



New Degree Cover Sheet

Title of Degree: Master of Science in Education in Research Methods

Campus(es) Offering Degree: IUB

**Academic Unit
Proposing Degree:** School of Education

**Department
Hosting Degree:** Counseling & 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*):

Broadly, there is a growing need for social science researchers to develop skills in research methodologies and methods. With an increase in the availability of quantitative and qualitative data, many disciplines have shown an increased interest in developing methods of data analysis and the use of quantitative and qualitative research, with a rising number of graduate and post-graduate students desiring specialized research methods training. Additionally, worldwide there is a large number of applied research organizations – many of which expect their associates to hold (and/or acquire) advanced research and analysis skills.

Principal Components (5a):

A student must complete 31-34 credit hours of coursework in qualitative or quantitative methodology. Beyond this, students have the option of completing a master's thesis or a capstone project, the nature and scope of which would be developed in conjunction with the student's faculty advisor.

Relation to Existing Programs (4a&b):

This MSEd program is directly related to the Qualitative and Quantitative Research Methodology (née Inquiry Methodology) PhD and online certificate programs within the School of Education at IUB. Thus, this degree will potentially allow for students to be prepared to enter a PhD program focused on qualitative or quantitative research methods. Specifically, this MSEd can serve as a pipeline for graduate students for the Qualitative and Quantitative Research Methodology PhD program. Further, this degree can serve as a next step for students that are completing our online certificate programs.

Coherence with Campus Mission (2a):

Closely linked to Indiana University's mission to provide "broad access" to outstanding programs to students everywhere, this degree program will feature online and in-person classes, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this degree 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".



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

Students

A graduate degree in research methodology is a primary marker of proficiency in the data sciences, statistics, and research methods. An advanced degree in research methodology is expected when applying for research methods/data analysis positions. Thus, this degree will allow students to be able to compete for research industry, government, or non-profit positions that require skills in designing and conducting research and analyzing the resulting data.

IU

This degree 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 degree can contribute to this goal, offering individuals working or desiring to work in research industries with opportunities to advance their skills in qualitative and quantitative research methodology.

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

Targets for the degree will be those individuals interested in working in applied research (e.g., research associates at research firms) and current graduate students. Advanced degrees in research methodology are a marker of proficiency in the field of qualitative and quantitative research. These and similar credentials are often expected when applying for 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 MEd. 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 degree offers potential for high paying, long-term employment opportunities.

II. Implementation:

Steady State Enrollment/Degree Completion Projections (year five) (enrollment spreadsheet):

Headcount: _____

FTE: _____

Degree Recipients: _____

Commented [LR1]: I'm not sure what to do here.

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 degree are currently taught by Qualitative and Quantitative Research Methodology faculty members who hold the relevant expertise.

Capital Equipment (3iii)

No new resources are necessary.

Facilities (3ii)

No new resources are necessary.

Program Description

Master of Science in Education in Qualitative and Quantitative Research Methodology To Be Offered at Indiana University at Bloomington

1. Characteristics of the Program

- a. Campus(es) Offering Program: IU Bloomington
- b. Scope of Delivery (Specific Sites or Statewide): Bloomington Campus
- c. Mode of Delivery (Classroom, Blended, or Online): Blended
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): None
- e. Academic Unit(s) Offering Program: Department of Counseling and Educational Psychology, Qualitative and Quantitative Research Methodology

2. Rationale for the Program

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

The *MSEd in Qualitative and Quantitative Research Methodology (QQRM)* aims to provide innovative, contemporary training in research methodologies, methods, and theories. A core goal of the degree is to support individuals across disciplines in designing and carrying out rigorous and well-grounded research. Closely linked to Indiana University's mission to provide "broad access" to outstanding programs to students everywhere, this program will be *offered in a blended mode with some courses offered face-to-face and others offered online* on a rotating basis, increasing its potential to reach students living both within the state of Indiana and elsewhere. Significantly, this degree 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". Finally, this proposal is in response to the IU Bicentennial Strategic Plan for Education, which urges "Grow Your Own" initiatives.

See Appendix 1 for links to the institution's strategic plan and the School of Education's Strategic Plan.

b. State Rationale

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

The proposed degree responds directly to the state calls “for new models that are focused on the unique and diverse needs of individual learners and the mindset of a commitment to lifelong learning”¹ by offering flexible modalities and cutting-edge methods. Further, the School of Education at Indiana University is a top program nationally, lending evidence that such a program would contribute to Indiana’s goal to Hoosiers to “have a quality credential.”²

c. Evidence of Labor Market Need

i. National, State, or Regional Need

Broadly, there is a growing need for social science researchers to develop skills in qualitative and quantitative research methodologies and methods. With an increase in the availability of data, many disciplines have shown an increased interest in developing methods of data analysis and the use of qualitative and quantitative research, with a rising number of graduate and post-graduate students desiring specialized research methods training. Additionally, worldwide there is a large number of applied research organizations – many of which expect their associates to hold (and/or acquire) advanced research skills. The sub-field of psychometrics (a quantitative expert in testing) continues to experience a robust job market in spite of the trend in higher education toward making admission tests optional. This is largely because school-based testing and assessment for accountability and monitoring continues in every U.S. state. Similarly, the qualitative methods job market has recently experienced notable growth. Some have argued that the uptake of qualitative research has *not* been accompanied by the training needed to support individuals interested in conducting qualitative research. Within the health sciences, for instance, there is currently “a shortage of investigators, research personnel, and less frequently recognized, teachers, with sufficient expertise to fulfill the promise of qualitative approaches”³.

ii. Preparation for Graduate Programs or Other Benefits

¹ https://www.in.gov/che/files/2019-20_Strategic_Plan_03-14-2020-spreads.pdf

² <https://www.usnews.com/best-graduate-schools/top-education-schools/indiana-university-bloomington-06067>

³ 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.

By offering a full menu of courses that overlap with our current PhD program, this degree paves the way for students to enter the PhD program in QCRM, making the time to degree significantly shorter for degree holders. Further, current graduate students in other fields can strengthen their methodological qualifications for conducting advanced research using cutting edge methods.

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

Projected growth in quantitative methods is expected to exceed 30% in the next ten years, while data scientist occupations are expected to grow by 19.8% during the same time frame.⁴ The job outlook for data scientists is expected to grow at 22% between 2020 and 2030, which is much faster than average.⁵

See Appendix 2 for US Bureau of Labor Statistics evidence.

⁴ <https://www.bls.gov/emp/tables/fastest-growing-occupations.htm>;
<https://www.bls.gov/news.release/pdf/ecopro.pdf>

⁵ <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

Appendix 1 – Links to Strategic Plans

1. IU Bicentennial Strategic Plan for Education:
<https://strategicplan.iu.edu/plan/education/index.html>
2. IU School of Education Strategic Plan:
https://education.indiana.edu/faculty/governance/policycouncil/committees/_d_ocs/long-range-planning/13.47-StrategicPlanProposal.pdf

Appendix 2 – Links to Labor Market Projected Growth

1. <https://www.bls.gov/emp/tables/fastest-growing-occupations.htm>
2. <https://www.bls.gov/news.release/pdf/ecopro.pdf>
3. <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

**Master of Science in Education (M.D.Ed.) in Research
Methodology**

Vote Issued: November 8, 2021

26 total faculty members

2 on Sabbatical

24 voted to accept proposed changes

0 abstained from voting

0 did not vote