

Doctor of Philosophy in Complementary Therapies
Research Doctorate
Akamai University

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To meet the challenges of our global healthcare needs, a multitude of issues concerning efficiency and economic imperative, public demand and satisfaction, safety and efficacy, access and ethics, and humanitarian and socio-cultural interest are driving changes of attitude and action in both our healthcare consumers and the conventional and politically dominant medical and healthcare systems through which they navigate.

These changes have seen a thriving interest, demand and private utilization of healing resource domains, systems and practices that currently fall outside of mainstream healthcare, but that nonetheless satisfy needs unmet or poorly delivered by conventional care. These are the broad and diversified healing resources collectively known as Complementary Medicine and include health systems ancient and modern; from the East, West and in between; ranging from herbal medical practices to energy medicine, homeopathy, body-work and manipulative therapies; mind-body practices, environmental healing modalities, and beyond.

To the extent to which Complementary Medicine diversifies and extends healthcare concepts, responsibilities and options, however bright the promise, it also seems very bewildering. There are such a vast amount of healing modalities and options to choose from, where do you begin? How and where did they originate? Do they work? If they do, what and who for, at what time, with what else, in what way, in which context and delivered by whom? How do we contribute to the published evidence base to document this? How do these diverse practices "complement", integrate with or even serve as alternatives to conventional care or other forms of "Complementary Medicine" for that matter? Who is fit to practice what and how are issues of safety, competence/expertise, and ethical practice addressed? How do we apply and develop optimal scientific and epistemological methods to address issues of efficacy, safety, satisfaction, development and integration? Where do professional regulation and appropriate business practices fit in? How are we to collaborate and communicate with one another when concepts and techniques are so varied? How can the history of healing systems give us clues to the farther reaches of possibility and development? How do we deepen and extend our current practices? How should media and information resources for the public be coordinated?

These are all questions that demand the critical reflection and systematic inquiry that are not major parts of most independent practitioner training programs in Complementary Medicine. Whatever the questions of interest are to you, they ARE the kind of questions we encourage you to explore with us through our degree and certificate programs here in our School of Complementary Medicine at Akamai University. We welcome you and will do whatever we can to make your journey of development, learning and discovery an enjoyable one!

Dr. Mary Jo Bulbrook
Program Director

TARGET AUDIENCE

The Master of Science Program in Complementary Therapies is designed to serve the needs of a broad array of practitioners and scholars whose interests may include:

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| ✚ Energy Medicine | ✚ Native American Healing |
| ✚ Ayurvedic Medicine | ✚ Therapeutic Bodywork |
| ✚ Homeopathy | ✚ Expressive and Movement Therapies |
| ✚ Naturopathy | ✚ Bio-energetic Technologies |
| ✚ Mind-Body Healing | ✚ Transcultural Medicine |
| ✚ Chinese Medicine | ✚ Applied Eco-Environmental Energetics |
| ✚ Herbal Medicine | ✚ Health Education and Promotion |

PROGRAM RECOGNITION

The Research Council for Complementary Medicine (RCCM) was founded in 1983 by a group of enthusiastic practitioners and researchers from both orthodox and complementary medicine. Today, their aim is to develop and extend the evidence base for complementary medicine in order to provide practitioners and their patients with information about the effectiveness of individual therapies and the treatment of specific conditions. Akamai was listed with RCCM beginning in 2004.

Innersource provides information and self-study programs for developing optimal health, personal growth, spiritual development, and well-being through Energy Medicine, Energy Psychology and Conscious Living programs for professionals, laypersons and students. Innersource also offers energy psychology information, research, and support, award-winning home-study training resources for professionals, laypersons, and graduate students. Innersource began collaboration with Akamai University on 29 March 2005.

The British Institute of Homeopathy is recognized as the largest, most successful school of homeopathic medicine in the world. Internationally recognized for excellence in education, it offers an outstanding curriculum, featuring a student body exceeding 11,000 residing in 80 countries. The British Institute of Homeopathy is best known for its exceptional, self-paced distance education courses, professional personal tutors and interactive lessons which makes for a thoroughly enjoyable educational experience for the dedicated student.

The Center for Traditional Medicine promotes the cross- cultural healing arts and sciences and advances social change to benefit individual and community health through activist scholarship, research and practice.

PROGRAM FACULTY

Mary Jo Bulbrook, EdD, RN, C CSEM, SEM, CHTP/I
Complementary Therapies, Director

Christopher K. Johannes, BA, MA, M.Ed. Ph.D., D.Sc. DHM, HD (R.Hom), D.Hom., NCC,
LPC, RPP, MARH, TFT Dx., Integral Health Studies

James L. Oschman, Ph.D., Energy Medicine

Nick Arrizza, MD, Energy Psychiatrist

Corina Guethlin, Dipl.Psych., Ph.D., Complementary Medicine

Michael J. Cohen, Ed.D. Ecotherapy

Vijay P Gupta, Ph.D., DFM, MBBS Applied Health Science and Toxicology

Anthony R. Maranto, Ph.D. Environmental Health

Jim Morningstar Behavioral Medicine, Health Education and Promotion

Rayapudi M. Rao, B.Pharm., M.Pharm., D.B.A., Ph.D. Applied Health Science

Hemant D. Toshikhane, BAMS, MS (Ayu) Ayurveda, Complementary Medicine

Prasanna Kerur, BAMS, MD (Ayu) Ayurveda, Complementary Medicine

Arif Hussain Shah, Ph.D. Disease Prevention and Control

ENTRY REQUIREMENTS

As prerequisites for acceptance to the doctor of philosophy by dissertation, participants should have completed the equivalent of a recognized graduate degree in an appropriate field of study, have research training, and have several years of meaningful professional experience.

Participants are expected to be proficient in English language skills or provide other assurances of effective language support throughout the program. Participants must have access to a computer, appropriate software, email and Internet, and academic library resources.

DEGREE REQUIREMENTS

Participants pursuing the doctorate degree by research shall complete a seven-phase process (equivalent to 52 credits above the Master's degree in traditional doctoral program) including three doctoral research tutorials, a comprehensive review, and a dissertation project.

The doctoral research tutorials are intended to assure the participants have the skills and knowledge to examine the existing scholarly literature, design an effective advanced research study, carry out the project, analyze the data and present the findings in a publishable quality manuscript. The comprehensive review includes written and oral components that permit faculty to determine if the participant has sufficient preparation to proceed to the research phase of the program.

The dissertation process includes preparation of a formal dissertation proposal, completion of the dissertation project, and preparation of the manuscript for review by the doctoral committee review. Participants then complete an oral review of dissertation as a conclusion of the degree process.

- ✚ Dissertation Tutorial I - Basic Research Methods (12 credit equivalency)
- ✚ Dissertation Tutorial II - Literature Review (12 credit equivalency)
- ✚ Dissertation Tutorial III - Research Presentation (12 credit equivalency)
- ✚ Doctoral Comprehensive Review (2 credit equivalency)
- ✚ Dissertation Proposal Process (4 credit equivalency)
- ✚ Conduct of Dissertation Project (8 credit equivalency)
- ✚ Oral Review of Dissertation (2 credit equivalency)

As a minimum degree requirement, doctoral participants must maintain enrollment at Akamai University for at least one and one-half calendar years. Although a maximum period of six years is allowed to complete the program, most doctoral participants are fully capable of finishing their programs within three years. No transfer credit shall be applied to this degree, as it is based upon a seven-step quality review process.

At each phase of the doctoral process, in order to progress to the next phase, written approval by the University doctoral committee is required. To remain in good standing, participants must demonstrate effective progress toward achieving quality standards at each phase. Upon successful completion of the process, participants are awarded the doctor of philosophy degree.

DOCTORAL COMMITTEE EXPECTATIONS

Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The Committee is comprised of a primary, secondary and tertiary mentor, each with an assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree.

THE DEGREE PROCESS FOR THE RESEARCH DOCTORATE

Step #1: Assignment of Faculty Review Committee

After the participant's admission and registration, as the first step in the program, the University will assign the participant's Graduate Review Committee, including a Chair and one supportive faculty members. Once the Committee Chair has been assigned, the participant shall begin the preliminary activities of the degree program.

Step #2: Study Plan Process

The first activity of the program is the completion of the Study Plan document, which guides the participant and review committee through the degree process. The Study Plan clarifies the specialization that will be pursued, itemizes the subject modules, and clarifies the project activities to be completed as expectations for the degree, and includes a preliminary timeline of completion of each of activity.

Step #3 Conduct of Doctoral Tutorials

The doctoral research tutorials are designed to help the student to expand the quality of their literature search, build the competencies for scholarly argument and establish high-level research and presentation skills. As an element of each tutorial, students are expected to pursue instructor-directed, as well as self-directed scholarly readings that extend understanding of the theories, principles, and practices in their defined field of study and research.

Doctor of Philosophy in Complementary Therapies

Students are expected to:

1. Comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal.
2. Define an applied problem or theoretical issue to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem.
3. Complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent is to ensure that students have the competency to examine applied or theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and that make an original contribution to the body of information available in their field of study.
4. Clearly address issues related to research with human subjects and live animals.
5. Undertake theoretical and practical discussions with their faculty advisors at Akamai and colleagues at outside institutions involved with the student's field of study.
6. Submit written plans for University approval relative to these ongoing discussions.
7. Submit scholarly written work (approximately 10,000 words) in each tutorial as directed by the instructor. These papers must reflect high-level information gathering skills, quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for instructor evaluation and detailed follow-up discussions. It is expected that work in the doctoral tutorials be directly related to and supportive of the proposed dissertation project that will follow the tutorials.
8. Demonstrate successful skills in the formal verbal presentation of their work (in increasingly more formal and detailed manner) before their professional colleagues. Presentations may be made at professional conferences, tutorials, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also make arrangements to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. As an alternative, doctoral students may have the paper accepted for publication in the Akamai Journal for Human Advancement. Each research tutorial is summarized by asynchronous conference, permitting detailed oral review and follow-up of the tutorial activities.

RES 641: Doctoral Tutorial #1: Basic Research Methods (12 credits)

The first tutorial instructs the participant in foundational theories, principles, and practices specific to the proposed dissertation research, thus clarifying the underlying principles and justifications that support the proposed concept for research. As a minimum element of this tutorial, participants must complete suitable courses selected from the appropriate Center research offerings. Participants must pass a quality review examination conducted by the graduate committee, and if deemed essential, complete additional research methodology coursework to satisfy preparation requirements.

RES 642: Doctoral Tutorial #2: Literature Review (12 credits)

This second research tutorial is designed to guide the participant in conducting a thorough and effective search of the scholarly literature in relation to a project of research. Participants examine the quality of existing scholarly literature in their field of research and participate in a quality review under the guidance of the doctoral committee.

RES 643: Doctoral Tutorial #3: Research Presentation (12 credits)

The third tutorial is intended to guide the participant in understanding the requirements for effective written argument, referencing and citations of the scholarly literature, and presentation of the findings from research and participate in a quality review under the guidance of the doctoral committee.

Step #4: Doctoral Comprehensive Review

Upon satisfactory completion of the doctoral research tutorials, the participant will be authorized to schedule the comprehensive review. The senior member of the doctoral committee will direct the written and oral components of the review. The written portion is open book style with selected essay questions requesting creative responses that reach for the higher levels of understanding. Answers should be drawn from the scholarly literature as well as applications within the professional business environment. Proper referencing of the scholarly literature is expected. The oral component of the review shall be completed by conference between the participant and committee members and is intended to encourage an open discussion of the written essay responses. Participants are expected to complete the requirements of the following structured coursework:

EXM 985: Comprehensive Examination (2 credits)

This is the traditional comprehensive examination of doctoral students, conducted by the dissertation committee immediately following completion of the doctoral tutorials and prior to undertaking the dissertation proposal. The examination includes both written and oral components and is confined to the research discipline of the student.

Step #5: Dissertation Proposal Process

During this phase of the process, participants prepare a formal proposal related to their concept for research. The proposal is completed under the direction of the doctoral committee and prepared according to published University guidelines, which shall be Akamai University Research Doctorate provided to the participant. Participants are expected to complete the requirements of the following structured coursework:

RES 985: Dissertation Proposal (4 credits)

This program element is required of doctoral students to guide them through the formal research proposal process for their dissertations, including the development of the research methodology, data gathering device, and data analysis techniques.

Step # 6: Conduct of Dissertation Project

Following approval of the dissertation proposal, participants will begin their research project. The dissertation may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the dissertation is chosen, the resulting project must demonstrate mastery of a body of knowledge in the field and represent a meaningful and original contribution to the betterment of the profession. The dissertation project may be conducted by quantitative, qualitative, or participatory action research. The body of the dissertation manuscript should exceed 75 double spaced, typewritten pages and be structured according to a set of approved research and manuscript guidelines provide by the University. Dissertations that take the form of a scholarly project must follow the guidelines provided by the University for such projects. Participants are expected to complete the requirements of the following structured coursework:

RES 990: Dissertation Project (8 credits)

This program element governs the conduct of the dissertation project. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The project may take any of several forms, depending upon the specialization in the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence.

Step #7: Oral Review of Dissertation

Once the participant has prepared the dissertation manuscript, the senior member of the doctoral committee will schedule the formal review process and act to conduct both the formal physical review of the manuscript and oral review of the dissertation project. Following receipt of the research manuscript, it usually takes the three member doctoral committee four to six weeks to complete the physical review and prepare questions and commentary for later discussion. The oral review is carried out by personal conference and is designed to allow detailed investigation of the underlying review of the literature, the dissertation methodology, and the mechanics of the project, presentation of the findings, and conclusions and recommendations.








One outcome of the dissertation review process is a set of final expectations directing the participant through the remaining tasks for completing the dissertation manuscript. Once the final manuscript is approved, the participant will submit the formal document to an approved bindery and later arrange for the bound dissertation to be shipped to the Akamai University Research Doctorate University headquarters in Hawaii for permanent archival storage. Upon the participant's completion of the final tasks, and receipt of the needed records and documentation, the University will issue a letter of completion to the participant. It will then make preparation for issuance of the transcript of record and diploma certificate.

EXM 995: Oral Defense of Dissertation (2 credits)

This examination is an oral defense of the doctoral dissertation by the student conducted by the doctoral committee immediately following reading of the dissertation manuscript.

AVAILABLE RESEARCH CONCENTRATIONS

Participants may pursue their research in one of the following fields of inquiry:

-  Energy Medicine
-  Complementary Medicine
-  Mind-Body Healing
-  Integral Health Studies
-  Behavioral Naturopathy
-  Energy Psychology
-  Ayurveda

EXPLANATION OF THE DOCTORAL TUTORIALS

RES 641: Doctoral Research Tutorial I: Research Methodology (12 credits equivalent)

The second research tutorial is designed to guide students in building effectiveness in research design, data gathering and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research

methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor's guidance. It is possible that the doctoral Committee Chair will require the student to complete formal research preparation coursework, such as:

- ✚ RES 500: Survey of Research Methods (3 credits)
- ✚ RES 504: Introductory Research Statistics (3 credits)
- ✚ RES 506: Advanced Research Statistics (3 credits)
- ✚ RES 508: Qualitative Research (3 credits)
- ✚ RES 510: Participatory Action Research (3 credits)
- ✚ RES 512: Effective Data Analysis (3 credits)
- ✚ RES 520: Social Science Research Methods (3 credits)
- ✚ RES 524: Techniques in Transpersonal Research (3 credits)
- ✚ RES 528: Environmental Science Research Methods (3 credits)

RES 642: Doctoral Research Tutorial II: Literature Search (12 credits equivalent)

The first research tutorial is designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement. It is possible that the doctoral Committee Chair will require the student to complete formal coursework, such as:

- ✚ CAM 500: Readings in Complementary Medicine (3 credits)
- ✚ CAM 501: Essentials of Energy Medicine (3 credits)
- ✚ CAM 502: Optimal Health (3 credits)
- ✚ CAM 525: Touch Healing (3 credits)
- ✚ CAM 560: Advances in Energy Medicine (3 credits)
- ✚ CAM 770: Directed Professional Studies in Complementary Medicine (3 credits)

RES643: Doctoral Research Tutorial III: Referencing and Presentation (12 credits equivalent)

The third research tutorial is designed to help students construct proper citations and referencing of the literature and effectiveness in describing the findings and stating the conclusions and recommendations from their study. Students complete a report discussing the methods to be used for citation and referencing of the literature, explaining guidelines for effective presentation of findings, conclusions and recommendations. Under the guidance of the Committee Chair, students will select an effective publication manual and other resources in support of an effective dissertation. Examples of effective publication manuals include:

- ✚ American Psychological Association. Publication Manual of the
- ✚ American Psychological Association. 5th ed. Washington: APA, 2001. Print.
- ✚ American Management Association. The AMA Style Guide for Business Writing. New York: AMACOM, 1996. Print.

COURSE DESCRIPTIONS

CAM 500: Readings in Complementary Medicine (3 credits)

Graduate students pursue detailed readings in the theories, principles and practices of complementary and Alternative Healthcare. Readings include energy medicine, somatic studies, and spiritual healing, behavioral and life style medicine, holistic health, integrative healthcare, complementary medicine, homeopathic medicine, Ayurvedic medicine, Chinese medicine, and herbal medicine. Required of all Master's students in Complementary Therapies

CAM 501: Essentials of Energy Medicine (3 credits)

This time intensive (reading, writing and applied practice) and experiential course (with external examination of applied components) provides a thorough survey and comprehensive overview of the field of Energy Medicine, including theory, research, developments, applied practice and methods of self-care and treatment. This is a very time intensive course surveys the core knowledge and skills required of Energy Medicine professionals and is required of all Energy Medicine students (prerequisite for other EMD courses). The course will provide the student with core references and resources (and links to these) for the remainder of their studies. If the student has many professional commitments, it is recommended that no more than one additional course be taken while taking this course. Prerequisite: Graduate standing, acceptance into a Complementary, Energy or Behavioral Medicine program.

CAM 502: Optimal Health (3 credits)

This course is structured from the premise that most diseases encountered are really failures of our "doctor within". A breakdown of our natural defenses is caused when signals are ignored from our body that would enable us to halt an unhealthy process, and the balance between our mind, body, and spirit is disturbed. Many emotional and mental illnesses result from the same ignoring of warning signals. This course focuses on the implications of an integral Health approach to the well being of the person on all levels-the physical, emotional, mental, and spiritual. This includes processes of healing in the broadest sense-nurturing, organizing, growing, and inspiring. This brings about movement not only towards optimal Health but finding the balance between the body, mind and spirit that transforms lifestyles. From the perspective of optimal Health, the student will be able to empower others more effectively when he/she can experience personally the change in their own lifestyles.

CAM 525: Touch Healing (3 credits)

Touch Healing has found its way into many practices. From the religious ceremonies that are performed in some churches to nurses practicing the healing art in an operating room, this practice and its practical value are far from understood. What does science offer us with respect to touch healing? This course allows the student the freedom to explore this subject without prejudices.

CAM 560: Advances in Energy Medicine (3 credits)

This course examines the history, paradigms and foundational assumptions of medical sciences and practices as they relate to research, practice and current developments in Energy Medicine. The evidence base of Energy Medicine is charted and discussed both from a historical perspective and the current state of the art in science and applied practice. A critical review of implications and future directions will round out the study.

CAM 699: Research in Complementary Medicine (3 credits)

This course provides a comprehensive overview of research issues unique to Complementary Medicine (CAM) research, with emphasis on factors that need to be considered in assessing and planning CAM research. Methods of future research in CAM will be considered. Prerequisite: Graduate standing, Introductory Research Methods Course (Quantitative/Qualitative), Introductory Statistics Course.

CAM 770: Directed Professional Studies in Complementary Medicine (3 credits)

This course provides students with opportunities for directed study covering advanced aspects of the discipline. Students study under the mentorship of qualified faculty assigned to guide the advanced reading course. In collaboration with the instructor, students select and pursue exhaustive advanced readings (e.g. extensive literature review) in the study of a carefully defined aspect of the discipline. An objective of the course is to allow students to make a valuable contribution to the body of knowledge in this field through completion of a scholarly paper suitable for publication (e.g. critical analysis, speculative theory, review article). A goal of this course is undertake meaningful, contextually relevant, focused and throughout analysis of a particular area of theoretical and/or clinical importance.

CAM 781-789: External Specialty Training in Complementary Medicine (3 credits)

Students pursue special "external" training (e.g. via an approved CAM training course offered at another accredited and approved institution) in a CAM, EMD, or MBH area. An example would be brief professional courses (often for entry-level or continuing professional development and education certification) in Polarity Therapy, Thought Field Therapy, Aromatherapy, Acupressure, Hypnotherapy, Reflexology or Reiki under the collaborative supervision of qualified faculty and training sponsors, as appropriate. This course option is intended to allow students to add significantly to their advanced knowledge in the discipline through applied practical training under the leadership of qualified individuals and organizations. Students begin the course with the preparation of a brief training proposal and identification of selective readings in support of the approved training. Training projects result in the attainment of a completion certificate or letter of affidavit from the trainer or training organization. Training may also take the form of an on-the-job training, on-site internship, an apprenticeship or other formal or semi-formal training activity including professionally presented seminars, conferences, workshops, symposia and retreats.

RES 500: Survey of Research Methods (3 credits)

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research, as well as participatory action research methods.

RES 502: Understanding Research Journal Articles (3 credits)

This course empowers students in assessing the effectiveness of research papers from professional journals. Topics investigate the rigor of various research methods, replicability, bias and validity issues, and the appropriateness of statements of findings and recommendations from research. Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies.

RES 504: Introductory Research Statistics (3 credits)

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

RES 506: Advanced Research Statistics (3 credits)

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

RES 508: Qualitative Research (3 credits)

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on applied qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that influence qualitative research.

RES 510: Participatory Action Research (3 credits)

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the usefulness of PAR in addressing world problems.

RES 512: Effective Data Analysis (3 credits)

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

RES 520: Social Science Research Methods (3 credits)

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

EXM 880: Comprehensive Examination (2 credits)

Masters students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

RES 885: Thesis Proposal (2 credits)

This course is required of all Masters students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

RES 890: Thesis (4 credits)

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students may re-enroll for this course for no-credit, as needed.

EXM 895: Oral Review of Thesis (2 credits)

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.