

## Certificate in Qualitative Research (Online)

### Certificate Requirements (12 cr.)

- Y611 Qualitative Inquiry in Education (3 cr.)
- Y616 Digital Tools for Qualitative Inquiry (3 cr.)
- Y640 Analyzing Qualitative Data (3 cr.)
- Qualitatively Oriented Elective (3 cr.)
  - Y510 Action Research I (3 cr.)
  - Y612 Critical Qualitative Inquiry I (3 cr.)
    - (Must be taken concurrently with Y500.)
  - Y613 Critical Qualitative Inquiry II (3 cr.)
    - (Must be taken concurrently with Y500.)
  - Y624 Discursive Psychology Approaches to Discourse Analysis (3 cr.)
  - Y630 Narrative Theory and Inquiry (3 cr.)
  - Y631 Discourse Theory and Analysis (3 cr.)
  - Y633 Feminist Theory and Methodology (3 cr.)
  - Y650 Topics in Inquiry Methodology (3 cr.)
  - Y671 Knowledge, Reflection and Critique in Methodological Theory (3 cr.)
  - Y672 Communicative Action Theory (3 cr.)
  - Y673 Discursive Psychology as Theory (3 cr.)



## New Degree Cover Sheet

Title of Degree: Graduate Certificate in Qualitative Research

Campus(es) Offering Degree: IUB

## Academic Unit

Proposing Degree: School of Education

## Department

Hosting Degree: Counseling &amp; Educational Psychology

*\* Please note – this document cannot exceed two pages. All responses must fit in the allotted space using 10-point font.***I. Academic Features****Goals/Objectives (Rationale for the Program):**

The certificate program will provide students with opportunities to learn about qualitative research methodologies and methods and more broadly conceptualize how to theorize and apply these methodologies/methods to studying real world concerns or phenomena of interests. Students who complete this certificate will: (1) Articulate and effectively apply qualitative methodological theories to design a study; (2) Identify key qualitative methodologies and methods and their alignment with particular paradigms and epistemological foundations; (3) Select an appropriate qualitative methodology (and related analytic approach) for a given qualitative study; (4) Describe the qualitative inquiry paradigm(s) within which a given qualitative study is situated; (5) Craft a working (qualitatively oriented) research question based on a literature review; (6) Identify a prospective research site and plan for participant recruitment; (7) Conduct qualitative data collection in methodologically grounded ways; (8) Analyze qualitative data from varying perspectives; (9) Articulate arguments and practices related to validity in qualitative research; (10) Identify ethical considerations central to the qualitative research process; (11) Critique, select, and theorize digital tools for use across the qualitative research process; (12) Articulate the varying theoretical positions on representation in qualitative research; (13) Describe critical considerations for deciding how and where to represent/write-up findings; (14) Craft a final qualitative research report in a disciplinary relevant and accessible way.

**Principal Components (5a):**

A student must complete four courses (12 credit hours) to fulfill the requirements of the Online Graduate Certificate in Qualitative Research. All of these courses will be offered online and taught by the faculty in Inquiry Methodology with expertise in qualitative research methodologies and methods. Throughout the courses offered in this certificate, students will be exposed to three core practices or considerations related to qualitative research. Within this certificate, the faculty will use these core practices as a conceptual framework to design course content, prepare course discussions, and develop in-class activities that are consistent. These core practices include (and are only briefly discussed below): 1) engaging methodological and disciplinary/substantive theory; 2) designing qualitative research studies; and 3) pursuing applied qualitative research.

**Relation to Existing Programs (4a&b):**

This certificate program is directly related to the Inquiry Methodology Master's and PhD program within the School of Education at IUB. Thus, this certificate will potentially allow for students to be prepared to enter a graduate level master's or PhD program focused on qualitative methodology. Specifically, this certificate can serve as a pipeline for graduate students for the Inquiry Methodology Master's or PhD program.

**Coherence with Campus Mission (2a):**

Closely linked to Indiana University's mission to provide "broad access" to outstanding programs to students everywhere, this certificate will be *fully online*, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this certificate also supports the School of Education's core value of being "a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world".



## New Degree Cover Sheet

**Benefits of the Program for Constituents (2c, iv):****Students**

Online qualitative certificates are a primary marker of proficiency in qualitative research and expected when applying for qualitative research methods positions. Thus, this certificate will allow students to be able to compete for research industry/firm jobs, as well as prepared students interested in graduate level education.

**IU**

This certificate supports IU in offering “broad access” to outstanding programs to students everywhere, and also serves to build the reputation of IU as the leading institution to offer methodological training for social science researchers.

**State**

One of the goals of *Reaching Higher, Achieving More* is to double the number of college degrees and certificates produced by 2025. This certificate can contribute to this goal, offering individuals working or desiring to work in research industries with opportunities to advance their skills in qualitative research methodology.

**Opportunities for Degree Recipients (5f) Inclusive of Any Credentials:**

Target for the certificate will be those individuals interested in *a particular focus on applied researchers* (e.g., research associates at research firms) *and current graduate students*. Online qualitative certificates are a primary marker of proficiency in the field of qualitative research and often expected when applying for qualitative research methods positions (particularly when you do not hold a methodology PHD) and/or substantively oriented positions with an expectation of methodological expertise. Additionally, IU-based PHD and EDD students may be interested in pursuing the certificate. Thus, graduates of this program will have skills necessary to work in a research firm, corporate data analytics, and other research-related government agencies. Collectively, the professional activities provided via the certificate offers potential for high paying, long-term employment opportunities.

**II. Implementation:****Steady State Enrollment/Degree Completion Projections (year five) (enrollment spreadsheet):**

Headcount:	15
FTE:	8
Degree Recipients:	12

**Steady Resources (year five):*****Faculty Resources (3i)***

No new resources are necessary and there will be no new administrative costs involved. The courses that are used in this certificate are currently taught by Inquiry Methodology faculty members who hold the relevant expertise

***Capital Equipment (3iii)***

No new resources are necessary.

***Facilities (3ii)***

This program will be delivered online and no new resources will be needed.

## Program Description

### Graduate Certificate in Qualitative Research To Be Offered by IUB at School of Education (Planned for delivery in Fall 2021)

#### Rationale

Broadly, there is a growing need for social science researchers to develop skills in qualitative research methodologies and methods. Over the last two decades, many disciplines have shown an increased interest and use of qualitative research methodologies and methods, with a rising number of graduate and post-graduate students desiring specialized qualitative research training<sup>1</sup>. Additionally, worldwide there is now a large number of applied research organizations – many of which expect their associates to hold (and/or acquire) qualitative research skills.<sup>2</sup> Despite the growing interest in qualitative research, some scholars have suggested that the uptake of qualitative research has *not* been accompanied by the training needed to support individuals interested in conducting qualitative research. For instance, health researchers have noted that “there is a shortage of investigators, research personnel, and less frequently recognized, teachers, with sufficient expertise to fulfill the promise of qualitative approaches”<sup>3</sup>. Arguably, the same could be said of many other disciplines, including education.

Thus, the *Graduate Certificate in Qualitative Research* aims to fill this gap, providing innovative, contemporary training in qualitative research methodologies, methods, and theories. A core goal of the certificate is to support individuals across disciplines in designing and carrying out rigorous and well-grounded qualitative research. Closely linked to Indiana University’s mission to provide “broad access” to outstanding programs to students everywhere, this certificate will be *fully online*, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this certificate also supports the School of Education’s core value of being “a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world”<sup>4</sup>.

#### The Curriculum and Credit Hours

A student must complete four courses (12 credit hours) to fulfill the requirements of the Online Graduate Certificate in Qualitative Research. All of these courses will be offered online and taught by the faculty in Inquiry Methodology with expertise in qualitative research methodologies and methods.

Course Title	Credit Hours
Y611 Qualitative Inquiry in Education	3.0
Y616 Digital Tools for Qualitative Inquiry	3.0
Y640 Analyzing Qualitative Data	3.0

<sup>1</sup> Lester, J. N., & O’Reilly, M. (2015). Is evidence-based practice a threat to the progress of the qualitative community? Arguments from the bottom of the pyramid. *Qualitative Inquiry*, 21(7), 628-632.

<sup>2</sup> Gulbrandsen, M. (2011). Research institutes as hybrid organizations: central challenges to their legitimacy. *Policy Sciences*, 44(3), 215-230.

<sup>3</sup> Eakin, J. M., & Mykhalovskiy, E. (2005, May). Teaching against the grain: The challenges of teaching qualitative research in the health sciences. In *Forum: Qualitative Social Research*, 6(2), Art. 42.

<sup>4</sup> SoE’s Long Range Plan. (2013). Retrieval at: [https://education.indiana.edu/faculty/governance/policy-council/committees/\\_docs/long-range-planning/13.47-StrategicPlanProposal.pdf](https://education.indiana.edu/faculty/governance/policy-council/committees/_docs/long-range-planning/13.47-StrategicPlanProposal.pdf)

Elective (qualitatively oriented) Y course	3.0
<b>Total Credits</b>	<b>12.0</b>

Y611 will be the first course that certificate students complete, either completing it solo or alongside Y616. Y640 will be completed only after Y611 has been completed, as it offers a more advanced overview of qualitative data analytic approaches and presumes prerequisite knowledge of how to design a qualitative study. Students are also required to take 3 credits of Y elective coursework, providing them with opportunities to delve more deeply in a specific qualitative methodology (e.g., narrative research, mediated discourse analysis, conversation analysis, etc.).

### Admission Criteria

Admission to the certificate program requires a student to submit the following:

- **Personal Statement.** A 750 word personal statement that addresses the student's prior experience with qualitative research and their rationale for pursuing the certificate.
- **Letters of Recommendation.** Two letters of recommendation from individuals who can speak to the student's research potential and their interest in qualitative research methodologies and methods.
- **Official Undergraduate Transcript.** Undergraduate degree from an accredited institution with a minimum G.P.A. of 3.0.
- **Official Graduate Level Transcript.** One official transcript for every institution of higher education attended for 9 credit hours or more.
- **International Applicants.** International applicants must provide an official report of current TOEFL scores (less than 2 years old). Students must have a TOEFL score of 550 or higher for the written version, 213 or higher for the computer-based version, or 79 or higher for the internet-based version.

### Learning Objectives

The certificate program will provide students with opportunities to learn about qualitative research methodologies and methods and more broadly conceptualize how to theorize and apply these methodologies/methods to studying real world concerns or phenomena of interests.

Students who complete this certificate will:

1. Articulate and effectively apply qualitative methodological theories to design a study;
2. Identify key qualitative methodologies and methods and their alignment with particular paradigms and epistemological foundations;
3. Select an appropriate qualitative methodology (and related analytic approach) for a given qualitative study;
4. Describe the qualitative inquiry paradigm(s) within which a given qualitative study is situated;
5. Craft a working (qualitatively oriented) research question based on a literature review;
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9. Articulate arguments and practices related to validity in qualitative research;

10. Identify ethical considerations central to the qualitative research process;
11. Critique, select, and theorize digital tools for use across the qualitative research process;
12. Articulate the varying theoretical positions on representation in qualitative research;
13. Describe critical considerations for deciding how and where to represent/write-up findings;
14. Craft a final qualitative research report in a disciplinary relevant and accessible way.

Throughout the courses offered in this certificate, students will be exposed to three core practices or considerations related to qualitative research. Within this certificate, the faculty will use these core practices as a conceptual framework to design course content, prepare course discussions, and develop in-class activities that are consistent. These core practices include (and are only briefly discussed below):

- **Practice 1. Engaging methodological and disciplinary/substantive theory.** Central to the work of qualitative researchers is *thinking with theory*<sup>5</sup>; that is, taking up core theoretical understandings or concepts to conceptualize, design and carry out qualitative research. Learning to *think with theory* (both methodological theory and substantive theory) is broadly understood as a core practice within qualitative research and particularly important for generating a rich and grounded study. Thus, across the required courses, seminal methodological readings related to this practice will be engaged and eventually put into practice. In addition, in some discipline, substantive theory(ies) are leveraged when designing and carrying out a qualitative study. Thus, students will also learn (when and where appropriate) how to engage and *think with* unique disciplinary theories and perspectives when designing a qualitative study.
- **Practice 2. Designing qualitative research studies.** Central to carrying out a qualitative research is knowing how to design a meaningful, theoretically grounded, and logistically feasible study. Design in qualitative research is generally understood as *flexible* and yet learning how to wield this flexibility can be challenging for many scholars<sup>6</sup>. Therefore, central to all of the courses will be readings and learning activities that present students with the tools, resources, and support for learning how to *flexibly* design a qualitative study. This will involve learning how to use a theory-driven decision-making approach to identify and select an appropriate methodology(ies) and method(s) and develop relevant and qualitatively-oriented research questions. In addition, the place of technology/digital tools in this process will be presented as a central consideration, with students introduced early in the curriculum to Silver and Lewins' "translation process" model<sup>7</sup> wherein qualitative analytic strategies are enacted via software tactics. That is, the methodological and analytical process is understood as driving any technology adoption.

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<sup>5</sup> Jackson, A. Y., & Mazzei, L. (2011). *Thinking with theory in qualitative research: Viewing data across multiple perspectives*. Routledge.

<sup>6</sup> Lochmiller, C. R., & Lester, J. N. (2015). *An introduction to educational research: Connecting methods to practice*. SAGE Publications.

<sup>7</sup> Silver, C. & Lewins, A. (2014). *Using software in qualitative research: A step by step guide 2<sup>nd</sup> edition*. Sage.

- Practice 3. Pursuing applied qualitative research.** The certificate will foreground the potentiality of qualitative research for applied research. The literature surrounding social science research has offered definitional distinctions between ‘applied’ and ‘basic’ research<sup>8,9</sup>. While recognizing that applied research is a difficult (and perhaps even arbitrary) practice to define, it is generally focused on developing or improving “our understanding of a “problem,” with the intent of contributing to the solution of that problem”<sup>7</sup>. This kind of research can bring with it a sense of immediacy and/or even involve the study of a “persistent, societal problem”<sup>7</sup>. Applied researchers often find themselves working in varying contexts, ranging from academic institutions to research firms. Qualitative methodologies and methods are particularly useful to help applied researchers describe how, why, and under what circumstances programs, products, and tools can be used to successfully achieve their goals. As such, the certificate curriculum will be responsive to the growing need for pedagogical and practical tools related to how to analyze qualitative data in meaningful and productive ways when carrying out applied research.

### Online Program Delivery

The certificate will use three existing courses, with two courses (i.e., Y616 and Y640) currently going through the approval process (and already assigned official course numbers and previously offered as special topics courses). The assessments used will be the same as those already offered in the existing online or face-to-face courses. For example, in all of these courses students are required to complete mini-research studies and/or engage in methodological writing. We intend to use these assignments as a basis for assessment in the certificate program, particularly given they already serve in supporting students in applying the concepts to a ‘real world’ research study. In addition, we plan to routinely revise the program. To do so, we will survey all students who complete the certificate program to determine how they carry out qualitative research, and, more particularly, how they have used (or not) the specific content learned in the certificate in their practices. Based on student feedback, courses will be improved and assignments refined to better support the needs of the certificate students and also align with developments within the field of qualitative research.

### Demand for Program and Targeted Students

Ten institutions within the US currently offer qualitative graduate certificates, with only two institutions offering a *fully* online certificate. The institutions offering either face to face, hybrid, or fully online include the following: the University of Georgia; Washington State University; Purdue University; Kansas State University; Kent State University; Nova Southeastern University; the University of North Carolina; the University of Tennessee; the University of South Florida; and the University of Alabama. The two institutions offering a *fully* online qualitative graduate certificate include: Nova Southeastern University (NSU) and the University of Georgia (UGA). Based on Carnegie

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<sup>8</sup>Bickman, L., & Rog, D. J. (Eds.). (2008). *The SAGE handbook of applied social research methods*. Sage publications.

<sup>9</sup>Lester, J. N., & O'Reilly, M. (2018). *Applied conversation analysis: Social interaction in institutional settings*. SAGE Publications.

classifications, UGA is considered a peer institution with Indiana University (IU). Nonetheless, NSU is a long-standing program and thus has generated a positive reputation within the field of qualitative inquiry. Both NSU and UGA require 18 hours of qualitative coursework (i.e., six 3-credit courses). NSU's program is housed within the College of Arts, Humanities, and Social Sciences and UGA's program is housed within the College of Education.

The majority of the programs noted above target their enrolled graduate student population, apart from NSU and UGA who appear to also market to individuals who are either graduate students within their own institution and/or broadly interested in additional qualitative research training. NSU, in particular, has a long history of targeting industry partners – particularly applied researchers from marketing research fields. To generate an understanding of the viability of an online graduate certificate housed at IU, we spoke with colleagues who are part of the NSU and UGA online programs. Notably, NSU colleagues indicated that they had robust and viable numbers. NSU's program is tied closely with a weekly report/newsletter that goes out to thousands of industry partners and academics worldwide, as well as a long-standing qualitative journal. The visibility of the NSU program is thus quite vast at both a national and international level. UGA colleagues noted that their program is relatively new – having only been approved for 2 years. As such, at present the majority of their students are current UGA graduate students who enroll in the certificate program classes (which are also required courses for the PHD program and other programs in the College of Education) but may not complete the online certificate. They reported enrolling about two additional students per year (with a total of 5 students enrolled in the certificate alone at this point) who pursue the online qualitative certificate. Such students are being drawn primarily from the Center for Disease Control – which is a primary market for the UGA online certificate program. UGA colleagues noted that more marketing of the program is needed in order to reach industry partners.

In addition to reaching out to university-based colleagues to develop a sense of our target population, we also reached out to industry partners with whom we already had a standing relationship. Specifically, we received feedback from colleagues at the Center for Children and Technology in the Education Development Center headquartered in New York City. This organization has over 1,300 staff members. For the last 60 years, this organization has “designed and delivered programs in education, health, and economic opportunity that provide life-changing opportunities to those who need them most” (<https://www.edc.org>). Notably, a significant aspect of their work is carrying out applied, fast-paced (qualitative) research. We provided an overview of the (possibility of) an online qualitative research certificate to individuals working within this firm and invited their feedback. One individual shared the following: “I’ve tried to find online courses like this before with some of my colleagues, but didn’t find anything that seemed worth the time. If we had a course like this, I could likely get several of the researchers I work with to complete it together as a group. We could watch lectures together in one of our meeting rooms, and have discussions etc. This would be perfect because we could embed it into our workplace, and my guess is that is a model that could be useful for other organizations like ours: SRI, WestEd, TERC etc. I could probably come up with a more detailed list of our peer organizations if that would be useful.” When comparing to other professional development opportunities, it was noted: “I’ve attended one-off workshops like those at the American Educational Research Association and gone to Research Talk’s Qualitative Research Summer Institute at UNC, and all of that has been great, but I’ve wanted something more



sustained, and ideally a course where I leave with the ability to say I can do X approach.” These insights point to how an online qualitative certificate program at IU could more incisively target the applied research market (compared to some of our peers).

Given the context described in the above paragraphs, *we will recruit students nationally and internationally, with a particular focus on applied researchers and current graduate students*. First, we view industry/research firms (e.g., AiR, WestEd) generally and applied researchers specifically as a *primary* audience for the certificate. Second, beyond research organizations/applied researchers, graduate students at (the many) universities that do *not* offer qualitative research certificates may be interested in pursuing an online certificate. Online qualitative certificates are a primary marker of proficiency in the field of qualitative research and often expected when applying for qualitative research methods positions (particularly when you do not hold a methodology PHD) and/or substantively oriented positions with an expectation of methodological expertise. Additionally, IU-based PHD and EDD students may be interested in pursuing the certificate.

### **Resources**

No new resources are necessary and there will be no new administrative costs involved. The courses that are used in this certificate are currently taught by Inquiry Methodology faculty members who hold the relevant expertise. Specifically, the Department of Counseling & Educational Psychology has four Inquiry Methodology faculty members who specialize in qualitative methodologies and methods: Dr. Phil Carspecken (Professor), Dr. Lucy Carspecken (Lecturer), Dr. Barbara Dennis (Professor), and Jessica Lester (Associate Professor). All four faculty members hold Doctorate degrees with specializations in some aspects of qualitative inquiry and extensive experience and significant publication records in the field of qualitative research. Importantly, several of these faculty members also work closely with applied research organizations, offering methods workshops and consultation. This “on the ground” work will allow for important insights to inform the certificate curriculum, as well as serve as a potential mechanism for recruiting potential certificate students.

## **1. Characteristics of the Program**

- a. Campus(es) Offering Program: Indiana University, Bloomington
- b. Scope of Delivery (Specific Sites or Statewide): Statewide, National, International
- c. Mode of Delivery (Classroom, Blended, or Online): Online
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): N/A
- e. Academic Unit(s) Offering Program: School of Education

## **2. Rationale for the Program**

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

Broadly, there is a growing need for social science researchers to develop skills in qualitative research methodologies and methods. Over the last two decades, many disciplines have shown an increased interest and use of qualitative research methodologies and methods, with a rising number of graduate and post-graduate students desiring specialized qualitative research training<sup>10</sup>. Additionally, worldwide there is now a large number of applied research organizations – many of which expect their associates to hold (and/or acquire) qualitative research skills.<sup>11</sup> Despite the growing interest in qualitative research, some scholars have suggested that the uptake of qualitative research has *not* been accompanied by the training needed to support individuals interested in conducting qualitative research. For instance, health researchers have noted that “there is a shortage of investigators, research personnel, and less frequently recognized, teachers, with sufficient expertise to fulfill the promise of qualitative approaches”<sup>12</sup>. Arguably, the same could be said of many other disciplines, including education. Thus, the *Graduate Certificate in Qualitative Research* aims to fill this gap, providing innovative, contemporary training in qualitative research methodologies, methods, and theories.

- How is it consistent with the mission of the institution?

A core goal of the certificate is to support individuals across disciplines in designing and carrying out rigorous and well-grounded qualitative research. Closely linked to Indiana University’s mission to provide “broad access” to outstanding programs to students everywhere, this certificate will be *fully online*, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this certificate also supports the School of Education’s core value of being “a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world”<sup>13</sup>.

- How does this program fit into the institution’s strategic and/or academic plan?

As noted above, this certificate is inked to Indiana University’s mission to provide “broad access” to outstanding programs to students everywhere, this certificate will be *fully online*, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this certificate also supports the School of Education’s core value of being “a leader in anticipating and serving the educational and research needs of our communities, the state, the nation, and the world”<sup>14</sup>.

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<sup>10</sup> Lester, J. N., & O’Reilly, M. (2015). Is evidence-based practice a threat to the progress of the qualitative community? Arguments from the bottom of the pyramid. *Qualitative Inquiry*, 21(7), 628-632.

<sup>11</sup> Gulbrandsen, M. (2011). Research institutes as hybrid organizations: central challenges to their legitimacy. *Policy Sciences*, 44(3), 215-230.

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<sup>13</sup> SoE’s Long Range Plan. (2013). Retrievable at: [https://education.indiana.edu/faculty/governance/policy-council/committees/\\_docs/long-range-planning/13.47-StrategicPlanProposal.pdf](https://education.indiana.edu/faculty/governance/policy-council/committees/_docs/long-range-planning/13.47-StrategicPlanProposal.pdf)

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- How does this program build upon the strengths of the institution?

This program will be offered by faculty in the Inquiry Methodology program in the School of Education at IUB. This program is one of the few in the nation that has a reputation for offering methodological training to educational researchers, as well as researchers in other disciplines. Building upon this expertise, this certificate will serve to further expand the reach of the program, while supporting scholars from across disciplines who aim to build their methodological skills in their efforts to generate social science research that contributes to society.

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

One of the goals of *Reaching Higher, Achieving More* is to double the number of college degrees and certificates produced by 2025. This certificate can contribute to this goal, offering individuals working or desiring to work in research industries with opportunities to advance their skills in qualitative research methodology in timely and practical ways.

c. Evidence of Labor Market Need **(NOTE: This section can be brief for certificates)**

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

The program is primarily serving national and international labor market need.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

Beyond preparing students for entry into the labor market, specifically research firms/industry, this program allows for students to be prepared to enter a graduate level master's or PhD program focused on qualitative methodology. Specifically, this certificate can serve as a pipeline for graduate students for the Inquiry Methodology Master's or PhD program.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

As noted above, this certificate will appeal to employees at research firms/industry who need additional qualitative methods training. In addition, individuals with an interest in participating in the research industry in the future would be interested in enrolling in this certificate.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

Ten institutions within the US currently offer qualitative graduate certificates, with only two institutions offering a *fully* online certificate. The institutions offering either face to face, hybrid, or fully online include the following: the University of Georgia; Washington State University; Purdue University; Kansas State University; Kent State University; Nova Southeastern University; the University of North Carolina; the University of Tennessee; the University of South Florida; and the University of Alabama. The two institutions offering a *fully* online qualitative graduate certificate include: Nova Southeastern University (NSU) and the University of Georgia (UGA). Based on Carnegie classifications, UGA is considered a peer institution with Indiana University (IU). Nonetheless, NSU is a long-standing program and thus has generated a positive reputation within the field of qualitative inquiry. Both NSU and UGA require 18 hours of qualitative coursework (i.e., six 3-credit courses). NSU's program is housed within the College of Arts, Humanities, and Social Sciences and UGA's program is housed within the College of Education.

The majority of the programs noted above target their enrolled graduate student population, apart from NSU and UGA who appear to also market to individuals who are either graduate students within their own institution and/or broadly interested in additional qualitative research training. NSU, in particular, has a long history of targeting industry partners – particularly applied researchers from marketing research fields. To generate an understanding of the viability of an online graduate certificate housed at IU, we spoke with colleagues who are part of the NSU and UGA online programs. Notably, NSU colleagues indicated that they had robust and viable numbers. NSU's program is tied closely with a weekly report/newsletter that goes out to thousands of industry partners and academics worldwide, as well as a long-standing qualitative journal. The visibility of the NSU program is thus quite vast at both a national and international level. UGA colleagues noted that their program is relatively new – having only been approved for 2 years. As such, at present the majority of their students are current UGA graduate students who enroll in the certificate program classes (which are also required courses for the PHD program and other programs in the College of Education) but may not complete the online certificate. They reported enrolling about two additional students per year (with a total of 5 students enrolled in the certificate alone at this point) who pursue the online qualitative certificate. Such students are being drawn primarily from the Center for Disease Control – which is a primary market for the UGA online certificate program. UGA colleagues noted that more marketing of the program is needed in order to reach industry partners.

*Appendix 3: National, State, or Regional Studies, Detail (This appendix should contain links to the studies cited or the studies themselves.)*

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

In addition to reaching out to university-based colleagues to develop a sense of our target population, we also reached out to industry partners with whom we already had a standing relationship. Specifically, we received feedback from colleagues at the Center for Children and Technology in the Education Development Center headquartered in New York City. This organization has over 1,300 staff members. For the last 60 years, this organization has “designed and delivered programs in education, health, and economic opportunity that provide life-changing opportunities to those who need them most” (<https://www.edc.org>). Notably, a significant aspect of their work is carrying out applied, fast-paced (qualitative) research. We provided an overview of the (possibility of) an online qualitative research certificate to individuals working within this firm and invited their feedback. One individual shared the following: “I’ve tried to find online courses like this before with some of my colleagues, but didn’t find anything that seemed worth the time. If we had a course like this, I could likely get several of the researchers I work with to complete it together as a group. We could watch lectures together in one of our meeting rooms, and have discussions etc. This would be perfect because we could embed it into our workplace, and my guess is that is a model that could be useful for other organizations like ours: SRI, WestEd, TERC etc. I could probably come up with a more detailed list of our peer organizations if that would be useful.” When comparing to other professional development opportunities, it was noted: “I’ve attended one-off workshops like those at the American Educational Research Association and gone to Research Talk’s Qualitative Research Summer Institute at UNC, and all of that has been great, but I’ve wanted something more sustained, and ideally a course where I leave with the ability to say I can do X approach.” These insights point to how an online qualitative certificate program at IU could more incisively target the applied research market (compared to some of our peers).

*Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail (This appendix should contain links to the surveys or analyses cited, or the documents themselves.)*

vi. Letters of Support (Not Required for Certificate)

**3. Cost of and Support for the Program** (Not Required for Certificate)

**4. Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Ten institutions within the US currently offer qualitative graduate certificates, with only two institutions offering a *fully* online certificate. The institutions offering either face to face, hybrid, or fully online include the following: the University of Georgia; Washington State University; Purdue University; Kansas State University; Kent State University; Nova Southeastern University; the University of North Carolina; the University of Tennessee; the University of South Florida; and the University of Alabama. The two institutions offering a *fully* online qualitative graduate certificate include: Nova Southeastern University (NSU) and the University of Georgia (UGA).

Campuses offering (on-campus or distance education) programs that are similar:

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*
- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

## ii. Related Programs at the Proposing Institution

There are no related programs being offered at Indiana University, apart from the fact that the Inquiry Methodology program in the School of Education at IUB offers a master's and PhD that do include the courses required for the certificate as options for program credit.

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

## b. List of Similar Programs Outside Indiana

Ten institutions within the US currently offer qualitative graduate certificates, with only two institutions offering a *fully* online certificate. The institutions offering either face to face, hybrid, or fully online include the following: the University of Georgia; Washington State University; Purdue University; Kansas State University; Kent State University; Nova Southeastern University; the University of North Carolina; the University of Tennessee; the University of South Florida; and the University of Alabama. The two institutions offering a *fully* online qualitative graduate certificate include: Nova Southeastern University (NSU) and the University of Georgia (UGA).

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

c. Articulation of Associate/Baccalaureate Programs

N/A

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

*Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.)*

d. Collaboration with Similar or Related Programs on Other Campuses

N/A

- Indicate any collaborative arrangements in place to support the program.

**5. Quality and Other Aspects of the Program** (Not Required for Certificate)

**6. Projected Headcount and FTE Enrollments and Degrees Conferred** (Not Required for Certificate)

## Graduate Studies Committee Template

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*Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots ([mboots1@iu.edu](mailto:mboots1@iu.edu)) with any questions.*

**Title:** Graduate Certificate in Qualitative Research

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**GSC presenter:** Jessica Lester

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**This proposal is for a...**

☐ program change    ☒ new program    ☐ policy change    ☐ new policy

**Include responses to each question, as relevant:**

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

A new online graduate certificate in qualitative research is being proposed. The rationale for this is outlined in depth in the attached document.

2. How will this impact enrollment?

We anticipate this leading to a growth in enrollment in the related Inquiry Methodology courses.

3. How will this impact students' time to degree?

This will not impact students' time to degree, as it is a stand-alone certificate program.

4. How will this impact specific student populations and/or DEI issues?

The certificate program is designed to attract students already working in applied research contexts and/or interested in doing so – along with current PhD and EdD students. Given our emphasis on applied aspects of qualitative research, we anticipate expanding the kind of student that enrolls in the certificate. We aim to target research firms and have already done some preliminary work to query their interests and needs.

5. How will this impact School of Education resources, including faculty loads?

The courses included in the certificate are all courses that are already taught. Thus, initially, we anticipate the courses will be offered as usual with the certificate students also enrolled in the related courses. Faculty in Inquiry Methodology regularly teach these courses and thus there will be no impacts on loads. There is of course potential for the need for additional sections, but this would be a long-term goal.

6. How will this be effectively sustained over time?



## Graduate Studies Committee Template

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*Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots ([mboots1@iu.edu](mailto:mboots1@iu.edu)) with any questions.*

The courses included in the certificate are all courses that we will continue to offer regardless of the existence of the certificate. We are hopeful that this will allow us to grow enrollment in the Inquiry Methodology program, with this certificate serving as a pipeline in some cases.

7. What was the departmental vote tally for this proposal? (e.g., “*12 in favor, 2 opposed, 3 abstained*”)

Vote Issued: November 16, 2020

28 total faculty members 0 on Sabbatical 1 serving as SoE EAD 17 voted to accept proposed changes 10 did not vote (see additional vote on next page)

The Inquiry Faculty has recently proposed the addition of a Graduate Certificate in Qualitative Research. (Please see email attachment).

This vote is to recommend dropping the independent study hours and thus decreasing the total hours for the qualitative certificate from 15 to 12 credits. This will be a more marketable tool and not creating overloads for faculty should we have large co-horts needed independent study hours.

Vote Issued: December 10, 2020

28 total faculty members

0 on Sabbatical

1 serving as SoE EAD

17 voted to accept proposed changes

0 voted to not accept proposed changes

10 did not vote