

PH.D. PROGRAM IN EDUCATIONAL RESEARCH
Department of Educational Studies in Psychology, Research Methodology, and Counseling,
The University of Alabama
Program of Study

Student Name _____ CWID _____
Faculty Advisor _____
Start Date of Program _____

The Ph.D. in Educational Research requires the following:

- 3 hours of Professional Seminar in Educational Research (main campus course)
- 18 hours of core Educational Research courses (minimum of 9 hours completed as main campus courses: BER 540, 631, 632)
- 18 hours of courses in an area of specialization (minimum of 6 hours completed as main campus courses)
- 3 practicum hours in the area of specialization
- 12 hours of Foundations courses
- 18 hours of dissertation research

The program of study must include the core, specialization, and practicum courses specified above and listed below, as well as a College of Education foundation requirement. The foundation requirement must consist of any BEF or BEP course OR any non-research methods course outside of the student's department.

EDUCATIONAL RESEARCH REQUIRED CORE COURSES

<i>Courses</i>	<i>Credits</i>	<i>Semester</i>
● BER 540 Quantitative Research I	3	_____
● BER 558/657 Introduction to Psychometrics	3	_____
● BER 600 Quantitative Research Methods in Education	3	_____
● BER 631 Inquiry as Interpretation: Qualitative I	3	_____
● BER 632 Reflexivity & Resistance: Qualitative II	3	_____
● BER 660 Introduction to Program Evaluation	3	_____
TOTAL 18 Hours		

EDUCATIONAL RESEARCH REQUIRED AREA OF SPECIALIZATION COURSES

Each Educational Research major must select at least one area of specialization. Students may select any set of courses related to their area of specialization. Many, but not all of the courses may come from the Educational Research course listing in the following areas: Program Evaluation, Measurement, Classroom Assessment, Qualitative Research, and Statistics. It is expected that students will take all available BER courses in their area of specialization. Eighteen hours of courses and six hours of practicum will be selected in the area of specialization by the student and his/her/their advisor. Other areas of specialization may be selected with the advice and consent of the Program Committee, and these courses may be taken at the graduate level from any course offerings on campus.

- **A minimum of 6 credit hours in this section should be earned through main campus in-person courses.**

<i>Course</i>	<i>Credits</i>	<i>Semester</i>
• _____	3	_____
• _____	3	_____
• _____	3	_____
• _____	3	_____
• _____	3	_____
• _____	3	_____
TOTAL 18 Hours		

PRACTICUM IN EDUCATIONAL RESEARCH

<i>Course</i>	<i>Credits</i>	<i>Semester</i>
• BER 687 Field Work in Educational Research (Student-Initiated Projects)	3	_____
<i>or</i>		
• BER 689 Practicum in Educational Research (Faculty-Initiated Projects)	3	_____

TOTAL 3 Hours

COLLEGE OF EDUCATION FOUNDATION MINOR

Each Educational Research major must complete 12 hours of foundation coursework. The foundation requirement must consist of any non-research methods courses outside of the student's program.

<i>Course</i>	<i>Credits</i>	<i>Semester</i>
• _____	3	_____
• _____	3	_____
• _____	3	_____
• _____	3	_____
TOTAL 12 Hours		

DISSERTATION HOURS

All students must complete 18 hours of dissertation work as required by the Graduate School.

Course	Credits	Semester
● BER 699 Dissertation Research	_____	_____
● BER 699 Dissertation Research	_____	_____
● BER 699 Dissertation Research	_____	_____
● BER 699 Dissertation Research	_____	_____
● BER 699 Dissertation Research	_____	_____
● BER 699 Dissertation Research	_____	_____
TOTAL 18 HOURS		

OTHER PROGRAM REQUIREMENTS

1. Obtain a grade of A or B in each of the core courses in Educational Research
2. Plan Ph.D. program with student's advisor. Copy of Program of Study will be given to the Program Chair.
3. Successfully complete Practica Experiences
4. Perform in a professional manner in practicum and/or internships
5. Pass Preliminary Review and Evaluation
6. Pass written and oral comprehensive examinations
7. Pass oral defense of dissertation proposal; be admitted into Ph.D. candidacy
8. Complete dissertation
9. Successfully defend the dissertation

Preliminary Review and Evaluation

The first checkpoint, the Preliminary Review and Evaluation, will be held after a student has taken 15 hours of coursework in Educational Research. Students must make arrangements with their advisor to initiate the process. Students who remain in good standing with the Graduate School are required to submit a portfolio consisting of an unofficial transcript, a completed draft of the Program of Study, an original¹ sole-authored writing sample, and a declaration of intent (i.e., a statement of professional aspirations). Materials should be submitted to the student's advisor at which point the advisor will forward the materials to all program faculty for review. The faculty will review the student's materials and make written recommendations regarding the continuation of the student's Program of Study. Students will either "pass" or "fail" the examination. A recommendation of "fail" will result in an action plan created by the program faculty and will be supervised by the student's advisor. Adherence to the action plan is required for successful growth and development in the program.

Students who transfer into the PhD in Educational Research program and have already successfully completed 15 hours of coursework in Educational Research prior to admittance may ask their advisor to waive their participation in the Preliminary Examination. Using the writing sample submitted at time of

¹ The writing sample should be the student's own work, should not be written collaboratively, and cannot professionally edited. Students are expected to abide by the UA Academic Integrity policy.

application, the student's advisor will submit a completed rubric to the Program Chair as documentation for the waiver.

Educational Research Practica

The second checkpoint for students happens during their fieldwork experience (BER 687 or BER 689). Students must successfully complete three credit hours from these courses in order to proceed with their Comprehensive Examination.

Comprehensive Examination

The third checkpoint is the Comprehensive Examination. To be eligible to take the Comprehensive Examination for the Doctor of Philosophy degree, a student must have completed all required Educational Research Core Courses, all area of specialization courses, and practicum or field work. Registering to take comprehensives must be done in writing at the beginning of the semester the student plans to take the examination. This is done by notifying the student's Program Committee Advisor, who then submits a copy to the Program Chair and the Department's Program Assistant.

The Educational Research Program's comprehensive examination is designed to assess the development of the student's competencies and skills according to the following criteria: (1) Receive a passing mark on the written comprehensive examinations; and (2) Receive a passing mark on the oral examination. Written exam questions will be configured for each student by the Advisor of the Program Committee with contributions from the rest of the Program Committee. Students will have two weeks to develop three responses to their exam questions. Each committee member will have two weeks to evaluate the responses according to the program rubric. Results are then forwarded to the Program Chair. Upon completion of the written examination scoring, the student will meet with the examining committee and will be provided an opportunity to elaborate on the above written statements. The examining committee may also ask questions covering any aspect of the student's program. Students who do not pass the Comprehensive Examination after taking it two times will be dismissed from the program, per the Graduate School guidelines. More information about the comprehensive examination process can be found in the handbook for the Program of Educational Research.

Graduate Courses in Educational Research

<i>Course #</i>	<i>Specialty</i>	<i>Course Title</i>	<i>Special Notation</i>
BER 500	R	Introduction to Educational Research	Master's and Ed.S. students only
BER 540	S	Quantitative Research I	No Prerequisites
BER 558	A/M	Introduction to Psychometrics	Prerequisite: BER 540
BER 600	R	Research Methods in Education	Doctoral students only
BER 610	All	Professional Seminar in Educational Research	No Prerequisites
BER 603	R	Survey Research in Education	No Prerequisites
BER 630	Q	Case Study Research Methods	No Prerequisites
BER 631	Q	Inquiry as Interpretation: Qualitative I	No Prerequisites
BER 632	Q	Reflexiveness and Resistance in Research Representation: Qualitative II	Prerequisite: BER 631
BER 633	Q	Ethics and Aesthetics of Meaning Making: Qualitative III	Prerequisites: BER 631, 632
BER 634	Q	Narrative Inquiry	Prerequisite: BER 631
BER 635	Q	The Material Turn in Qualitative Research	Prerequisite: BER 631
BER 636	Q	Qualitative Interviewing	Prerequisite: BER 631
BER 637	Q	Arts-Based Research	Prerequisite: BER 631
BER 639	S	Applied Regression	Prerequisite: BER 540
BER 640	S	Quantitative Research II	Prerequisite: BER 540
BER 642	S	Advanced Regression Methods in Education	Prerequisite: BER 640
BER 643	S	Multivariate Interdependence Methods	Prerequisite: BER 640
BER 645	S	Advanced Experimental Design	Prerequisites: BER 540, 640
BER 646	S	Structural Equation Modeling	Prerequisites: BER 640, 643
BER 647	S	Advanced Structural Equation Modeling	Prerequisite: BER 646
BER 650	A/M	Advanced Topics in Test Development	Prerequisites: BER 540, 558
BER 657	A/M	Introduction to Psychometrics	Prerequisite: BER 540
BER 658	A/M	Psychometric Theory and Practice	Prerequisites: BER 540, 558
BER 660	E	Evaluation I: Theory and Practice	No Prerequisite
BER 661	E	Evaluation II: Adv. Theories & Application	Prerequisite: BER 660
BER 663	S	Causal Modeling	Prerequisite: BER 639 or 642
BER 664	S	Multi-level Modeling	Prerequisite: BER 639 or 642
BER 665	R/E	Mixed Methods Research	Prerequisite: BER 631 or 640
BER 669	M	Rasch Techniques for Constructing and Evaluating Measurement Instruments	Prerequisites: BER 639
BER 670	M	Item Response Theory	Prerequisites: BER 639
BER 671	M	Cognitive Diagnostic Modeling	Prerequisites: BER 558, 639
BER 673	All	Seminar in Educational Research	May be taken multiple times depending upon specialty area
BER 672	All	Mentored Teaching in Educational Research Methodology	Must be arranged with the instructor
BER 673	All	Seminar in Educational Research	

BER 687	All	Field Work in Educational Research	Student-initiated research
BER 688	All	Internship in Educational Research	
BER 689	All	Practicum in Educational Research	Faculty-initiated research
BER 690	All	Readings in Educational Research	
BER 695	All	Special Topics in Educational Research	May be taken multiple times
BER 698	All	Non-Dissertation Research	May be taken multiple times
BER 699	All	Dissertation Research	May be taken multiple times

Special Area Codes

- A/M Assessment/Measurement
- E Evaluation
- Q Qualitative Research
- R Research Methods
- S Statistics