

11-1-2008

## End Matter

JMASM Editors

Follow this and additional works at: <http://digitalcommons.wayne.edu/jmasm>

---

### Recommended Citation

Editors, JMASM (2008) "End Matter," *Journal of Modern Applied Statistical Methods*: Vol. 7 : Iss. 2 , Article 27.

DOI: 10.22237/jmasm/1225513560

Available at: <http://digitalcommons.wayne.edu/jmasm/vol7/iss2/27>

This End Matter is brought to you for free and open access by the Open Access Journals at DigitalCommons@WayneState. It has been accepted for inclusion in Journal of Modern Applied Statistical Methods by an authorized editor of DigitalCommons@WayneState.

*It's Back!*

## Design and Analysis of Time-Series Experiments

(with a new Introduction by the first author)

Gene V Glass, Arizona State University

Victor L. Willson, Texas A&M University

John M. Gottman, The Gottman Institute, Seattle, Washington

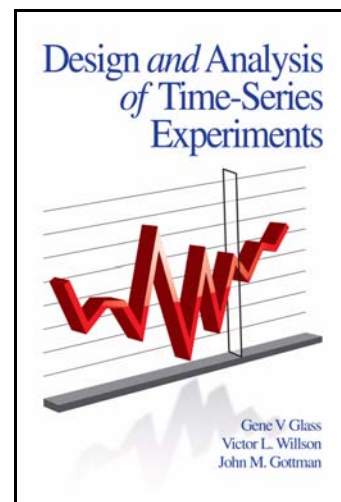
Hailed as a landmark in the development of experimental methods when it appeared in 1975, *Design and Analysis of Time-Series Experiments* is available again after several years of being out of print.

Gene V Glass, Victor L. Willson and John M. Gottman have carried forward the design and analysis of perhaps the most powerful and useful quasi-experimental design identified by their mentors in the classic Campbell & Stanley text *Experimental and Quasi-experimental Design for Research* (1966). In an era when governments seek to resolve questions of experimental validity by fiat and the label "Scientifically Based Research" is appropriated for only certain privileged experimental designs, nothing could be more appropriate than to bring back the classic text that challenges doctrinaire opinions of proper causal analysis.

Glass, Willson & Gottman introduce and illustrate an armamentarium of interrupted time-series experimental designs that offer some of the most powerful tools for discovering and validating causal relationships in social and education policy analysis. Drawing on the ground-breaking statistical analytic tools of Box & Jenkins, the authors extend the comprehensive autoregressive-integrated-moving-averages (ARIMA) model to accommodate significance testing and estimation of the effects of interventions into real world time-series. Designs and full statistical analyses are richly illustrated with actual examples from education, behavioral psychology, and sociology.

"...this book will come to be viewed as a true landmark. ... [It] should stand the test of time exceedingly well." ~ James A. Walsh (*Educational & Psychological Measurement*, 1975)

"Ordinary least squares estimation is usually inapplicable because of autoregressive error.... Glass, Willson, and Gottman have assembled the best approach." ~Donald T. Campbell



**Publication Date:**

Winter 2009

**ISBN's:**

**Paperback: 978-1-59311-980-5**

**Hardcover: N/A**

**Price:**

Paperback: \$39.99

Hardcover:

**Trim Size: 6 X 9**

**Subject:**

Education, Statistics

**Special Price: \$25.99 paperbacks plus s/h**

**Book URL: <http://www.infoagepub.com/products/content/p489c9049a428d.php>**

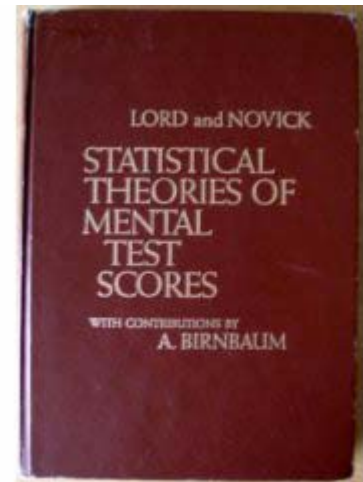
*It's Back in Paperback!*

## Statistical Theories of Mental Test Scores

by **Frederic M. Lord** and **Melvin R. Novick**

A classic returns.

- ...pioneering work...
- ...comprehensive...
- ...classic...
- ...definitive...
- ...unquestioned status and authority...



Tatsuoka was right:

"This comprehensive and authoritative work is a major contribution to the literature of test theory. Without doubt it is destined to become a classic in the field." ~ Maurice Tatsuoka (1971)

One of the most important books in the history of psychometrics has been virtually unavailable to scholars and students for decades. A gap in the archives of modern test theory is now being filled by the release in paperback for the first time of the classic text, *Statistical Theories of Mental Test Scores*, by the late and honored statisticians and psychometricians, Frederic M. Lord and Melvin R. Novick. No single book since 1968 when Lord & Novick first appeared has had a comparable impact on the practice of testing and assessment.

Information Age Publishing is proud to make this classic text available to a new generation of scholars and researchers.

<http://www.infoagepub.com/products/content/p4810c9a0891af.php>

**Publication Date:**

Spring 2008

**ISBN's:**

Paperback: 978-1-59311-934-8

**Price:**

Paperback: \$59.99

**Trim Size:** 6 X 9

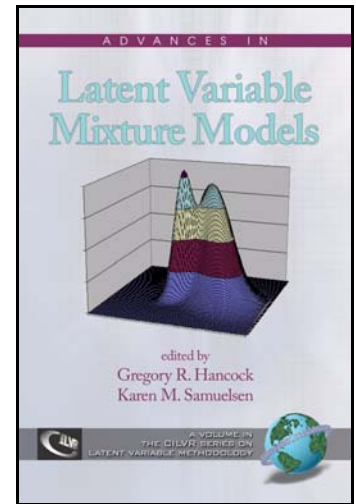
**Subject:**

Education, Statistics

# Advances in Latent Variable Mixture Models

Edited by **Gregory R. Hancock**, *University of Maryland, College Park*, and **Karen M. Samuelsen**, *University of Georgia*

The current volume, *Advances in Latent Variable Mixture Models*, contains chapters by all of the speakers who participated in the 2006 CILVR conference, providing not just a snapshot of the event, but more importantly chronicling the state of the art in latent variable mixture model research. The volume starts with an overview chapter by the CILVR conference keynote speaker, Bengt Muthén, offering a “lay of the land” for latent variable mixture models before the volume moves to more specific constellations of topics. Part I, *Multilevel and Longitudinal Systems*, deals with mixtures for data that are hierarchical in nature either due to the data’s sampling structure or to the repetition of measures (of varied types) over time. Part II, *Models for Assessment and Diagnosis*, addresses scenarios for making judgments about individuals’ state of knowledge or development, and about the instruments used for making such judgments. Finally, Part III, *Challenges in Model Evaluation*, focuses on some of the methodological issues associated with the selection of models most accurately representing the processes and populations under investigation. It should be stated that this volume is not intended to be a first exposure to latent variable methods. Readers lacking such foundational knowledge are encouraged to consult primary and/or secondary didactic resources in order to get the most from the chapters in this volume. Once armed with that basic understanding of latent variable methods, we believe readers will find this volume incredibly exciting.



**CONTENTS:** Editors’ Introduction, *Gregory R. Hancock and Karen M. Samuelsen*. Acknowledgments. Latent Variable Hybrids: Overview of Old and New Models, *Bengt Muthén*. **PART I: Multilevel and Longitudinal Systems.** Multilevel Mixture Models, *Tihomir Asparouhov and Bengt Muthén*. Longitudinal Modeling of Population Heterogeneity: Methodological Challenges to the Analysis of Empirically Derived Criminal Trajectory Profiles, *Frauke Kreuter and Bengt Muthén*. Examining Contingent Discrete Change Over Time with Associative Latent Transition Analysis, *Brian P. Flaherty*. Modeling Measurement Error in Event Occurrence for Single, Non-Recurring Events in Discrete-Time Survival Analysis, *Katherine E. Masyn*. **PART II: Models for Assessment and Diagnosis.** Evidentiary Foundations of Mixture Item Response Theory Models, *Robert J. Mislevy, Roy Levy, Marc Kroopnick, and Daisy Rutstein*. Examining Differential Item Functioning from a Latent Mixture Perspective, *Karen M. Samuelsen*. Mixture Models in a Developmental Context, *Karen Draney, Mark Wilson, Judith Glück, and Christiane Spiel*. Applications of Stochastic Analyses for Collaborative Learning and Cognitive Assessment, *Amy Soller and Ron Stevens*. The Mixture General Diagnostic Model, *Matthias von Davier*. **PART III: Challenges in Model Evaluation.** Categories or Continua? The Correspondence Between Mixture Models and Factor Models, *Eric Loken and Peter Molenaar*. Applications and Extensions of the Two-Point Mixture Index of Model Fit, *C. Mitchell Dayton*. Identifying the Correct Number of Classes in Growth Mixture Models, *Davood Tofghi and Craig K. Enders*. Choosing a “Correct” Factor Mixture Model: Power, Limitations, and Graphical Data Exploration, *Gitta H. Lubke and Jeffrey R. Spies*. About the Contributors.

### Publication Date:

Fall 2007

### ISBN’s:

Paperback: 978-1-59311-847-1  
Hardcover: 978-1-59311-848-8

### Price:

Paperback: \$39.99  
Hardcover: \$73.99

### Trim Size: 6 X 9

### Subject:

Education

### Books of Related Interest:

#### Structural Equation Modeling: A Second Course

<http://www.infoagepub.com/products/content/1-59311-015-4.php>

2006 Paperback ISBN: 1-59311-014-6 \$39.99 Hardcover ISBN: 1-59311-015-4 \$73.95

#### Real Data Analysis

<http://infoagepub.com/products/content/978-1-59311-565-4.php>

2007 Paperback ISBN: 978-1-59311-564-7 \$39.99 Hardcover ISBN: 978-1-59311-565-4 \$73.95

### Structural Equation Modeling: A Second Course

Edited by **Gregory R. Hancock**, *University of Maryland*  
and **Ralph O. Mueller**, *The George Washington University*

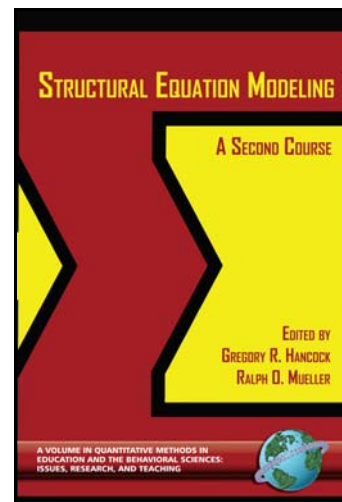
A volume in **Quantitative Methods in Education and the Behavioral Sciences:  
Issues, Research, and Teaching**

Series Editor **Ron Serlin**, *University of Wisconsin*

(sponsored by the Educational Statisticians, SIG)

"I believe that this volume represents a vital contribution to the field of SEM beyond the introductory level."

From the Preface by  
**Richard G. Lomax**, *The University of Alabama*



This volume is intended to serve as a didactically-oriented resource covering a broad range of advanced topics often not discussed in introductory courses on structural equation modeling (SEM). Such topics are important in furthering the understanding of foundations and assumptions underlying SEM as well as in exploring SEM as a potential tool to address new types of research questions that might not have arisen during a first course. Chapters focus on the clear explanation and application of topics, rather than on analytical derivations, and contain syntax and partial output files from popular SEM software.

**CONTENTS:** Introduction to Series, *Ronald C. Serlin*. Preface, *Richard G. Lomax*. Dedication. Acknowledgements. Introduction, *Gregory R. Hancock & Ralph O. Mueller*. **Part I: Foundations.** The Problem of Equivalent Structural Models, *Scott L. Hershberger*. Formative Measurement and Feedback Loops, *Rex B. Kline*. Power Analysis in Covariance Structure Modeling, *Gregory R. Hancock*. **Part II: Extensions.** Evaluating Between-Group Differences in Latent Variable Means, *Marilyn S. Thompson & Samuel B. Green*. Using Latent Growth Models to Evaluate Longitudinal Change, *Gregory R. Hancock & Frank R. Lawrence*. Mean and Covariance Structure Mixture Models, *Phill Gagné*. Structural Equation Models of Latent Interaction and Quadratic Effects, *Herbert W. Marsh, Zhonglin Wen, & Kit-Tai Hau*. **Part III: Assumptions.** Nonnormal and Categorical Data in Structural Equation Modeling, *Sara J. Finney & Christine DiStefano*. Analyzing Structural Equation Models with Missing Data, *Craig K. Enders*. Using Multilevel Structural Equation Modeling Techniques with Complex Sample Data, *Laura M. Stapleton*. The Use of Monte Carlo Studies in Structural Equation Modeling Research, *Deborah L. Bandalos*. About the Authors.

*Also Available:*

#### Multilevel Modeling of Educational Data

2008 Paperback ISBN: 978-1-59311-684-2 \$39.99 Hardcover ISBN: 978-1-59311-685-9 \$73.99

#### Real Data Analysis

2007 Paperback ISBN: 978-1-59311-564-7 \$39.99 Hardcover ISBN: 978-1-59311-565-4 \$73.99

**Publication Date:**  
2005

**ISBN's:**  
Paperback: 1-59311-014-6  
Hardcover: 1-59311-015-4

**Price:**  
Paperback: \$39.99  
Hardcover: \$73.99

**Subject:**  
Education, Statistics

Series URL: <http://www.infoagepub.com/products/series/serlin.html>





## New Book Information

### Multilevel Modeling of Educational Data

Edited by **Ann A. C'Connell**, *Ohio State University*  
and **D. Betsy McCoach**, *University of Connecticut*

A volume in **Quantitative Methods in Education and the Behavioral Sciences:  
Issues, Research, and Teaching**

Series Editor **Ron Serlin**, *University of Wisconsin*

(sponsored by the *Educational Statisticians, SIG*)

*Multilevel Modeling of Educational Data*, co-edited by Ann A. O'Connell, Ed.D., and D. Betsy McCoach, Ph.D., is the next volume in the series: *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research and Teaching* (Information Age Publishing), sponsored by the Educational Statisticians' Special Interest Group (Ed-Stat SIG) of the American Educational Research Association. The use of multilevel analyses to examine effects of groups or contexts on individual outcomes has burgeoned over the past few decades. Multilevel modeling techniques allow educational researchers to more appropriately model data that occur within multiple hierarchies (i.e.- the classroom, the school, and/or the district). Examples of multilevel research problems involving schools include establishing trajectories of academic achievement for children within diverse classrooms or schools or studying school-level characteristics on the incidence of bullying. Multilevel models provide an improvement over traditional single-level approaches to working with clustered or hierarchical data; however, multilevel data present complex and interesting methodological challenges for the applied education research community.

In keeping with the pedagogical focus for this book series, the papers this volume emphasize applications of multilevel models using educational data, with chapter topics ranging from basic to advanced. This book represents a comprehensive and instructional resource text on multilevel modeling for quantitative researchers who plan to use multilevel techniques in their work, as well as for professors and students of quantitative methods courses focusing on multilevel analysis. Through the contributions of experienced researchers and teachers of multilevel modeling, this volume provides an accessible and practical treatment of methods appropriate for use in a first and/or second course in multilevel analysis. A supporting website links chapter examples to actual data, creating an opportunity for readers to reinforce their knowledge through hands-on data analysis. This book serves as a guide for designing multilevel studies and applying multilevel modeling techniques in educational and behavioral research, thus contributing to a better understanding of and solution for the challenges posed by multilevel systems and data.

**CONTENTS:** **Series Introduction**, *Ronald C. Serlin*. **Acknowledgements**. Part I: **Design Contexts for Multilevel Models**. Introduction, *Ann A. O'Connell and D. Betsy McCoach*. The Use of National Datasets for Teaching and Research, *Laura M. Stapleton and Scott L. Thomas*. Using Multilevel Modeling to Investigate School Effects, *Xin Ma, Lingling Ma, and Kelly D. Bradley*. Modeling Growth Using Multilevel and Alternative Approaches, *Janet K. Holt*. Cross-Classified Random Effects Models, *S. Natasha Beretvas*. Multilevel Logistic Models for Dichotomous and Ordinal Data, *Ann A. O'Connell, Jessica Goldstein, H. Jane Rogers, and C. Y. Joanne Peng*. Part II: **Planning and Evaluating Multilevel Models**. Evaluation of Model Fit and Adequacy, *D. Betsy McCoach and Anne C. Black*. Power, Sample Size, and Design, *Jessica Spybrook*. Part III: **Extending the Multilevel Framework**. Multilevel Methods for Meta-Analysis, *Sema A. Kalaian and Rafa M. Kasim*. Multilevel Measurement Modeling, *Kihito Kamata, Daniel J. Bauer, and Yasuo Miyazaki*. Part IV: **Mastering the Technique**. Reporting Results from Multilevel Analyses, *John M. Ferron, Kristin Y. Hogarty, Robert F. Dedrick, Melinda R. Hess, John D. Niles, and Jeffrey D. Kromrey*. Software Options for Multilevel Models, *J. Kyle Roberts and Patrick McLeod*. Estimation Procedures for Hierarchical Linear Models, *Hariharan Swaminathan and H. Jane Rogers*.

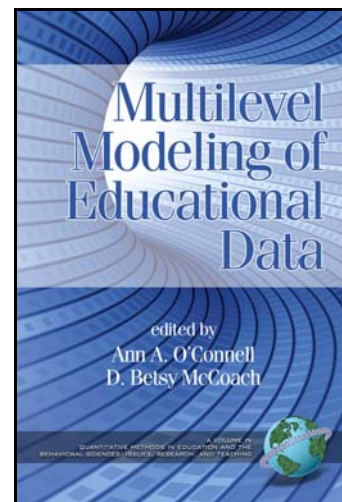
*Also Available:*

#### Real Data Analysis

2007 Paperback ISBN: 978-1-59311-564-7 \$39.99 Hardcover ISBN: 978-1-59311-565-4 \$73.95

#### Structural Equation Modeling: A Second Course

2005 Paperback ISBN: 1-59311-014-6 \$39.99 Hardcover ISBN: 1-59311-015-4 \$73.95



**Publication Date:**  
Spring 2008

**ISBN's:**  
Paperback: 978-1-59311-684-2  
Hardcover: 978-1-59311-685-9

**Price:**  
Paperback: \$39.99  
Hardcover: \$73.99

**Subject:**  
Education, Statistics

Series URL: <http://www.infoagepub.com/products/series/serlin.html>

Book URL: <http://www.infoagepub.com/products/content/p478cb9504908a.php>



**IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271**  
tel: 704-752-9125 fax: 704-752-9113 URL: [www.infoagepub.com](http://www.infoagepub.com)

## Real Data Analysis

Edited by **Shlomo S. Sawilowsky**, *Wayne State University*

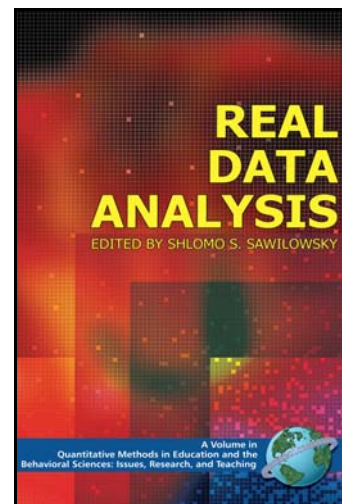
A volume in **Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching**

Series Editor **Ron Serlin**, *University of Wisconsin*

(sponsored by the Educational Statisticians, SIG)

The invited authors of this edited volume have been prolific in the arena of Real Data Analysis (RDA) as it applies to the social and behavioral sciences, especially in the disciplines of education and psychology. Combined, this brain trust represents 3,247 articles in refereed journals, 127 books published, US \$45.3 Million in extramural research funding, 34 teaching and 92 research awards, serve(d) as Editor/Assistant Editor/Editorial Board Member for 95 peer reviewed journals, and provide(d) ad hoc reviews for 362 journals. Their enormous footprint on real data analysis is showcased for professors, researchers, educators, administrators, and graduate students in the second text in the AERA/SIG ES Quantitative Methods series.

**CONTENTS:** Preface. *Shlomo S. Sawilowsky*. **PART I: FOUNDATIONS.** The Co-Evolution of Statistics and Hz, *Joseph M. Hilbe*. Effective Sample Size: A Crucial Concept, *Thomas R. Knapp*. Advances in Missing Data Methods and Implications for Educational Research, *Chao-Ying Joanne Peng, Michael Harwell, Show-Mann Liou, Lee H. Ehman*. Methods for Simulating Real World Data for the Psycho-Educational Sciences, *Todd Christopher Headrick*. How and Why I Use Real, Messy Data to Investigate Theory and Inform Decision Making, *Ted Micceri*. **PART II: STATISTICAL METHODS.** Using E-Mail Messages to Help Students Prepare for a Statistics Exam, *Schuyler Huck*. Randomization Tests: Statistical Tools for Assessing the Effects of Educational Interventions When Resources are Scarce, *Joel R. Levin*. A Skipped Multivariate Measure of Location: One- And Two-Sample Hypothesis Testing, *Rand R. Wilcox, H. J. Keselman*. Robust Step-Down Tests for Multivariate Group Differences, *Lisa M. Lix, Ian Clara, Aynslie Hinds, Charles Bernstein*. Dunn-Sidak Critical Values and *p* Values, *Roger E. Kirk, Joel Hetzer*. Controlling Experiment-wise Type I Errors: Good Advice for Simultaneous and Sequential Hypothesis Testing, *Shlomo S. Sawilowsky, Patric R. Spence*. Robustness and Power of Ordinal *d* for Paired Data, *Du Feng*. Factorial ANOVA in SPSS: Fixed-, Random-, and Mixed-Effects Models, *Richard G. Lomax, Stacy Hughey Surman*. ANOVA: Effect Sizes, Simulating Interaction vs. Main Effects, and a Modified ANOVA Table, *Shlomo S. Sawilowsky*. ANCOVA and Quasi-Experimental Design: The Legacy of Campbell and Stanley, *Shlomo S. Sawilowsky*. **PART III: MEASUREMENT:** Thinking About Item Response Theory from a Logistic Regression Perspective: A Focus on Polytomous Models, *Amery D. Wu, Bruno D. Zumbo*. Some Practical Uses of Item Response Time to Improve the Quality of Low-Stakes Achievement Test Data, *Steven L. Wise, Xiaojing Kong*. Using Moving Averages to Detect Exposed Test Items in Computer-Based Testing, *Ning Han, Ronald K. Hambleton*. An Empirical Calibration of the Effects of Multiple Sources of Measurement Error on Reliability Estimates for Individual Differences Measures, *Frank L. Schmidt, Huy Ahn Le*. Latent Structure of Attitudes toward Abortion, *C. Mitchell Dayton*. **PART IV: DATA ANALYSIS.** Hierarchical Linear Models and the Estimation of Students' Mathematics Achievement, *Kathrin A. Parks, Dudley L. Poston, Jr.* Grade Inflation: An Examination at the Institutional Level, *Sharon L. Weinberg*. Using Discrete-Time Survival Analysis to Study Gender Differences in Leaving Mathematics, *Suzanne E. Graham, Judith D. Singer*. Nonparametric procedures for testing for dropout rates on University courses with application to an Italian case study, *Rosa Arboretti Giancristofaro, Fortunato Pesarin, Luigi Salmaso, Aldo Solari*. Nonparametric Approaches for Multivariate Testing with Mixed Variables and for Ranking on Ordered Categorical Variables with an Application to the Evaluation of Ph. D. Programs, *Rosa Arboretti Giancristofaro, Fortunato Pesarin, Luigi Salmaso*. Randomized Replicated Single-case Experiments: Treatment of Pain-related Fear by Graded Exposure *In Vivo*, *Patrick Onghena, Johan W. S. Vlaeyen, Jeroen de Jong*. Whole Brain Correlations: Examining Similarity Across Conditions of Overall Patterns of Neural Activation in fMRI, *Arthur Aron, Susan Whitfield, Wemara Lichty*. Principal Component Analysis of Senate Voting Patterns. *Jan de Leeuw*



### Publication Date:

2007

### ISBN's:

Paperback: 978-1-59311-564-7  
Hardcover: 978-1-59311-565-4

### Price:

Paperback: \$39.99  
Hardcover: \$73.99

### Subject:

Education, Statistics

Also Available:

### Multilevel Modeling of Educational Data

2008 Paperback ISBN: 978-1-59311-684-2 \$39.99 Hardcover ISBN: 978-1-59311-685-9 \$73.99

### Structural Equation Modeling: A Second Course

2005 Paperback ISBN: 1-59311-014-6 \$39.99 Hardcover ISBN: 1-59311-015-4 \$73.99

Series URL: <http://www.infoagepub.com/products/series/serlin.html>

## Instructions For Authors

Follow these guidelines when submitting a manuscript:

1. *JMASM* uses a modified American Psychological Association style guideline.
2. Submissions are accepted via e-mail only. Send them to the Editorial Assistant at [ea@edstat.coe.wayne.edu](mailto:ea@edstat.coe.wayne.edu). Provide name, affiliation, address, e-mail address, and 30 word biographical statements for all authors in the body of the email message.
3. There should be no material identifying authorship except on the title page. A statement should be included in the body of the e-mail that, where applicable, indicating proper human subjects protocols were followed, including informed consent. A statement should be included in the body of the e-mail indicating the manuscript is not under consideration at another journal.
4. Provide the manuscript as an external e-mail attachment in MS Word for the PC format only. (Wordperfect and .rtf formats may be acceptable -please inquire.) Please note that Tex (in its various versions), Exp, and Adobe .pdf formats are designed to produce the final presentation of text. They are not amenable to the editing process, and are **NOT** acceptable for manuscript submission.
5. The text maximum is 20 pages double spaced, not including tables, figures, graphs, and references. Use 11 point Times Roman font.
6. Create tables without boxes or vertical lines. Place tables, figures, and graphs "in-line", not at the end of the manuscript. Figures may be in .jpg, .tif, .png, and other formats readable by Adobe Illustrator or Photoshop.
7. The manuscript should contain an Abstract with a 50 word maximum, following by a list of key words or phrases. Major headings are Introduction, Methodology, Results, Conclusion, and References. Center headings. Subheadings are left justified; capitalize only the first letter of each word. Sub-subheadings are left-justified, indent optional.
8. Do not use underlining in the manuscript. Do not use bold, except for (a) matrices, or (b) emphasis within a table, figure, or graph. Do not number sections. Number all formulas, tables, figures, and graphs, but do not use italics, bold, or underline. Do not number references. Do not use footnotes or endnotes.
9. In the References section, do not put quotation marks around titles of articles or books. Capitalize only the first letter of books. Italicize journal or book titles, and volume numbers. Use "&" instead of "and" in multiple author listings.
10. *Suggestions for style:* Instead of "I drew a sample of 40" write "A sample of 40 was selected". Use "although" instead of "while", unless the meaning is "at the same time". Use "because" instead of "since", unless the meaning is "after". Instead of "Smith (1990) notes" write "Smith (1990) noted". Do not strike spacebar twice after a period.

### Print Subscriptions

Print subscriptions including postage for professionals are US \$95 per year; for graduate students are US \$47.50 per year; and for libraries, universities, and corporations are US \$195 per year. Subscribers outside of the US and Canada pay a US \$10 surcharge for additional postage. Online access is currently free at <http://tbf.coe.wayne.edu/jmasm>. Mail subscription requests with remittances to JMASM, P. O. Box 48023, Oak Park, MI, 48237. Email journal correspondence, other than manuscript submissions, to [jmasm@edstat.coe.wayne.edu](mailto:jmasm@edstat.coe.wayne.edu).

### Notice To Advertisers

Send requests for advertising information to [jmasm@edstat.coe.wayne.edu](mailto:jmasm@edstat.coe.wayne.edu).



# The easy way to find open access journals

**DOAJ** DIRECTORY OF  
OPEN ACCESS  
JOURNALS

[www.doaj.org](http://www.doaj.org)

The Directory of Open Access Journals covers free, full text, quality controlled scientific and scholarly journals. It aims to cover all subjects and languages.

## Aims

- Increase visibility of open access journals
- Simplify use
- Promote increased usage leading to higher impact

## Scope

The Directory aims to be comprehensive and cover all open access scientific and scholarly journals that use a quality control system to guarantee the content. All subject areas and languages will be covered.

## In DOAJ browse by subject

Agriculture and Food Sciences  
Biology and Life Sciences  
Chemistry  
General Works  
History and Archaeology  
Law and Political Science  
Philosophy and Religion  
Social Sciences

Arts and Architecture  
Business and Economics  
Earth and Environmental Sciences  
Health Sciences  
Languages and Literatures  
**Mathematics and statistics**  
Physics and Astronomy  
Technology and Engineering

### Contact

**Lotte Jørgensen**, Project Coordinator  
Lund University Libraries, Head Office  
E-mail: [lotte.jorgensen@lub.lu.se](mailto:lotte.jorgensen@lub.lu.se)  
Tel: +46 46 222 34 31

Funded by



[www.soros.org](http://www.soros.org)

Hosted by



**LUND**  
UNIVERSITY  
[www.lu.se](http://www.lu.se)