424-1457.
- Golde, C. (2010). Entering different worlds: Socialization into disciplinary communities. In S. K. Gardner & P. Mendoza (Eds.), *On becoming a scholar: Socialization and development in doctoral education* (pp. 79-96). Sterling, VA: Stylus.
- Golde, C. M. (2007). Signature Pedagogies in Doctoral Education: Are They Adaptable for the Preparation of Education Researchers? *Educational Researcher, 36*(6), 344-351. doi: 10.3102/0013189x07308301
- Golde, C. M., & Walker, G. E. (Eds.). (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline*. San Francisco, CA: Jossey-Bass.
- Kecskemethy, T. A. (2008). The Spencer Research Training Grant at the Penn Graduate School of Education: Implementation and Effects. [Article]. *Teachers College Record, 110*(7), 1397-1423.
- Lagemann, E. C. (2000). *An elusive science: The troubling history of education research*. Chicago, IL: The University of Chicago Press.
- National Research Council. (2005). *Advancing Scientific Research in Education*. Lisa Towne, Lauress L. Wise & Tina M. Winters (Eds.). Committee on Research in Education. Washington, DC: National Academy Press.
- Walker, G. E., Golde, C. M., Jones, L., Bueschel, A. C., & Hutchings, P. (2008). *The formation of scholars: Rethinking doctoral education for the Twenty-First century*. San Francisco, CA: Jossey-Bass.
- Wendler, C., Bridgeman, B., Cline, F., Millett, C., Rock, J., Bell, N., & McAllister, P. (2010). *The Path Forward: The Future of Graduate Education in the United States*. Princeton, NJ: Educational Testing Service.

## APPENDIX 1: KEY JOURNALS SUPPORTED BY UGA LIBRARIES IN QUANTITATIVE AND QUALITATIVE METHODOLOGY AND PROGRAM EVALUATION

### Qualitative Methods

Anthropology and Education Quarterly  
Discourse Studies  
International Journal of Qualitative Studies in Education  
Journal of Contemporary Ethnography  
Narrative Inquiry  
Oral History Review  
Qualitative Health Research  
Qualitative Research  
Qualitative Research Reports in Communication  
Qualitative Inquiry  
Qualitative Sociology  
Studies in Qualitative Methodology  
Studies in Symbolic Interaction  
Symbolic Interaction  
Visual Studies

### Quantitative Methods

Applied Measurement in Education  
Applied Psychological Measurement  
Educational and Psychological Measurement  
Educational Assessment  
Educational Measurement: Issues and Practices  
International Journal of Testing  
Journal of Educational and Behavioral Statistics  
Journal of Educational Measurement  
Journal of Statistical Computation and Simulation  
Multivariate Behavioral Research  
Psychological Methods  
Psychometrika  
Sociological Methods

### Program Evaluation

Educational Evaluation and Policy Analysis  
Evaluation in Education  
New Directions for Evaluation  
Studies in Learning, Evaluation, Innovation and Development  
Evaluation and Research in Education  
Measurement and Evaluation in Counseling and Development  
Evaluation Review  
The American Journal of Evaluation  
Journal of Educational Evaluation for Health Professions  
Research Evaluation  
Practical Assessment, Research & Evaluation  
Journal of Multidisciplinary Evaluation  
Studies in Educational Evaluation  
Evaluation and the Health Professions  
Journal of Social Work Research and Evaluation  
Evaluation and Program Planning  
Assessment and Evaluation in Higher Education

**APPENDIX 2: LETTER OF SUPPORT FROM GEORGIA CENTER FOR ASSESSMENT AND  
INSTITUTE FOR INTERDISCIPLINARY RESEARCH IN EDUCATION AND HUMAN  
DEVELOPMENT**

Appendix 2



---

The University of Georgia

---

Allan S. Cohen

Institute for Interdisciplinary Research in Education and Human Development College of Education

December 1, 2011

Dr. Kathy Roulston, Associate Professor  
Department of Lifelong Education, Administration, and Policy  
308 River's Crossing  
850 College Station Road  
University of Georgia  
Athens, GA 30602

Dear Dr. Roulston:

I am writing to express my support for the interdepartmental Ph.D. degree program in Multiple Research Methodologies. This degree program will add a much-needed program to graduate research offerings at the University of Georgia in which students will specialize in the study of research methods. Through a sequence of coursework offered by the faculty members in the Qualitative Research and Research, Evaluation, Measurement and Statistics Programs, the Ph.D. in Multiple Research Methodologies will offer students specialized and robust preparation in the selected areas of emphasis, including qualitative methods, quantitative methods, and program evaluation.

The proposed program promises to attract top graduate students, and has my whole hearted supported.

Sincerely,

Allan S. Cohen, O. C. and E. P. Aderhold Professor  
of Research Methodology  
Director, Georgia Center for Assessment  
Director, Institute for Interdisciplinary Research in Education and  
Human Development

**APPENDIX 3: LETTER OF SUPPORT FROM INSTITUTE AND CENTER DIRECTORS**





**The University of Georgia**

College of Education

*Department of Lifelong Education, Administration, and Policy*

Program in Adult Education, Educational Administration & Policy, Qualitative Research

December 1, 2011

Melissa Freeman, Ph.D.  
Program Chair, Qualitative Research Program  
Department of Lifelong Education, Administration, and Policy  
University of Georgia  
Athens GA 30602

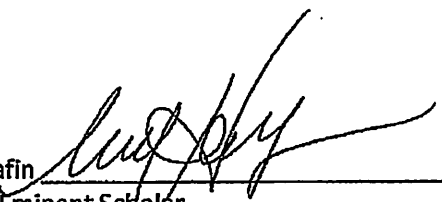
Dear Melissa,

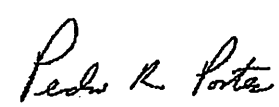
We would like to provide our wholehearted support for the proposed Ph.D. program in Multiple Research Methodologies that has been developed as an interdepartmental degree between the Department of Lifelong Education, Administration, and Policy (LEAP) and the Department of Educational Psychology and Instructional Technology (EPIT). This doctoral degree, which offers students opportunities to specialize in one of three areas of emphases --qualitative, quantitative and program evaluation methods -- will be a significant asset in the preparation of research methodologists in the College of Education at the University of Georgia.

We endorse the collaboration of faculty members from the Qualitative Research program in the LEAP department and the Research, Measurement and Statistics program in the EPIT department, and eagerly anticipate the approval of this important new initiative.

Juanita Johnson-Bailey  
Professor and Director  
Institute for Women's Studies

Bonnie Crammond  
Professor and Director  
Torrance Center for  
Creativity & Talent Development

  
Michael Hannafin  
Professor and Eminent Scholar  
Director  
Learning and Performance Support Laboratory

  
Pedro Portes  
Professor and Distinguished Chair  
Executive Director  
Center for Latino Achievement and Success in Education

**APPENDIX 4: LETTER OF SUPPORT FROM INSTITUTE FOR EVIDENCE-BASED HEALTH  
PROFESSIONS EDUCATION**

Appendix 4



The University of Georgia®

College of Education and College of Public Health  
*Institute for Evidence-Based Health Professions Education*

December 1, 2011

Melissa Freeman, Ph.D.  
Program Chair, Qualitative Research Program  
Department of Lifelong Education, Administration, and Policy  
University of Georgia  
Athens GA 30602

Dear Melissa,

We would like to provide our wholehearted support for the proposed Ph.D. program in Multiple Research Methodologies that has been developed as an interdepartmental degree between the Department of Lifelong Education, Administration, and Policy (LEAP) and the Department of Educational Psychology and Instructional Technology (EPIT). This doctoral degree, which offers students opportunities to specialize in one of three areas of emphases – qualitative, quantitative and program evaluation methods – will be a significant asset in the preparation of research methodologists in the College of Education at the University of Georgia.

Research in the health professions is increasingly turning toward mixed methods approaches that integrate qualitative and quantitative methods to better understand the complex environment of clinical practice and patient care.

We endorse the collaboration of faculty members from the Qualitative Research program in the LEAP department and the Research, Measurement and Statistics program in the EPIT department, and eagerly anticipate the approval of this important new initiative.

Ronald M. Cervero

Professor & Associate Dean, College of Education  
Co-director, Institute for Evidence-Based Health Professions Education

Mark H. Ebell  
Associate Professor, Department of Epidemiology and Biostatistics  
College of Public Health  
Co-director, Institute for Evidence-Based Health Professions Education

**APPENDIX 5: LETTER OF SUPPORT FROM PROGRAM EVALUATION GROUP**

Appendix 5



The University of Georgia

Program Evaluation Group  
College of Education

December 12, 2011

Kathryn Roulston, Ph.D.  
Associate Professor  
Department of Lifelong Education, Administration, and Policy  
University of Georgia  
Athens, GA 30605

Dear Professor Roulston,

I am writing in support of the proposal to establish a doctoral program in Multiple Research Methodologies. The proposed program has the potential to enhance not only its graduates' understanding of research designs and methods but also the usefulness of their research and the practices that emerge from that research. The interdisciplinary focus of the proposed program prepares its graduates to study and evaluate the increasingly complex, collaborative initiatives and programs they will encounter in the field and to meet the diverse needs of decision makers and stakeholders.

As a program evaluation group, we look for researchers who are adept at identifying and understanding the interrelationships between a program's people, resources, activities, and environmental influences that directly or indirectly impact outcomes. Too often researchers can become so focused on methods they that lose sight of the purpose, but the proposed program creates a comprehensive and multi-faceted context that fosters application. Through experiences and internships in authentic contexts, the program gives graduates the opportunities to practice translating research into findings with the potential to benefit the lives of people—whether the graduate goes on to a career in education, public service, or private industry.

The proposed Multiple Research Methodologies doctoral program provides foundational knowledge as well as the experience needed to prepare researchers to be effective evaluators. The Program Evaluation Group would welcome the opportunity to collaborate and support the work of the program and looks forward to learning more as it moves forward.

All the best,

Karen DeMeester  
Director of the Program Evaluation Group  
College of Education  
University of Georgia  
[karend@uga.edu](mailto:karend@uga.edu)  
706-542-3870  
[www.coe.uga.edu/peg](http://www.coe.uga.edu/peg)

**APPENDIX 6: LETTER OF SUPPORT FROM DEPARTMENT HEADS AND DEANS**

Appendix 6



The University of Georgia®

College of Education  
Office of the Dean

December 1, 2011

Melissa Freeman, Ph.D.  
Program Chair, Qualitative Research Program  
Department of Lifelong Education, Administration, and Policy  
University of Georgia  
Athens GA 30602

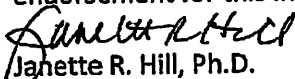
Dear Melissa,

We are pleased to provide our enthusiastic support for the proposed Ph.D. program in Multiple Research Methodologies that has been developed as an interdepartmental degree between the Department of Lifelong Education, Administration, and Policy (LEAP) and the Department of Educational Psychology and Instructional Technology (EPIT). Offering a doctoral degree that includes areas of emphases in qualitative, quantitative and program evaluation methods represents a mile-stone for the College of Education at the University of Georgia. As noted in the Report from the Task Force on Graduate Education (2007),

Many problems of today and tomorrow are too complex to be solved within single disciplines. Graduate programs must evolve accordingly, maintaining the core values of scholarship and rigor while equipping the students of tomorrow with an expanded perspective to transcend their own specialization and see the broader themes, patterns, and opportunities before them.

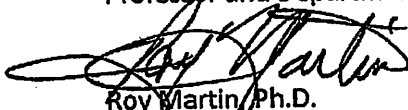
Through the collaboration of faculty members from the Qualitative Research program in the LEAP department and the Research, Measurement and Statistics program in the EPIT department, this degree seeks to transcend disciplinary boundaries by offering students opportunities to develop deep knowledge about multiple research methodologies in addition to developing skills to apply that knowledge through engagement in real-world contexts in which research and evaluation studies are conducted.

We look forward to the approval of this important new initiative, and offer our whole hearted endorsement for this initiative.



Janette R. Hill, Ph.D.

Professor and Department Head, Lifelong Education, Administration, and Policy



Roy Martin, Ph.D.

Professor Emeritus and Department Head, Educational Psychology and Instructional Technology



Deans supporting the proposal for a Ph.D. in Multiple Research Methodologies

Dean Maurice Daniels Maurice Daniels

School of Social Work

Dean Linda Kirk Fox Linda Kirk Fox

College of Family & Consumer Sciences

Dean Arthur M. Horne Arthur M. Horne

College of Education

Dean Hugh Ruppensburg Hugh Ruppensburg

Franklin College of Arts & Sciences

Dean Phillip Williams Phillip Williams

College of Public Health

## APPENDIX 7: REFERENCE BOOKS RELATED TO RESEARCH METHODS

- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (Eds.). (2001). *Handbook of ethnography*. London: Sage.
- Bennett, T., & Frow, J. (Eds.). (2008). *The SAGE handbook of cultural analysis*. SAGE: Los Angeles.
- Bernard H.R. (Ed.). (1998). *Handbook of methods in cultural anthropology*. Thousand Oaks, CA: Altamira Press.
- Bickman, L., & Rog, D. J. (Eds.). (2009). *The SAGE handbook of applied social research methods* (2nd ed.). Los Angeles, CA: SAGE.
- Bryant, A., & Charmaz, K. (Eds.). (2007). *The Sage handbook of grounded theory*. Thousand Oaks, CA: Sage.
- Buchanan, D. A., & Bryman, A. (Eds.). (2009). *The Sage handbook of organizational research methods*. Thousand Oaks, CA: SAGE. Clandinin, D. J. (Ed.). (2007). *Handbook of narrative inquiry*. Thousand Oaks, CA: Sage.
- Cooper, H., Hedges, L., & Valentine, J. C. (Eds.). (2009). *The handbook of research synthesis and meta-analysis* (2<sup>nd</sup> ed.). New York: Russell Sage Foundation. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (Eds.). (2008). *Handbook of critical and indigenous methodologies*. Los Angeles: Sage.
- Fielding, N., Lee, R. M., & Blank, G. (Eds.). (2008). *The handbook of online research methods*. London: Sage.
- Fitch, K. L., & Sanders, R. E. (Eds.). (2005). *Handbook of language and social interaction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Given, L. M. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. SAGE Publications: Los Angeles and Thousand Oaks, CA.
- Green, J.L., Camilli, G., & Elmore, P.B. (Eds.). (2006). *Handbook of complementary methods in education research*. Washington, D.C., and Mahwah, NJ: American Educational Research Association and Lawrence Erlbaum.
- Gubrium, J., & Holstein, J. A. (Eds.). (2002). *Handbook of interview research*. Thousand Oaks: Sage.
- Hardy, M., & Bryman, A. (Eds.). (2004). *Handbook of data analysis*. Thousand Oaks, CA: Sage.
- Herman, L., & Vervaeck, B. (2005). *Handbook of narrative analysis*. Lincoln, NE: University of Nebraska Press.
- Hesse-Biber, S. N. (Ed.). (2012). *Handbook of feminist research: Theory and praxis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Hesse-Biber, S.N. & Leavy, P. (Eds.). (2008). *Handbook of emergent methods*. New York: Guilford Press.
- Hobbes, D., & Wright, R. (Eds.). (2006). *The Sage handbook of fieldwork*. London: Sage.
- Holstein, J. A., & Gubrium, J. F. (Eds.). (2008). *Handbook of constructionist research*. New York & London: The Guildford Press.

- Knowles, J.G., & Cole, A.L. (Eds.). (2008). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues*. Los Angeles: Sage.
- Lavrakas, P. J. (Ed.). (2008). *Encyclopedia of survey research methods*. SAGE Publications: Thousand Oaks, CA.
- LeCompte M.D., Millroy W.L., & Preissle J. (Eds.). (1992). *The handbook of qualitative research in education*. New York: Academic Press.
- Mertens, D. M., & Ginsberg, P. E. (Eds.). (2009). *The handbook of social research ethics*. Thousand Oaks, CA: Sage.
- Miller, D.C., & Salkind, N.J. (Eds.). (2002). *Handbook of research design and social measurement*. 6<sup>th</sup> ed. Thousand Oaks, CA: Sage.
- Outhwaite, W., & Turner, S. P. (Eds.). (2007). *The SAGE handbook of social science methodology*. SAGE: Los Angeles.
- Reason, P., & Bradbury, H. (Eds.). (2008). *The Sage Handbook of action research: Participative inquiry and practice* (2<sup>nd</sup> ed.). London: Sage.
- Ritchie, D. A. (Ed.). (2011). *The Oxford handbook of oral history*. New York, NY: Oxford University Press.
- Ryan, K. E., & Cousins, J. B. (Eds.). (2009). *The SAGE international handbook of educational evaluation*. SAGE: Los Angeles.
- Salkind, N. J. (Ed.). (2007). *Encyclopedia of measurement and statistics*. SAGE Publications: Thousand Oaks, CA.
- Salkind, N. J. (Ed.). (2010). *Encyclopedia of research design*. Sage: Thousand Oaks, CA.
- Shaw, I. F., Greene, J. C., & Mark, M., M. (Eds.). (2006). *The Sage handbook of evaluation*. Thousand Oaks, CA: Sage.
- Seale, C., Gobo, G., Gubrium, J.F., & Silverman, D. (Eds.). (2004). *Qualitative research practice*. London: Sage.
- Tashakkori, A., & Teddlie, C. (Eds.) (2010). *Sage Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- Tolman, D.L., & Brydon-Miller, M. (Eds.). (2001). *From subjects to subjectivities: A handbook of interpretive and participatory methods*. New York: New York University Press.
- Trimble J.E., & Fisher C.B., (Eds.). (2006) *The handbook of ethical research with ethnocultural populations and communities*. Thousand Oaks, CA: Sage.
- Van Leeuwen, T., & Jewitt, C. (Eds.). (2001). *Handbook of visual analysis*. Thousand Oaks, CA: Sage.
- Walford, G., Tucker, E., & Viswanathan, M. (Eds.). (2010). *The SAGE handbook of measurement*. SAGE: Los Angeles.
- Williams, M., & Vogt, W. P. (Eds.). (2011). *The SAGE handbook of innovation in social research methods*. SAGE: Los Angeles, CA.
- Willig, C., & Stainton-Rogers, W. (Eds.). (2008). *Handbook of qualitative research in psychology*. Los Angeles: Sage.