

APPROVED

RECEIVED

NOV 30 2012

# University of Toledo

## Graduate Program Requirement Revision

COLLEGE OF  
GRADUATE STUDIES

Contact Person

Phone (XXX-XXX)

Email

### Present

College

Dept/Academic Unit

Program Code

Program Name

Minimum number of credit hours for completion (if changed):

List all courses which comprise the certificate or degree and identify term offered (Summer/Fall/Spring)

Change in Research Methods Requirements  
Current Requirements of 12 credit hours includes  
RESM 8320 Research Design

Identify delivery method

### Proposed

College

Dept/Academic Unit

Program Code

Program Name

Minimum number of credit hours for completion (if changed):

List all courses which comprise the certificate or degree and identify term offered (Summer/Fall/Spring)

RESM 8320 Research Design no longer required  
See attached proposal

Identify delivery method

Proposed Effective Term

**Program Approval**

Department Curriculum Authority

*Dale T. Gunn*

Date

10/19/12

Department Chairperson

*William M. Seay*

Date

2012-Oct-19

College Curriculum Authority or Chair

*Dale T. Gunn*

Date

11/26/12

College Dean

*Barbara M. Benjamin*

Date

11-28-12

Graduate Council

*plh*

Date

1-22-2013

Dean of Graduate Studies

Date

Office of the Provost

Date

**For Administrative Use Only**

Effective Date

CIP Code

Subsldy Taxonomy

Program Code

Instruction Level

**Program Modification—Research Methods Requirements  
Educational Theory & Social Foundations Doctoral Programs  
(FOED, FEPE, FEES, FEHE)**

**Proposal:**

- (1) The addition of a third form of research methods: Interpretive Methods
- (2) The option of completing the research tool requirement by specializing in one or a combination forms of research methods: quantitative, qualitative, and interpretive,

**12 credits hours (four 3 hour courses) of research methods are required** for all doctoral students in the program including:

**RESM 8120 Quantitative Methods II** -- required for all doctoral students in the program

The remaining 9 credit hours will be distributed, depending upon the student's research specialization and interests, among additional quantitative, qualitative, and/or interpretive research methods courses among the following options *or their equivalents*:

**QUANTITATIVE**

**RESM8320 Research Design**  
**RESM8220 Measurement I**  
**RESM8230 Measurement II**  
**RESM8130 Multivariate Statistics**

**QUALITATIVE**

**RESM7330 Qualitative Methods I**  
**RESM8340 Qualitative Research II: Design**  
**RESM7980 Qualitative Research & Comp Analysis**

**INTERPRETIVE**

**RESM/TSOC 8380 Methods of Normative Theory Construction**  
**RESM/TSOC 8390 Methods of Conceptual Analysis and Textual Interpretation**  
**HIST 8600 Historiography**  
**PHIL 6000 Advanced Logic**  
**ENG 5780-001 Contemporary Literary Theories And Criticism**

**Rationale**

It is firmly established, as a matter of logic, that the selection of a research method follows from the research question being asked. This basic premise is at the foundation of the logical structure of academic disciplines. What distinguishes one discipline from another is the particular research questions the discipline asks, the research methods

designed to answer those questions, the standards of epistemological validity, etc. This complex constitutes the logical structure of a discipline. The discipline of philosophy and philosophy of education, as well as the social foundations of education, explores normative (ethical), theoretical, logical, discursive, conceptual, meaning-related questions, among others. In turn the discipline employs logically appropriate research methods to conduct this exploration, such as logical analysis, theory construction, discursive analysis, hermeneutics, textual exegesis, critical reflection, etc. These research methods may be categorized as “interpretative” to distinguish them from quantitative and qualitative (ethnographic) methods .

Interpretive methods of research and analysis are central forms of educational research. First, they are used in many disciplines and fields as the primary means of critical analysis: they are employed in the process of the creation of narratives, in the construction of meaning, in logical critique and justification, in the interpretation of data and texts, and in theory construction. For example, in the philosophy of education and history of education, the interpretation of texts, events, human actions, narratives, concepts, in addition to the formation of logical arguments and justification, forms the basis of inquiry. In cultural studies or discourse analysis in education, the interpretation of culture, practices and artifacts, and language plays a central role in studying social patterns of inclusion, exclusion, as well as the dynamics of power relations in schools and between schools and society.

Second, interpretive methods play a part in the application of all modes of research, whether quantitative or qualitative. “Data” requires interpretation and analysis. In this sense interpretive methods constitute a core of inquiry, including quantitative and qualitative. This specialization pertains to the first sense of interpretive methods, not to the second, more generic, sense.

The Interpretive Research Specialization would:

- (1) include basic course work in conceptual analysis, documentary and other kinds of discursive analysis, and epistemological analysis;
- (2) develop the tools of logical argument, theory construction, textual exegeses, and critical analysis;
- (3) prepare students to interpret and analyze a variety texts and other cultural artifacts, including but not limited to documents, curricula, discursive products, film, theory, policy, and law;

In the college, of course, a social science paradigm of research is dominant, however, given that we offer doctoral degrees that have a humanistic orientation, there is no reason to imposed inappropriate disciplinary course work on doctoral students pursuing intellectually and professionally rewarding research in philosophy and other humanistic disciplines. Top tier research oriented colleges of education, such as Teachers College, Columbia University, Stanford, and the University of Illinois, currently recognize these distinctions.