Doctorate in Psychological Studies in Education with a specialization in Quantitative, Qualitative, and Psychometric Methods

Each student, working with his/her supervisory committee, will develop a program of study that is suited to the student’s scholarly interests and career aspirations. This program of study will contain (a) a set of coursework and experiences that is common to all students in the program, and (b) a configuration of coursework and experiences that is unique to the student’s academic needs and interests.

Listed on this page are the course requirements and experiences required of QQPM doctoral students. Note that the minimum requirements are indicated in each area. It is expected that a given student’s program will exceed the minimum requirements in several areas, dependent upon his/her academic needs. It is also expected that students are competent in analysis packages and/or programming language(s).

It is assumed that all QQPM doctoral students will enter the program with coursework in the following areas: (a) introductory statistics, (b) introductory measurement, and (c) basic research methods. Students who are deficient in one or more of these areas will be required to remove these deficiencies may not be counted toward the minimum program requirements outlined below.

In some rare and exceptional circumstances, substitution of the common studies courses may be possible in accordance with departmental and graduate school procedures.

Course Requirements
Quantitative and Qualitative Foundation Core (15 hours)
EDPS 941 Intermediate Statistics: Experimental Methods
EDPS 942 Intermediate Statistics: Correlation Methods
EDPS 970 Theory and Methods of Educational Measurement Evaluation
EDPS 900K Qualitative Approaches to Educational Research
EDPS 900A Correlational and Experimental Methods in Educational Research

Common Studies (12 hours)
Individual/Developmental (Select one of the following)
EDPS 850 Child Psychology
EDPS 851 Psychology of Adolescence
Learning
EDPS 854 Human Cognition and Instruction
Social Behavior
EDPS 962 Research Literature in Personality and Social Development
Elective in Cognition, Learning, and Development

Multicultural/Diversity/Global Perspective (3 hours)
The program of study for each QQPM doctoral student will include new coursework and/or experiences that address substantively multicultural and/or global perspectives. The supervisory committee for each student will develop a plan to fulfill this requirement. Example courses are EDPS 991N: Qualitative Methods and Diversity, EDPS 991J: Testing Members of Special Populations. Other relevant courses may be approved.

Doctoral Seminar: (12 hours of EDPS 995)
4 semesters at 3 credits per semester

Dissertation (12 hours of EDPS 999)

Additional Requirements are on the next page.
**Additional Requirements**

**Conference Participation**
All students are required to make a presentation at a professional regional (does not include collegiate), national, or international conference (e.g., AERA, APA, MWERA, NCME, Psychometric Society).

**Writing Requirement**
Submission of a publishable manuscript to a refereed research journal is expected of all students. Fulfillment of this requirement may be based on the student’s Masters Thesis or EDPS 996A (Research Other Than Thesis).

**Organization Effectiveness and Educational Foundations**
3 hours at either the 800 or 900 level or consulting in the NEAR Center; CYFS Statistics and Research Methodology Unit (SRM); Survey, Statistics and Psychometrics (SSP) Core Facility; BIACO; Office of Qualitative and Mixed Methods Research; or and equivalent approved organization.

**Teaching**
The Teaching requirement may be fulfilled by either experiences related to teaching a course (e.g., EDPS 459) or by making presentations at the QQPM Research Seminar. In this latter regard, students must attend at least 80% of the scheduled Research Seminar sessions in a given semester and present on a topic at least one time per year. Specifics on fulfilling the Teaching requirement through participation in the QQPM Research Seminar may be found in the Appendix. Each student’s supervisory committee will plan an acceptable combination of coursework and experiences for that student, depending upon his/her career aspirations.

**Doctoral Comprehensive Examination**
Students must successfully pass the doctoral comprehensive examination. The doctoral comprehensive is written by the student's program committee. This examination is completed prior to the student applying for candidacy.

**Electives** (39 hours):
The intent of the sample courses is to facilitate development of the student’s program and not to restrict the choices available to satisfy the course requirements in a given area. Courses that are not in the list of sample courses may be used to satisfy doctoral requirements, subject to approval by the student’s supervisory committee.

- EDPS 900J Historical Methods in Educational Research
- EDPS 900D Survey Methods in Educational Research
- EDPS 935 Seminar in Qualitative Research
- EDPS 969 Intermediate Statistics: Nonparametric Methods
- EDPS 972 Multivariate Analysis
- EDPS 991R Practicum in Educational Psychology
- EDPS 991 Seminar in Educational Psychology & Measurement
- EDPS 996B Readings in Educational Psychology
- PSYC 944 Multilevel Longitudinal Models
- PSYC 948 Latent Trait Measurement Models
- SRAM 865 Survey Design and Analysis
- SRAM 946 Psychology of Survey Response
- STAT 901B Advanced Multiple Regression & Covariance
- STAT 875 Categorical Data Analysis
- EDPS 973B Evaluation Practicum or approved equivalent
- EDPS 900B Single Case/Small N Methods in Ed Research

- ANTHRO 882 Research Methods in Anthropology
- EDPS 930A Ethnographic Methods
- EDPS 936 Mixed Methods Research
- EDPS 971 Structural Equation Modeling
- EDPS 973A Evaluation Theory & Practice
- EDPS 980 Item Response Theory
- EDPS 996A Research Other than Thesis
- PSYC 943 Factor Analysis
- PSYC 945 Advance Multilevel Models
- PSYC 993 Seminar in Program Evaluation
- SRAM 898 Special Topics: Cross-Cultural Instruments
- SRAM 947 Questionnaire Design
- STAT 901A Basic Multiple Regression
- STAT 970 Linear Models

**TOTAL MINIMUM PROGRAM**: 90 HOURS

**Note**: Students are responsible for becoming familiar with the Department’s Graduate Student Handbook. This document may be found at http://cehs.unl.edu/edpsych/graduate/CurrentIndex.shtml.
Appendix

QQPM Research Seminar

(Typically held on Friday afternoons, fall and spring semesters, 2:30-4:00pm)

All graduate students enrolled in the QQPM doctoral training program in Educational Psychology regardless of time, stage, or status in the program, shall regularly participate in the weekly QQPM Research Seminar. Graduate students enrolled the QQPM masters training program are strongly encouraged to regularly participate in the Seminar. Regular participation in the weekly seminar is required to maintain "good standing" in the doctoral program. Doctoral students who are not in good standing are still eligible for funding, but will not be considered high priority for continued funding. This requirement will provide students an alternative opportunity to fulfill the doctoral program's teaching requirement and is intended to foster continued professional development. Teaching experience can still be obtained through traditional classroom teaching for those intending on an academic career, or presentation experience can be obtained through regular presentation participation in the research seminar for those intending on a career in industry or non-academic research settings.

Regular participation in the seminar will be defined as:

1) **Attending a minimum of 80%** of the scheduled sessions in a given semester.  
   a) Students must sign-in at the start of each session. If the student arrives after the start of the session, it is the student's responsibility to get signed in. No late sign-ins allowed after the first 20 minutes have passed.

2) **Presenting on a topic at least 1 time per year**, excluding the annual AERA/NCME practice session.  
   a) All presenters must strive towards delivering a high-quality, professional presentation. This includes preparation of materials and delivery of such materials. Students are expected to work with their advisor to ensure quality control prior to delivery. Acceptable topics or scope include, but are not limited to:
      • Original research presentations covering a single project or a program of research  
      • Encore presentations of dissertation or thesis defenses  
      • Practice talks given in anticipation of professional colloquia (invited talks, job talks, etc.)  
      • Tutorials on methodological topics not covered in the regular curriculum  
      • Software or programming illustrations, demonstrations, or tutorials  
      • Other topics as approved by the seminar coordinator  
   b) If there are more presenters than open sessions, then 2 or more presentations may be scheduled in the same session, or some students may be allowed to not present in that year. Priority when determining who would not be required to present will be given to those students with a strong record of external presentations at professional conferences.  
   c) Multi-authored presentations will count as a full presentation for each primary presenter. Being listed as a co-author with verbal delivery of a significant portion of the material will constitute full participation in delivering the presentation.

Certain exceptions may apply:

1) Students who have completed at least one (1) semester as the instructor of record for an academic course may request a waiver of the presentation requirement for the remainder of their time in the doctoral program. Student instructors may still choose to present if they have relevant work, at their discretion. The attendance component cannot be waived.

2) Students who have successfully defended their dissertation proposal may request a waiver of the presentation requirement to begin the semester AFTER defense of the proposal. [A student who defends in October would continue to participate during the fall semester, but could petition for an exception for the spring semester.] This presentation waiver would continue through the completion of doctoral training. The attendance component will not be waived.

3) First-year doctoral students are expected to attend at the 80% level, but are not expected to present during the first year. However, they may choose to present if they have relevant work and are comfortable doing so.

4) Students who are employed in a full-time position may request a waiver of the attendance requirement, but would still be expected to present 1 time per year.

5) All exemptions and/or waivers must occur via email or in writing one month prior to the start of the relevant semester (August 1, December 1).
6) Students may elect to attend a relevant presentation or colloquia sponsored by another department (i.e. Statistics, SRAM, Psychology) as a substitute for the attendance portion of this requirement. Documentation must be provided to the seminar coordinator. This is a responsibility of the student.

7) If they are scheduled before the semester seminar calendar is made public, presentations and colloquia sponsored by the department, program, or related centers (annual Buros/ETS Lecture, candidate job talks, visiting scholars, etc.) will be included as part of the seminar calendar in lieu of the regular seminar session for that week. Attendance at the special event is expected and will count as attending a regular seminar session. Occasional calendar revisions may be made to accommodate late-scheduled events at the discretion of the program director and/or the seminar coordinator.

\footnote{Students who began enrollment in the doctoral program prior to May 1, 2013, are not subject to this requirement (i.e. "grandfathered"), but may choose to operate under the new requirements. All QQPM doctoral students who begin enrollment after May 1, 2013, will be subject to the requirement.}