

**Proposal for a Ph.D. Degree Program in  
Inquiry Methodology  
Indiana University  
School of Education  
Counseling & Educational Psychology Department  
Bloomington Campus  
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## 1. Program Rationale

There are currently pressing concerns, in the US and elsewhere, about the quality of educational research and about the scarcity of appropriately educated researchers (e.g., psychometricians). Such a scarcity was recently related in a New York Times article: “..the nation faces a critical shortage of people ... with the mathematical, scientific, psychological and educational skills to create tests and analyze the results. The problem has sent states, testing companies and big school districts [not to mention universities] into a heated hiring competition, with test companies offering salaries as high as \$200,000 a year or more plus perks” (Herszenhorn, 2006), including stock options and profit sharing. Similarly, the American Psychological Association deplores the extreme shortage of researchers with adequate understanding of statistics, measurement and methodology (Clay, 2005).

At the same time that concerns over the quality of research and over the number of well-trained researchers have been mounting, an international qualitative research community has been growing at an accelerating rate. The first International Congress on Qualitative Research was held at the University of Illinois two years ago, attracting large numbers of researchers from all over the world. Qualitative research journals have been increasing in number and many schools of education now claim qualitative research to be most commonly used by their students in producing dissertations. Good qualitative researchers need extensive education in applied social theory but this is unavailable in many, perhaps most, schools of education despite the popularity of this approach. There is consequently a gap, nationally, between the demand for good training in qualitative research and the typical offerings provided in schools of education.

This current national and international landscape provides a great opportunity to create a graduate program that can prepare future researchers capable of contributing to the dialogues surrounding the meaning of educational research. This is an opportunity that the inquiry methodology faculty at Indiana University wishes to act on at this time. The School of Education at Indiana University can produce an exemplary program in both qualitative and quantitative research at an opportune moment historically, if organizational changes can be made to facilitate this.

The Inquiry Methodology program is currently a specialization in the Learning and Development Sciences degree program. The current specialization typically attracts students interested in the study of research methodologies and methods that are used in the study of social phenomena including educational processes and practices. In the last several years, students from outside of the area of Learning and Development Sciences (previously Educational Psychology) have been interested in studying inquiry methodology but the current program structure and requirements in Learning and Development Sciences are mostly geared toward the preparation of educational psychology generalists interested in learning and development theories, and toward graduate students throughout the school that rely on the inquiry methodology coursework to develop their understanding of research. Many students who wish to pursue research

methodology need a strong grounding in education-related fields, but do not necessarily need to focus specifically on learning and development theories. In fact, a broader exposure to educational theories and philosophies is likely a better preparation for someone interested in studying research methodology in the social sciences. This new program will bring to IUB a new group of students who would probably not have applied for a degree in Learning and Development Sciences or Educational Psychology.

The creation of this new degree program will have minimum negative impact on the PhD in Learning and Development sciences, as this program has a relatively large group of established graduate students moving through the program on a regular basis. In fact, the creation of a separate new degree will allow PhD students in Learning and Development Sciences to double-major in Inquiry Methodology—which is currently impossible for them (although, ironically, all other majors in the School of Education can do so) because Learning and Development Sciences and Inquiry Methodology are currently two specialization within the same degree program. Thus, the creation of this new degree program will actually help students in Learning and Development Sciences create a stronger program of studies if they wish to double-major.

For these reasons, and to address the extreme scarcity of appropriately educated research methodologists the faculty proposes the creation of a new Inquiry Methodology doctoral program that would confer its own degrees and accommodate students with a wide range of substantive and methodological research interests. This new program would also be an opportunity to update and expand the current course offerings and provide more in depth research preparation and experiences for students in the new major.

## **2. Program Philosophy and Goals**

The Inquiry Methodology Program at Indiana University is dedicated to the advancement of social and behavioral research by critically evaluating, improving, and developing methodological theory and methods so that phenomena of interest can be more soundly investigated and better understood.

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The Inquiry Methodology Program faculty consists of quantitative and qualitative methodologists, making the Indiana University program unique with regard to the types of methodological approaches addressed in the program and the educational opportunities it provides students. Students can choose to focus on a quantitative, qualitative, or an integrated program of study. The program is designed to be flexible enough to handle a wide variety of student interests (e.g., statistical modeling, measurement, advanced psychometrics, methodological theory, evaluation, ethnography, philosophy of social science, hermeneutic-reconstructive analysis, discourse and narrative analysis, critical ethnography and feminist research), but rigorous so as to ensure that its graduates can meaningfully contribute to the study of social and behavioral research.

The Inquiry Methodology Program seeks to put into dialogue the theoretical and substantive aspects of inquiry so that the complex ways in which theory and practice interact are not taken for granted, but are themselves examined. For example, without theories to guide research, an area of inquiry may wander and lose sight of its goals. This mutual accountability is one of the many ways in which the bridge between theory and practice is being explored and developed in the Inquiry Methodology Program at Indiana University. The faculty and students in the Inquiry Methodology Program are dedicated to ensuring that meaningful research approaches are used to answer the complex questions that arise in social and behavioral research.

This program would compare very favorably to other research methodology programs at other institutions which tend to focus exclusively on quantitative methods (e.g., Michigan State University, University of Wisconsin). Students would greatly benefit from a conversation across the traditional boundaries that have been established between quantitative and qualitative research, a conversation that could only take place when these different inquiry perspectives are being considered at the same time and place. Students in the current program are already engaging in these cross-boundaries conversations when they are taking courses organized to represent different research traditions—a course of study that is strongly encouraged by the faculty. The Inquiry Methodology Program will considerably expand opportunities for these dialogues as we strongly believe, along with other leading methodologists that we need to move beyond simplistic dualisms that have stifled many research efforts. Consequently this new program will be at the cutting edge in the field and prepare scholars who will take a leading role in the national and international conversations regarding the theories and practices of inquiry methodology affecting social and behavioral research and will develop methodologies that will contribute to better inform public debates about education.

### **3. Students Admitted to the Program**

In the last ten years the students admitted to the Inquiry Methodology Program have had a wide range of undergraduate experiences with baccalaureate degrees in psychology, mathematics, biology, chemistry, business, social work and law from reputable institutions in the US and abroad. Their undergraduate GPAs have ranged from 3.0 to 4.0 (or their equivalent in the case of international students), with typically combined (verbal + quantitative) GRE scores around 1200-1300. Students are expected to spend at least one year in the program as a full time student taking courses, participating in seminars and research projects. We also examine all prospective students' application files to determine the appropriateness of fit for the students and the program. The new program will seek to recruit students who demonstrate a great degree of engagement in their learning and are interested in exploring issues beyond a simple methodological tool kit approach.

## 4. Program Description

Students in the program will develop understandings of the philosophical and theoretical foundations of inquiry and the implications these have for the methodological choices we make as well as in depth understandings of inquiry methodologies and methods and how these relate to the substantive theories (e.g., psychological, sociological) used in educational research. Students will have the opportunity to develop these understandings in their particular area of interest through coursework but also through their participation in research groups and projects. And although students will focus on a particular track of study (i.e., qualitative, quantitative or integrated) cross-track experiences will be required. Program of studies are developed for individual students to ensure a logical and balanced sequence of coursework and experiences.

Many aspects of the current program will be retained. When a student enters the program, a faculty member is assigned as advisor to help with planning the first year's course of study. Before the beginning of the second year, the student establishes an advisory committee, of which an Inquiry Methodology faculty member serves as the chairperson. Working with the committee chairperson, a minimum of two additional faculty members are selected, one of whom must be an Inquiry Methodology faculty member, and the other member represents the minor area. The student works with the committee to develop a program of studies that meets personal needs, interests, and goals. After course work has been completed, written and oral qualifying examinations and procedures are completed. After these examinations have been successfully passed, work begins in earnest on developing the dissertation. The research committee is comprised of four members. The dissertation director is the faculty member with expertise in the problem area. At least two committee members are Inquiry Methodology faculty. An Inquiry Methodology faculty member serves as the committee chairperson, and frequently is the dissertation director. The dissertation director may be from any department or program. A member from outside the program represents the minor specialization. In some cases, the outside member from the minor may be replaced by a member from another discipline who has greater expertise about the dissertation problem. At least half of the committee members must be Full members of the Graduate Faculty.

Program faculty historically has been involved in professional organizations (e.g., Division of Evaluation, Measurement, and Statistics, American Psychological Association, American Statistical Association, Psychometric Society, Division of Measurement and Research Methodology (Division D), American Education Research Association, National Council on Measurement in Education, American Anthropological Association, The Comparative and International Education Society (CIES), Oxford Education and Ethnography group, and Qualitative Inquiry Interest Group.

The Inquiry Methodology students will also be encouraged to participate in local, state and national conferences as well as in internships in their area of interests. Students will benefit from the program by taking the initiative to become involved in projects of interest and in professional organizations.

## 5. Curriculum

A minimum of 90 hours are required for this degree program. No more than thirty semester hours of graduate credit can be transferred from another university.

The ninety (90) hours are allocated as follows:

Inquiry Core/ InquiryMethodology (Major)	39 hours
Foundations of Education	9 hours
Minor	12-18 hours (to be used for substantive area of interest)
Electives	6-15 hours
Dissertation	15 hours

These hours represent minimum requirements and fulfill the requirements of the IUB Research and the University Graduate School as well as the School of Education Graduate Program.

### **Inquiry Core (9 hours)**

<b>Y515/H510</b>	Foundations of Educational Inquiry
<b>Y521</b>	Methodological Approaches to Educational Inquiry
<b>Y600</b>	Methodological Implications of Social & Psychological Theories

All inquiry methodology students are required to take 9 hours of foundational courses to provide them with the philosophical and theoretical base necessary to understand the implications and assumptions of their methodological choices. These courses are: Foundations of Educational Inquiry, Social & Psychological Theories and the methodological implication, and Methodological Approaches to Educational Inquiry. At some point in their program students need to develop understandings of the reasons why they engage in particular study and practice of inquiry, their purposes and the assumptions that they make in the process. Without strong philosophical and theoretical foundations it would be impossible for students to articulate coherent and credible rationales for what they do or to question the new orientations they may want to consider.

### **Inquiry Methodology (Major) (39 hours including 9 hours Inquiry Core)**

Inquiry methodology students can then opt for a qualitative, a quantitative or an integrated track combining both qualitative and quantitative courses. For the qualitative and quantitative tracks the students must select a reasonable sequence of courses (30 hours minimum) from among the list below or their equivalent in other IUB schools or departments. At least 18 hours have to be selected from the track of emphasis and at least 2 courses must be taken in the opposite track. For an integrated track students must select at least 12 credit hours in the qualitative track and 12 credit hours in the quantitative track. (See Section 9 for course descriptions)

<b><u>Qualitative</u></b>	<b><u>Quantitative</u></b>
<ul style="list-style-type: none"> <li>● Qualitative Inquiry in Education</li> <li>● Critical Qualitative Inquiry</li> <li>● Narrative Theory</li> <li>● Discourse Theory and Analysis</li> <li>● Semiotics</li> <li>● Knowledge, Reflection &amp; Critiques in Methodological Theory</li> <li>● Communicative Action Theory</li> <li>● Selected Seminar Topics (e.g., feminism, postmodernism, critical race theory)</li> </ul>	<ul style="list-style-type: none"> <li>● Descriptive &amp; Inferential Statistics</li> <li>● Computer Laboratories<sup>(1)</sup></li> <li>● Measurement</li> <li>● Experimental &amp; Quasi-Experimental (Univariate GLM)</li> <li>● Applied Multivariate Statistics</li> <li>● Psychometric Theory</li> <li>● Latent Variables &amp; Structural Equation Modeling</li> <li>● Advanced Measurement (latent variable/class models)</li> <li>● Categorical data analysis</li> <li>● Longitudinal Modeling</li> <li>● Multilevel modeling</li> <li>● Computational statistics</li> <li>● Selected Seminar topics</li> </ul> <p data-bbox="824 974 1365 1062">[(<sup>1</sup>) can count toward the 30 hours required but not toward the minimum of 12 or 18 hours required in the different tracks]</p>

<b><u>Common to both tracks</u></b>
<ul style="list-style-type: none"> <li>● Program Evaluation</li> <li>● Survey Research</li> <li>● Action Research</li> <li>● Mixing Methodologies/Methods in Social &amp; Behavioral Research</li> <li>● Affinity Research Group (9 hours maximum)</li> <li>● Other Selected Seminar Topics</li> </ul>

**Foundations of Education (9 hours minimum)**

Doctoral students are required to take courses outside their major and minor areas within the School of Education. These courses may be taken in areas such as the history of education, philosophy of education, sociology, and anthropology of education, curriculum studies etc. No more than 6 hours should be taken in the same area.



### **Minor (12-18 credit hours)**

Students will select a minor field of study to complement their study of inquiry methodology. Because inquiry methodology interfaces with substantive areas of study it is important for students in inquiry methodology to develop understandings in at least one such area so that they grasp the complexity of methodology in use. The minor serves to develop students' substantive area of interest. Typical minors include Psychology, Sociology, Anthropology, Educational Policy, Comparative Education, Philosophy of Education, Learning & Development Science, Philosophy, History, and Political Science. Specific course (and in some fields, qualifying examination) requirements are under the direction of the minor department.

### **Electives (6-15 credit hours)**

Educational research is multidisciplinary in nature and students have a broad range of research interests and career plans which requires flexibility for their programs of studies. The program, therefore, enables students to tailor their electives in consultation with their Advisory Committees. Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study. Affinity Research Group (maximum 9 hours) should be included as an elective if taken on a pass/fail basis.

### **Doctoral Minor**

A minor in Inquiry Methodology may also be taken by doctoral students majoring in other disciplines. Minor students must take 12 credit hours of research course work and take a qualifying examination. Minor courses may not be double-counted with the minimum courses in Inquiry that are typically required by all departments in the School of Education.

### **Qualifying Examinations**

Doctoral students specializing in Inquiry Methodology must take an examination in Inquiry Methodology. This examination is tailored to the student's program of study. All students with a minor in education must also take a minor qualifying examination. Some departments outside of the School of Education waive the minor qualifying examination, under certain conditions.

### **Dissertation (15 hours)**

Students take a dissertation preparation seminar or independent study course to work on developing the dissertation proposal. They then take 12 hours of dissertation credit to complete the thesis.

## **6. Employment Possibilities**

The demand for qualified research methodologists is at the highest it has been in a long time. Faculty positions in this area go unfilled because of the very small pool of candidates nationwide and the fierce competition between institutions to recruit the best candidates. Graduates from the program are employed as faculty members in higher education offering research methodology courses and researching methodological issues, as consultants to educational researchers, and as research specialist in research centers and laboratories, testing organizations, and state education agency.

## **7. Admission Requirements and Students Characteristics**

Students entering the program must have a bachelor's degree. We expect similar standards for the new PhD program. We do not have absolute minimum requirements although students with less than a 3.0 undergraduate GPA and a combined (Verbal + Quantitative) GRE scores below 1100 with an essay below 4.5 are generally not admitted unless they can demonstrate other indicators of academic excellence. The program is challenging and academically rigorous, and admission is selective. We recruit students with a commitment to the study of important educational issues and their methodological implications. We anticipate enrolling about four to six students each year. Additional students from other programs in the School of Education as well as from other schools and departments in the university will participate in the program coursework.

## **8. Financial Support**

All doctoral students are eligible to apply for fellowship and assistantship. In recent years, most doctoral students have received financial support within the first year or upon admission into the program in the form of stipends, tuition coverage, and health insurance. Most assistantships are either working on research and development projects or serving as an associate instructor.

## **9. Description of Core Program Courses, Seminars & Apprenticeship**

### **Inquiry Core**

#### **Y515/H510** *Foundations of Educational Inquiry*

Examination of the nature and purpose of educational inquiry with a focus on topics in social science epistemology.

#### **Y521** *Methodological Approaches to Educational Inquiry*

Introduction to the various methodological approaches to the conduct of social science inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

**Y600** *Methodological Implications of Social and Psychological Theories*

Introduction to social and psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Weber, and Marx. This introduction forms the basis of an exploration of methodological concepts such as validity and inference in terms of their social and psychological foundations.

**Inquiry Methodology**

**Qualitative Track**

**Y611** *Qualitative Inquiry in Education*

Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies. (Prerequisites: Y520 or Y521)

**Y612** *Critical Qualitative Inquiry I*

This first course in the sequence provides an introduction to critical social theory as it emerges through the context of qualitative research. Students begin corresponding field work, including both data collection and analysis. (Prerequisites: Y520 or Y521)

**Y613** *Critical Qualitative Inquiry II*

This second course in the sequence continues the exploration of social theory and methodology by providing an opportunity for students to follow through on fieldwork and analysis started in Y612 and by examining some theory left implicit in Y612. The course will include opportunities to begin writing methodological texts (taught previously under Y750). (Prerequisites: Y612)

**Y630** *Narrative Theory and Inquiry*

Examines narrative theory and its connection to narrative approaches to inquiry. Explores the use of narrative in qualitative inquiry, and practices methods of collecting and analyzing narrative data. (Prerequisites: Y611 or Y612)

**Y631** *Discourse Theory and Analysis*

Examines the roots of the discourse analytic field in qualitative research. Explores current trends in discourse theory and analysis. Examines exemplars and provides

opportunities to engage in discourse analytic methods (taught previously under Y500). (Prerequisites: Y611 or Y612)

**Y671** *Knowledge, Reflection & Critique in Methodological Theory*

This course examines the concept of reflection in epistemological theories as these have historically developed from Kant to the contemporary period. Kant's philosophy introduced reflection to the theory of knowledge through his development of transcendental logic. The contribution this made to epistemology was lost in the growth of "positive science" from its beginnings in the 19th century to the paradigmatic status it attained in sciences of all types by the early 20th century: a status it retains to this day. Less visible traditions in epistemology took Kant's insights in many different directions: hermeneutics, critical theory, psychoanalytic theory and the cognitive and moral development theories of Piaget, Vygotsky and Kohlberg. This history will be covered in the course, along with direct applications of reflection to research methodology (taught previously under Y650). (Prerequisites: Y611 or Y612)

**Y672** *Communicative Action Theory*

This course focuses exclusively on both volumes of Habermas' *The Theory of Communicative Action* Volumes One and Two. The Theory of Communicative Action (TCA) has direct implications for all social research, both in methodological and substantive ways. Methodologically, TCA provides a core theory of reason and validity, action and meaning, and a bifurcated concept of the social (lifeworld and system) having implications for research design and data analysis. Substantively, the theory of communicative action is suggestive for formulating research questions and determining the vocabulary through which to articulate findings. It also provides a framework for ascertaining the significance of research findings. These statements are true for all types of social research, quantitative as well as qualitative, having a micro as well as a macro or combined focus (Taught previously under Y650). (Prerequisites: Y611 or Y612)

**Quantitative Track**

**Y500** *Computer Laboratory for Educational Statistics*

This laboratory course is designed to accompany courses in educational statistics. Use of statistical software, interpretation of analysis results, and conceptual discussion of statistical concepts and principles are included in this laboratory. The management and use of large data sets may be included in some laboratory offerings.

**Y502** *Intermediate Inferential Statistics*

Review of descriptive statistics and presentation of univariate inferential statistical methods (including *t*-test, correlation, simple regression, analysis of variance, and chi-square goodness of fit and test of independence). Relationship between research questions and appropriateness of statistical methods are discussed throughout the course. Null hypothesis significance testing, effect size estimation, and confidence interval formation are considered throughout the course. (Prerequisites: Y520 or Y521)

**Y527** *Educational Assessment and Psychological Measurement*

Theoretical and historical foundations of measurement and assessment of educational and psychological constructs with an emphasis of the overarching concept of validity. Introduction of the basic concepts of measurement in social and behavioral research including methods for estimating reliability, providing empirical support for validity of test score inferences; and developing scales. Critical issues in educational and psychological assessment are also addressed. (Prerequisites: Y502)

**Y603** *Statistical Design of Educational Research*

Topics covered include various experimental and quasi-experimental designs suitable for educational research, linear models and assumptions underlying these designs, statistical power, sample size, effect size reporting, principle of randomization. (Prerequisites: Y502)

**Y604** *Applied Multivariate Statistics*

This course covers multivariate applications of the general linear model including multiple regression, multivariate analysis of (co)variance, discriminant function analysis, as well as extension of the GLM such as exploratory and confirmatory factor analysis. Other topics such as canonical correlation, structural equation modeling or finite mixture modeling can also be included. (Prerequisites: Y502 or Y603)

**Y617** *Psychometric Theory*

This course focuses on the study of psychometric theories including Classical Test Theory, Generalizability Theory and Item Response Theory. (Prerequisites: Y527 and Y604 or instructor's consent)

**Y625/S651** *Latent Variables & Structural Equation Modeling*

This course focuses on the study of latent variables and structural equation modeling. Extension of the regression model and factor analysis model are considered to introduce confirmatory factor analysis and examine how these are

joint in the study of structural linear relationship. (Prerequisites: Y604 or equivalent)

**Y627** *Advanced Measurement*

This course focuses on the theoretical and mathematical models underlying Item Response Theory (IRT). Applications of IRT will be considered (e.g., computer adaptive testing, test equating, item banking) as well as procedures for estimating parameters. Statistical developments as they apply to measurement (e.g., multidimensional models, multilevel, and latent class models, etc.) will also be discussed. (Prerequisites: Y617 or equivalent)

**Y637** *Longitudinal Modeling*

This course is designed to introduce students in the social and behavioral sciences to methods of longitudinal data analysis and issues involved with the analysis of repeated measures data. Longitudinal data analysis is concerned with modeling the trajectories of individuals that have been repeatedly measured on one or more variables across time. The course is largely based on multilevel model and latent change curves with a major emphasis on modeling intraindividual change as a precursor to modeling interindividual differences in change (Taught previously under Y750). (Prerequisites: Y604 or equivalent)

**Y638** *Multilevel Modeling*

This course is designed to address the handling of data that are sampled from multilevel (hierarchical) structures, where the data would otherwise violate the assumption of independence of observations---an assumption that is made with most statistical procedures. (Prerequisites: Y604 or equivalent)

**Y639/S650** *Categorical data analysis*

This course deals with models in which the dependent variable is categorical, either binary, ordinal, nominal or count. Such models include probit, logit, ordered logit and probit, multinomial logit, Poisson regression, negative binomial regression, and zero-inflated count models. (Prerequisites: Y604 or equivalent)

**Common Course Selection**

**Y510** *Action Research I*

An introduction to the basic philosophy and methods of action research. Students will design an action research project, write a proposal, and learn how to conduct action research. The course emphasizes the selection of an area of focus,

collection of data, organization, analysis and interpretation of data as well as decision about the appropriate actions to take based on findings.

**Y525** *Survey Research Methodology*

This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals for the course include: (1) designing survey items that match research questions and plans for analysis, (2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, (3) critical reading of survey research, (4) developing an awareness of current issues and important problems in questionnaire design, and (5) developing a theoretical and epistemological framework within which to understand the ambitions, limitations, history and practice of survey research (Taught previously under F500). (Prerequisites: Y520 or Y521)

**Y535** *Evaluation Models & Techniques*

An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed. (Prerequisites: Y520 or Y521)

**Y635** *Methodology of Educational Evaluation*

Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry, and use of methods from other disciplines to alleviate these problems. Emphasis will be on the transfer of appropriate methods and techniques to evaluation problems. (Prerequisites: Y535)

**Common Course Selection**

**Y510** *Action Research I*

An introduction to the basic philosophy and methods of action research. Students will design an action research project, write a proposal, and learn how to conduct action research. The course emphasizes the selection of an area of focus, collection of data, organization, analysis and interpretation of data as well as decision about the appropriate actions to take based on findings.

**Y525** *Survey Research Methodology*

This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals for the course include: (1) designing survey items that match research questions and plans for analysis, (2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, (3) critical reading of survey research, (4) developing an awareness of current issues and important problems in questionnaire design, and (5) developing a theoretical and epistemological framework within which to understand the ambitions, limitations, history and practice of survey research (Taught previously under F500).

**Y535** *Evaluation Models & Techniques*

An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed.

**Y635** *Methodology of Educational Evaluation*

Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry, and use of methods from other disciplines to alleviate these problems. Emphasis will be on the transfer of appropriate methods and techniques to evaluation problems.

**Y650** *Topics in Inquiry Methodology*

Advanced study of research and theory on selected topics in qualitative or quantitative. (Prerequisites: instructor's consent)

**Y660** *Affinity Research Group*

Study and research support groups formed on the basis to mutual interests to generate new curriculum and research projects integrating previous coursework under the guidance of a faculty member. The work of these groups could continue over the course of several semesters to develop research papers, presentations, books or conduct empirical research as a team. (Prerequisites: instructor's consent)

**Y590** *Independent Study in Inquiry Methodology*

Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the



instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course. (Prerequisites: instructor's consent)

**Y690** *Advanced Independent Study in Inquiry Methodology*

Independent research on an advanced methodology topic with an Inquiry faculty member who has approved the specific scope of the projects and student accomplishments.

**Y750** *Topical Seminar in Inquiry Methodology: variable title*

Study of selected advanced methodological topics encountered in educational research and exploration of recent developments in inquiry methods. Prerequisites: Nine hours of pertinent 500 and 600 level inquiry courses and instructor's consent)

**Y795** *Dissertation Proposal Preparation*

This course is for the development of a dissertation proposal in Inquiry Methodology. Students must have the consent of a dissertation director, or prospective director to enroll. They should be finished or nearly finished with program course work.

**Y799** *Doctoral Thesis in Inquiry Methodology*

Credit in this course may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory, practice or methodology in a specific area.

## **10. Related Courses**

A number of new courses in statistics are currently under development in collaboration with the Statistics Department. In addition a number of relevant courses in other schools and departments are available to inquiry methodology students.

### **E606 – Anthropology, Research Methods in Cultural Anthropology**

This graduate level course explores fundamental issues and approaches in anthropological field research. Examines social scientists' field experiences as well as ethical, theoretical, and practical problems inherent in the conduct of ethnographic research. Primary topics to be covered include: the genesis of modern ethnography, current ethical dilemmas and proposals for activist approaches, research proposal and design, forms of documentation, archival research, life histories, technology, spatial analysis, survey and interview techniques, multi-sited ethnography, and the ongoing reconceptualization of "the field."

### **E 648 – Anthropology, Power, Subjectivity and the State**

This seminar will explore the relationships among culture, power, subjectivity, and state formation through close readings of theoretical and ethnographic texts. Examines how distinct theoretical approaches (Marxism, structuralism, post-structuralism, and feminism) have defined and analyzed these contested terms. Instead of assuming that culture, power, the subject, and the state are given concepts, we will study how their meanings have changed over time. How do cultural beliefs and outlooks organize the production, distribution, and even definition of power? How are power and subjectivity mutually constitutive? How do states structure power relations, define subjectivity, or shape cultural attitudes and expectations? Developing insights from Marx and Engels, Weber, Gramsci, Althusser, Bourdieu, and Foucault, we will compare ethnographic works and their efforts to integrate various theoretical approaches with anthropological data.

### **C506 - Communication and Culture, Methods of Media Research**

This course is designed to provide students in media studies with an introductory overview of qualitative research approaches, and with training in writing a research proposal. In the first section students will become familiar with a variety of methodologies in order to promote a critical understanding of the research process. These methodological techniques will include archival research/document studies, participant observation, interviewing, ethnography, and textual analysis. In the second part students will conceptualize and write a research proposal.

### **C507 - Communication and Culture, Methods of Ethnographic Research in Communication and Culture**

The course explores ethnographic research methods in the study of communication and culture. It is designed explicitly to connect the three departmental “topoi” – performance, public discourse, and media – under the rubric of ethnography. We address a range of theoretical and methodological issues involved in constructing ethnographies of performance, text, public discourse, and media. The course begins by considering current questions related to ethnographic research practices, including ethnographic authority, ethics, intersubjectivity, and time and space. Through a series of case studies, we then look at how various communicative practices ranging from live performances to multimedia events have been approached ethnographically.

### **C 619 - Communication and Culture, Feminism and Rhetorical Theory**

Grounded in a rhetorical perspective, this course aims to engage an interdisciplinary range of critical work about corporeality. Although this course will begin by recalling some of the more powerful legacies about the body in western culture, and will dedicate most of the seminar to exemplary contemporary engagements with the political, cultural, and epistemological questions evoked by corporeality.

### **C 650 - Communication and Culture, Ethnography and Social Theory (Topic: Genealogies of Empathy and Emblems)**

This course will explore the role of empathy and emblems in forming communities and nations and how performance forms – ritual, music, dance – come to stand for communities of varying sizes. Readings will range in focus from dyadic relations all the way up to national icons. The first half of the course focuses on empathy—how people imagine they connect with others in a one to one relationship, and whether this is a basis for forming communities, moral and otherwise. The second half of the course analyzes how people and objects come to represent neighborhoods, ethnicities, regions, and nations. Beginning with Herder and Adam Smith, we juxtapose theoretical perspectives with ethnographic case studies. Other theorists include Agamben, Levinas, Strathern, and Zizek.

### **L605 – English, Critical & Interpretive Theory**

This course undertakes a survey of Marxist literary criticism written in English in the 20th century. Along with providing an overview of some of the major developments in criticism and theory during this period (including the New Criticism, poststructuralism, and cultural studies) this course investigates two sorts of questions that today appear more pressing than ever: 1) what is history and does it have a privileged relation to literature (or literature to it)?; and 2) what is the standing of criticism itself (including the profession of English): is its own discourse a species of knowledge, speculation, a work of interpretation, a social-political intervention, or some combination of these?

### **L 663 – English, Introduction to Feminist Critical Studies**

This survey opens with classic texts in the history of feminism: Virginia Woolf's *A Room of One's Own* and her *Three Guineas*, excerpts from Simone de Beauvoir's *The Second Sex*, and often cited essays by Audre Lorde, Tillie Olsen, Alice Walker, and Adrienne Rich. Then we will read a cluster of feminist scholars attempting to redefine literary history and the canon. With a little help from intellectual historians, we will look at the work of influential feminist thinkers in psychology and anthropology like Nancy Chodorow and Gayle Rubin as well as such French theorists as Hélène Cixous and Luce Irigaray. Then we will approach the impact of post- structuralism on American feminism through short texts by Judith Butler, Joan Scott, and Donna Haraway. In the second half of the course, we will focus on recent scholarship on gender in critical race, post-colonial, sexuality, trauma, masculinity, and cultural studies.

### **S 652 – Sociology, Topics in Qualitative Methods: Ethnography**

In this course we will consider ethnography as a method of social research as routinely practiced in sociology and anthropology. Ethnography is both a method and a theoretical orientation in that one's approach to ethnography reflects a particular conception of culture and social structure. We will concentrate primarily on more interpretive approaches to ethnography and culture with a focus on collective processes of

negotiation, action, and interpretive understanding. The particular ethnographic methods we will read about, evaluate, and employ are routinely utilized in a range of research areas in sociology (as well as anthropology, education, folklore, and psychology).

### **S652 – Sociology, Topics in Qualitative Methods: In-depth Interviewing.**

The goal of this course is to introduce students to the practical activities of in-depth individual and group interviewing.

### **S 660 – Sociology, Political Culture**

“Political culture” is a poorly defined yet virtually indispensable concept within political sociology. This course surveys recent strategies for defining and operationalizing elements of political culture. As such, it builds upon basic premises and concepts within the sociology of culture and applies them to substantive topics central to the study of politics, such as power, conflict, and inequality.

## **11. Qualifying Examinations**

Student will take a comprehensive written examination on theoretical and methodological issues. Part I of the written examination will focus on general understanding of important concepts and arguments relevant to inquiry methodology. Part II will focus on the student’s specific area of concentration. Students will also have a comprehensive oral examination conducted by the student’s advisory committee. During the oral examination all areas of the student’s program will be opened for questioning and students will present a case for their research agenda and theoretical perspective in preparation for their dissertation work. Qualifying examination procedures for the minor will be designed and under the discretion of the minor advisor. Following completion of all coursework requirements and successfully passing the qualifying examinations the student will be nominated to candidacy.

## **12. Dissertation**

Following nomination to candidacy, the student forms a research committee, consisting of at least four members, two of whom are Inquiry Methodology faculty members and one of whom serves as chair of the committee. A member of the minor area is included on the committee, and the fourth member may be from any area that is pertinent to the dissertation topic. Usually, the committee chair also directs the dissertation, but another member can direct if it is more appropriate to that member’s area of expertise. Any member of the committee may serve as the director of the dissertation. The committee is responsible for approving the proposal, guiding the student during completion of the study, conducting an oral defense of the final thesis, and recommending conferral of the degree when all requirements, including the internship, are completed. Most often, this process takes one to two years.

### **13. Program Faculty**

**Phillip F. Carspeken**, Professor, Inquiry Methodology (Ph.D., Aston University, U. K. 1987; appointed 2001). Scholarly work on the philosophy of science and methodological theory, social theory, methodology and the nature of knowledge in the various sciences.

**Ginette Delandshere**, Professor and Program Director, Inquiry Methodology (Ph.D., University of California, Los Angeles, 1986, appointed 1994) – Research interests: foundations of inquiry; social and behavioral research methodology; measurement & psychometrics; new forms of assessment with particular focus on the socio-political practice of research and assessment.

**Gary Ingersoll**, Professor of Counseling and Education Psychology and Professor of Pediatrics, Inquiry Methodology and Human Development (Ph.D., The Pennsylvania State University, 1970, appointed in 1970) - Research interests: adolescent health endangering behaviors, evaluating teacher education programs. An NCATE Board of Examiners member and has served as chair of several visits including the first international accreditation team in the United Arab Emirates.

**Kenneth Kelley**, Assistant Professor, Inquiry Methodology (Ph.D., University of Notre Dame, 2005, appointed in 2005) and adjunct professor of statistics – Broadly defined research interest concerns the development, evaluation, and improvement of quantitative methods as they apply to the behavioral and educational sciences. Research areas consist of the optimal design of research studies, models and methods for longitudinal data analysis (linear and nonlinear models), computational statistical methods, and general latent variable modeling. Teaching areas consist of intermediate and multivariate statistical methods, research design, and longitudinal data analysis (all course at the graduate level).

**Barbara Korth**, Clinical Assistant Professor, Inquiry Methodology (Ph.D., University of Houston, 1998, appointed in 2001) – Interested in Methodological Theory and Philosophy, Qualitative Methodological Practices, Criticalism, and Feminism.

**Joanne Peng**, Professor, Inquiry Methodology (Ph.D., University of Wisconsin, 1979, appointed in 1982) and adjunct professor of statistics – Logistic regression, missing data methods, experimental designs, and statistical computing.

### **14. Affiliate Faculty**

**William Corsaro**, Robert H. Shaffer Professor of Sociology. Research interests: Sociology of Childhood, Ethnography, Sociology of Education. Ph.D., University of North Carolina, 1974.

**Donna Eder**, Professor of Sociology. Has written numerous articles and books involving qualitative interviewing methodology with cultural storytellers. She has contributed to the field by honing qualitative methods and ethnographic approaches appropriate for use with

children. Research interests: Sociology of Education; gender; race; and language. Ph.D., University of Wisconsin, 1979.

**Elizabeth Ann Houseworth**, Associate Professor of Mathematics, Biology and Statistics. Research interests: Probability, Statistics, and Statistical Genetics. Ph.D., Mathematics, University of Virginia, 1992.

**Bradley A. Unger Levinson**, Associate Professor, Department of Educational Leadership and Policy Studies, Director, Indiana Project on Latin American Cultural Competency, Adjunct Professor of Anthropology and Latino Studies, Affiliated Professor of Latin American Studies. Research interests: Ethnographic studies of youth and student culture in secondary schooling; civic and citizenship education; the culture and politics of educational policymaking; transnational (im)migrant education; and teaching and learning processes in spiritual traditions, such as Vipassana Buddhism. Ph.D. Anthropology, University of North Carolina-Chapel Hill.

**Scott Long**, Chancellor's Professor of Sociology. Research interests: Sociology of science; research methods; Statistics; Health & Aging. Ph.D., Sociology, Cornell University, 1977.

**David MacKay**, Professor of Marketing and Geography. Research interests: probabilistic scaling algorithms and choice models for application to complex stimuli. Ph.D., Northwestern University, 1971.

**Christopher S. Peebles**, Professor of Anthropology, Special Advisor for Centers and Institutes, Director, Glenn A. Black Laboratory. Research interests: Prehistory of Eastern North America and northern Europe; Culture Change; History and Philosophy of Archaeology; Computation and Cognition. Ph.D., Anthropology, University of California Santa Barbara, 1974.

**Anya Peterson Royce**, Chancellor's Professor of Anthropology. Ph.D. Anthropology, University of California, Berkeley, 1974.

**Marvin D. Sterling**, Assistant Professor, Department of Anthropology. Research interests: Contemporary Japan, African Diasporic Culture, Critical Race Theory, Performance Theory, Transnationalism, Post-Colonial Theory. Ph.D., University of California at Los Angeles, 2002.

**Beverly Stoeltje**, Associate Professor, Department of Anthropology. Research interests: Performance and identity politics; gender; nationalism & symbolism; popular culture.

**Margaret Sutton**, Associate Professor, Department of Educational Leadership and Policy Studies. Research interests: Gender studies; education and development; learning and global society. Ph.D., International Development Education, Stanford University.

**Bob Toutkoushian**, Associate Professor, Educational Leadership and Policy Studies. Research interests: Economic applications to K-12 and higher education, econometric and other quantitative research methodologies, K-12 education finance, faculty compensation and labor market issues, higher education finance, student demand for education. Ph.D., Economics, Indiana University, 1991.

**Stanley Wasserman**, Rudy Professor of Psychology, Sociology, and Statistics in the Departments of Statistics, Sociology, and Psychological and Brain Sciences. Research interests: Mathematical psychology and sociology, applied statistics, and social networks. Ph. D., Statistics, Harvard University, 1977.

## **15. Regional, State, and National Factors**

Although coursework in research methods are offered at other universities in Indiana no other school of education offers a PhD program in Inquiry Methodology. The current program, subsumed under the Learning and Development Science degree program, is less noticeable and marketable than a stand-alone degree would be. The demand for highly qualified educational research methodologists far exceeds the available pool in Indiana and across the nation. Recipient of such a degree are highly marketable.

## **16. Evaluation Plan**

The Ph.D. program is constantly monitored by program and departmental faculty, the department chairperson, and the School of Education Office of Graduate Studies. In the first five year of the program the department will monitor the numbers of students admitted into the program as well as the quality of their credentials and experiences. Students' programs of studies and progress will be closely monitored by the program faculty to ensure that students are fully benefiting from the program and that courses are being offered to meet students' requirements. During these first years adjustments will be made to the program to meet students, faculty and department needs. After this transition period the admissions, graduations and placement will be monitored continuously and the program will be reviewed regularly.

## **17 Additional Resources Needed**

The proposed program is an extension of the current program which is already supported by the University and the School of Education and many of the courses are already being offered. As the number of students enrolled in the program increases additional faculty lines may be required to ensure that courses are offered on a more regular basis. In the current situation, however, the School of Education is committed to hiring a new research methodologist with a specialization in psychometrics, large scale assessment and quantitative methods. This individual, along with the existing faculty, will be able to fulfill the current needs for the quantitative track of the program.

## References

- Clay, R. (2005). Too few in quantitative psychology. *Monitor on Psychology, American Psychological Association*, 36(8), 26. Retrieved 5/23/2006  
<http://www.apa.org/monitor/sep05/quantitative.html>
- Herszenhorn, D. M. (May 5, 2006). As test-taking grows, test-makers grow rarer. *The New York Times*. New York, NY: The New York Times Company.