

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, April 01, 2016 2:37 PM
To: Hippisley, Andrew R; Brothers, Sheila C
Cc: Bradley, Kelly D; Sampson, Shannon O
Subject: GC: Research Methods in Education

Proposed New Graduate Certificate: Research Methods in Education

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Research Methods in Education, in the Department of Educational Policy and Evaluation within the College of Education.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness ¹ :	10/19/2015	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: <i>College of Education</i>		
1c	Home educational unit (department, school, college ²): <i>Educational Policy Studies and Evaluation</i>		
1d	Proposed certificate name: <i>Research Methods in Education</i>		
1e	CIP Code (provided by Institutional Effectiveness):	13.0603	
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ³ : <i>Fall 20</i>
1g	Contact person name: <i>Kelly D. Bradley</i>	Email: kdbrad2@uky.edu	Phone: 859-257-4923
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The Research Methods in Education Graduate Certificate provides students with a background in quantitative methods, evaluation, measurement and assessment in the field of education. Developing knowledge in educational research methods allows students from outside the College of Education to learn methods they can use in their academic and professional work. Enrolled students will learn to apply a range of research methods, techniques and constructs, to real-world settings, issues, and datasets. The graduate certificate is designed for students interested in Education research methods but who are not in the proposed M.S. Research Methods in</i>		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary graduate certificates may be homed at the college level.

³ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<i>Education program. Students will be required to complete 15-credit hours, and have the option to take all courses in an online, asynchronous format. It is expected that the graduate certificate will be ready for enrollment starting Fall 2016.</i>		
2b	This proposed graduate certificate (check all that apply):		
	<input checked="" type="checkbox"/>	Has a clear and focused academic competency as its subject.	
	<input type="checkbox"/>	Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)	
	<input type="checkbox"/>	Respond to a specific state mandate.	
	<input checked="" type="checkbox"/>	Provide a basic competency in an emerging, preferably interdisciplinary, topic.	
2c	Affiliation. Is the graduate certificate affiliated with a degree program? (related to 3c)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<i>The RMinE Graduate Certificate provides non-education students with the ability to specialize in education research methods that can be applied to a host of disciplines, e.g., social sciences, physical sciences, and business. The courses students will take provide them with a foundation in a range of approaches to research, including quantitative methods, assessment, evaluation, and measurement, which can be applied at the introductory level to their specific fields. The program is open to students within the College of Education who want to demonstrate they have completed rigorous coursework in research methods. Outside of this certificate, this range of skills is not offered elsewhere at the University.</i>		
2d	Duplication. Are there similar regional or national offerings?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.		
2e	Rationale and Demand. State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)		
	<i>The RMinE certificate introduces students to the systematic process by which research is conducted, within a problem-of-practice framework. The program is inter-disciplinary, crossing fields of study within education, and drawing from perspectives in policy, psychology, pedagogy and history. The core is designed to familiarize students with quantitative, qualitative, psychometric, and evaluation research, so students are prepared to approach research from many perspectives. This distinguishes RMinE from programs that specialize in a single component of methodology. The focus on educational research methods is something that is only beginning to appear at the graduate level. The development of the RMinE at this point provides the university with the opportunity to be a leader in the field. Furthermore, with the option to complete the program completely online asynchronously, so it will be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students.</i> <i>According to the Bureau of Labor Statistics predicted job growth data there is a strong need for the skills that students will learn with this certificate. For example, the need for quantitative methodologists is expected to grow at a much faster than average rate (27% from 2012-2022) and the need for survey researchers is expected to grow at a faster than average rate (18% from 2012-2022). Students who leave this program will have the introductory skills to enter into these two areas. Presently there are few programs being offered throughout the country, which offer this range of program knowledge. In addition, this program provides students with the ability to demonstrate they have a research background, particularly masters’ students interested in continuing into advanced research focused degrees.</i>		

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2f	Target student population. Check the box(es) that apply to the target student population.
	<input checked="" type="checkbox"/> Currently enrolled graduate students.
	<input type="checkbox"/> Post-baccalaureate students.

2g	Describe the demographics of the intended audience. (150 word limit)
	<i>It is expected that the program will be primarily made of graduate students. Given that many of the courses will be available through an on-line asynchronous format, many students may be non-traditional students. It will also be accessible to students who are traditionally hard to reach, such as working professionals, students located in remote areas, and international students. It is expected that the enrollees in the certificate will primarily be from the College of Education, although students from outside the College of Education may enroll in the certificate program.</i>

2h	Projected enrollment. What are the enrollment projections for the first three years?			
		Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
	Number of Students	10	15	20

2i	Distance learning (DL). Initially, will any portion of the graduate certificate be offered via DL?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>		
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input checked="" type="checkbox"/>

	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (300 word limit)
	<i>All of the courses will be available in an asynchronous online learning format, but it is not required that the course be taken in this format. The specific courses are listed in the curricular section and have all been approved for online delivery.</i>

3. ADMINISTRATION AND RESOURCES

3a	Administration. Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)
	<i>Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester, and affiliated faculty will review applications and determine admission. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. To receive the graduate certificate, students must complete 15-credit hours in the designated courses. Students may switch out courses with approval from the Director. Students are required to complete each course with a 'B' and maintain an overall 3.0 GPA for courses counted towards the graduate certificate. Accepted students will be required to meet with a member of the faculty to discuss appropriate courses. Students must submit a form to the Director of the graduate certificate which specifies what courses they have completed and a guided reflection paper receive their graduate certificate.</i>

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3b	<p>Graduate Certificate Director/Faculty of Record. <i>(related to 2c)</i> The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. (The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. There must be a minimum of three members of the faculty of record who are also members of the Graduate Faculty.) If the answer to question 2c of this form is “yes,” then the faculty of record is typically the graduate faculty of the affiliated degree. (The answer below can be “the faculty of record are the Graduate Faculty for program X.”) If the answer to question 2c is “no,” please describe the process for identifying the faculty of record and the certificate director and address the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> • Selection criteria; • Term of service; and • Method for adding/removing members.
<p><i>The certificate director is Kelly D. Bradley, Ph.D. She was selected because she is a research methods professor in the EPE department, heading the department’s creation of a new master’s program and heading the department’s effort to move courses to an on-line format. The faculty of record include Michael Toland, Ph.D., a research methods professor who will be teaching several of the courses within the certificate and Beth Goldstein, Ph.D., the chair of the EPE department. Addition of new members is determined through approval of the current members and members may leave through submitting a resignation to the rest of the committee.</i></p>	
3c	<p>Course utilization. Will this graduate certificate include courses from another unit(s)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director⁴ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁵ and impact on the course’s use on the home educational unit.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>
3d	<p>Financial Resources. What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i></p> <p><i>No resource needs exist for the certificate. The development of the online coursework was supported through an eLII grant (Bradley, Kelly. “Methods in Education Online Degree Program.” eLearning Innovation Initiative – University of Kentucky. \$141,247. Start Date: 5/16/15, End Date: 5/15/16)</i></p>
3e	<p>Other Resources. Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i></p>
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁴ of the unit whose “other resources” will be used.</p>	

⁴ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁵ Show evidence of detailed collaborative consultation with such units early in the process.

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Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a **Other related programs.** Are there any related UK programs and certificates? Yes No

If "Yes," describe how the new certificate will complement these existing UK offerings. (250 word limit)

If "Yes," two pieces of supporting documentation are required.

Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.

Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a **Admissions criteria.** List the admissions criteria for the proposed graduate certificate. (150 word limit)

Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester. Faculty will review applications. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. Students may be in a COE or non-COE program.

5b **Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁶
EPE/EDP 557	<i>Gathering, Using and Analyzing Educational Data I</i>	3	No change
EPE 619	<i>Survey Research Methods</i>	3	No change
EPE/EDP 620	<i>Topics and Methods of Evaluation</i>	3	No change
EPE 663	<i>Field Studies in Educational Settings</i>	3	No change
			Select one....
<i>Total Credit Hours of Core Courses:</i>		<i>12</i>	

5c **Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status ⁷
EPE/EDP	<i>Psychological and Educational Tests and Measurements</i>	3	No change

⁶ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

⁷ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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522			
EPE 558	<i>Gathering, Using and Analyzing Educational Data II</i>	3	No change
EPE 621	<i>Advanced Topics and Methods of Evaluation</i>	3	No change
EPE/EDP 797	<i>Historical Research Methods</i>	3	No change
EDC 726	<i>Curriculum Inquiry Mixed Methods Research</i>	3	No change
EDL 669	<i>Leadership for Creative Problem Solving</i>	3	No change

5d	Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Elective options include, but are not limited to, courses listed. The elective must be related to research methods.			

6. ASSESSMENT

6a	<p>Student learning outcomes. Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)</p> <ul style="list-style-type: none"> - Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills) - Students are expected to have the theoretical knowledge related to research design and analysis. (Theoretical Knowledge) - Students will leave the program with ability and knowledge of quantitative methods, evaluation/assessment, or research methods. (Analytical Ability) - Students will leave the program with the ability to produce their own work, developing research plans and studies which address stated research questions. (Application of Knowledge and Skills)
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6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)</p> <p><i>Student learning outcomes are assessed within each course. Students will also submit a reflection as part of a regular component of the EPE/EDP 620 Topics and Methods of Evaluation course. The reflection will ask them to discuss their experiences and outcomes in the three areas of quantitative methods, evaluation, and research design. Finally, students will be surveyed at the end of their program.</i></p>
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6c	<p>Certificate outcome assessment⁸. Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i></p> <p><i>Program outcomes are:</i></p> <ul style="list-style-type: none"> - Examination of reflections by students demonstrates students are meeting expected learning outcomes. - <i>Program course evaluations by students are reported to be on-par or above other programs in the college.</i> - <i>Enrollment expectations are being met.</i> <p><i>Data will be collected through student evaluations of the program, surveys of students who have graduated, through financial records, and a review of the current program participants. This data will be used to adjust program quality. Courses not meeting expectations will be altered to ensure that student outcomes and quality expectations are being met. If enrollment numbers are not what has been expected, additional marketing efforts will be made by the faculty involved. The certificate will be deemed a success if enrollment and student learning objectives are being met.</i></p>
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7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? <i>(150 word limit)</i>
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8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College)		
	EPE	8/2014	Jeff Bieber / 859-257-2795 / jpbieb01@uky.edu
	EDP	8/2014	Jeff Reese / 859-257-4909 / jeff.reese@uky.edu
	EDC	8/2014	Susan Cantrell / 859-257-6731 / susan.cantrell@uky.edu
	EDL	8/2014	Beth Rous / 859-257-6389 / beth.rous@uky.edu
8b	(Collaborating and/or Affected Units)		
			/ /
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8c	(Senate Academic Council)	Date Approved	Contact Person Name

⁸ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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	Health Care Colleges Council (if applicable)		
	Graduate Council		



College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

November 2, 2015

To whom it may concern:

I am pleased to offer my full support for the College of Education's Department of Educational Policy Studies and Evaluation (EPE) proposal for the Masters in Research Methods in Education, as well as the certificate. EPE has developed a unique program that will be competitive on a national as well as international scale.

EPE proposes to create Masters in Research Methods in Education that will be available in an online, asynchronous delivery. This program will provide students with the evidence-based decision making skills needed to succeed in a wide array of research settings including academic institutions; schools and districts; state and federal agencies; healthcare research settings; and certification, licensing, and testing organizations. To date, there is only one similar program in the country – thus the demand is high.

This interdisciplinary program will draw from such perspectives as social policy, psychology, history, and educational innovation. The degree will stand alone, but it can be used as preparation for a variety of doctoral programs. The degree will be housed in EPE but coursework and related experiences will be collaboratively provided by departments across the College, Kentucky's Districts of Innovation, and with the Innovation Labs Network, serving 10 states and housed in the National Center for Innovation in Education led by Gene Wilhoit.

The College of Education will provide continued support for this new program in two important ways:

1. COE Next Generation Learning Strategic Team consisting of experienced instructional designers, programmers, data analysts, and innovation leaders. This interdisciplinary team connects Next Generation Learning attributes (i.e., personalized and performance-based learning; anytime, everywhere opportunities) with students and faculty as well as with experts in instructional design.
2. COE Online Teaching and Learning Supports Team offers hands-on technical assistance with learning management systems, beginning course design for both synchronous and asynchronous formats, support with several audiovisual software programs, and technical advising regarding equipment, software, and platforms. This team also helps link faculty to existing resources within the university to enable them to offer high quality courses using the latest pedagogic technologies, while being able to address the learning needs of all of their students.

It is with great enthusiasm that I provide my full support to this innovative program. If I can provide any additional information please do not hesitate to contact me.

Sincerely,

Mary John O'Hair

Mary John O'Hair
Dean and Professor, College of Education

Documentation from Office of Institutional Effectiveness

Alexander-Snow, Mia

To: [Sampson, Shannon O](#)

Cc: [Bradley, Kelly D](#)

Monday, December 14, 2015 1:09 PM

Thank you for submission of the SACS COC Substantive Change Checklists for the 15 hour Research Methods in Education (RMinE) Certificate program. Based on your responses, the proposed program does not constitute substantive change as defined by SACSCOC, the university's regional accreditor. At this time, no additional documentation is needed.

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Phone: 859-257-2873
Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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The University of Kentucky

Letters of Departmental and Faculty Support

Support and Verification from Department Chairs



College of Education
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506-0001
859 257-3178
fax 859 257-4243
<http://uky.edu/epe>

I write as interim chair of the originating department for the Master's degree, Research Methods in Education, RMinE. On behalf of the faculty members of the Department of Educational Policy Studies & Evaluation, I approve submission of this proposal and convey to you EPE's endorsement of the proposed degree program.

Within the College of Education, EPE offers the widest array of research methods courses, designed to develop graduate students' knowledge and skills in basic and applied research and in evaluation methods. Our courses cover qualitative and quantitative methodologies, for the purposes of historical and contemporary research in educational policy, learning outcomes and assessment, program evaluation, testing and measurement, and more. These courses have been offered mostly in service to graduate degree programs within our own department and across the College of Education and to other applied research disciplines, primarily as training for students to conduct thesis and dissertation research. Nine faculty members in EPE teach research methods courses. Other departments in the College also offer research methods courses, though not with the same breadth or depth of coverage. Approximately six years ago, the research methods faculty members in EPE and EDP began meeting regularly to coordinate content, sequencing and rotation of the quantitative methods courses offered by the two departments. Other departments in the College of Education are also now part of this effort. This collaboration has allowed for more efficient and effective use of faculty time and expertise, enhancing the coverage and frequency of coursework available to students. It has recently brought about the redesign of several individual research methods courses from traditional classroom formats to online formats, with plans to alternate the delivery format in a systematic, cross-department coordinated schedule. Out of this grew discussion about the possibilities of creating a graduate degree program focused on Research Methods in Education. Having benefitted from the support of an eLII University of Kentucky grant, we are now ready to submit the degree for review.

Given national and global trends in educational testing, assessment and evidence-based policy-making, we have experienced enrollment growth in research methods courses, demand for these courses from people within and outside of UK, and a robust employment market for graduates with applied research and evaluation skill sets. We therefore see the strong potential for this Masters degree program to increase graduate enrollment locally, nationally and internationally. With the tuition revenues this can generate, the program should quickly recoup the startup investment and be able to support doctoral student

assistantships. Its presence in the College of Education will also provide important flow of graduate assistants to our Evaluation Center, a unit that now in its 3rd year is self-supporting through grants and contracts, with 8 staff and graduate assistants.

Finally, the courses that will be part of this Masters degree initiative will simultaneously continue to serve as research methods courses in support of other degree programs but now in a delivery mode that will greatly enhance their accessibility. You will read in the letters of support that EPE will be the home department of this degree initiative. However, it will be developed and delivered in collaboration with research methods faculty from at least the Departments of Educational, School and Counseling Psychology (EDP), Curriculum & Instruction (EDC), and Educational Leadership (EDL). Drs. Jeff Reese, Susan Cantrell, and Beth Rous, respectively chairs of the aforementioned departments, have provided letters of support for this proposal. Technical support will be provided by the College of Education's Instructional Technology Center, Office for Online Teaching and Learning, and Library, as well as through UK instructional support units.

The EPE Department is committed to supporting the individual courses and degree proposal through the College of Education, University and accrediting body review processes. It is also committed to allocating the faculty time for instruction of the proposed courses and the advising of students enrolled in the program.

Sincerely,

Jiit

Jeffery P. Bieber, PhD
Interim Chair
Educational Policy Studies and Evaluation



Re: Commitment to Proposal, Research Methods in Education (RMinE)
From: Department Chair Educational, School, and Counseling Psychology

October 20, 2015

I am writing in support of the Research Methods in Education master's degree online proposal submitted by Dr. Bradley from the Department of Educational Policy Studies and Evaluation. For multiple years now, our departments have collaborated to enhance the research methods' course offerings in the college, working to create tracks in measurement, evaluation, and statistics, the three areas also highlighted in this program. Currently, many of our quantitative methods courses are cross-listed between EPE and EDP, resulting in faculty from both departments teaching the courses on a rotating schedule. Faculty in both departments have been working together to move many of the traditionally face-to-face research course offerings to an online format, with all of these courses either approved or under review. Beyond the master's degree itself, the online delivery of many of these courses will support our current graduate students and enhance their opportunities. I am happy to support further efforts between our departments. If approved, the program will expand our already flourishing research curriculum.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Reese'. The signature is written in a cursive, flowing style.

Professor & Department Chair
Educational, School, & Counseling Psychology
Dickey Hall 245
jeff.reese@uky.edu
859-257-4909



College of Education
Curriculum & Instruction
335 Dickey Hall
Lexington, KY 40506-0047
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October 21, 2015

Dr. Kelly Bradley, Professor
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506

Dear Dr. Bradley,

This letter is in support of the online Masters in Research Methods in Education program to be offered by the Department of Educational Policy Studies and Evaluation. As part of the proposal, the Department of Curriculum & Instruction has been selected as a collaborator based on specific research expertise of some of our faculty. The type of cross-departmental collaboration that would be offered through this program would provide graduate students with increased exposure and access to leading scholars both within and outside their areas of expertise, thus providing them with a richer and more dynamic research skill set. As any seasoned researcher knows, connections and networking in a variety of research areas and across disciplines can lead to unprecedented opportunities in the future.

As part of the proposed program, *EDC 707: Mixed Methods* taught by Dr. Joan Mazur is listed as an elective. This course is currently offered in our department and will not require any additional resources to include it in the proposed program. Another faculty member in our department, Dr. Kristen Perry, has taught *EPE 663: Field Studies* as part of her DOE during the 2013-2014 academic year. Although this cross-departmental instructional collaboration is a newly developed partnership, we look forward to additional opportunities for our faculty to engage in similar ways. Additionally, the proposed program will support the teacher education transformation work that is currently taking place in our department as we seek new ways to further develop online options for our current and future students. The Department of Curriculum & Instruction is pleased to be part of this collaborative opportunity and is in full support of the proposal. We look forward to accepting students into *EDC 707* to fulfill one of their elective requirements as well as additional opportunities that may arise in the future.

Sincerely,

t.

Dr. Susan C. Cantrell
Interim Department Chair
Curriculum & Instruction
College of Education

see blue.



Educational Leadership Studies
111 Dickey Hall
Lexington, KY 40506-0017
859 257-8921
Fax 859 257-1015
<http://Leadership.uky.edu>

October 22, 2015

To Whom It May Concern:

As Chair of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. We are in full support of their effort and the inclusion of this course and feel it will be beneficial for both departments and for students across the college.

Best Regards,

A handwritten signature in black ink, appearing to read "Beth Rous". The signature is fluid and cursive.

Beth Rous
Professor and Chair
Department of Educational Leadership Studies
College of Education
University of Kentucky

Faculty Support and Agreement for Teaching in RMinE Program



UNIVERSITY OF KENTUCKY

Educational Policy Studies & Evaluation
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MEMORANDUM

FROM: Dr. Kelly D. Bradley, Professor
Department of Educational Policy Studies and Evaluation
kdbrad2@uky.edu

DATE: October 22, 2015

RE: Letter of Commitment

Research Methods in Education (RMinE) Online Degree Program

This memo serves as commitment to serve as program director, an active advisor to students and a core instructor for the Research Methods in Education masters degree. Specifically, I will be available to teach EPE/EDP 557, EPE/EDP 558, EPE 619, EPE/EDP 620 & 621, EPE/EDP 660, EPE 525, EPE/EDP 522, and EDP 656. As needed, I have the skill set and teaching experience to offer other courses also included in this degree program. In addition, I will provide supervision of internship as requested. I currently serve as PI on the funded eLII grant through the University of Kentucky, received to develop and implement this degree program. I initiated this degree and want nothing more than for it to succeed, for the betterment of our college and university. Currently, I am teaching a large section of EPE/EDP 557 online and am offering EPE 619 as well. I have taught all courses listed for multiple years with outstanding teaching evaluations and look forward to the new online venue to complement our face-to-face offerings. These courses are all part of our regular research methods offering; thus, the stability and availability of the course are assured. The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. I do hope you will support our proposal, as it will enhance the research methods offerings of the entire university, while creating a one of a kind, quality and much needed degree program. I am thrilled to be leading this innovative program.



UNIVERSITY OF KENTUCKY

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COLLEGE OF EDUCATION

August 29, 2014

Kelly Bradley, PhD
Associate Professor
144A Taylor Education Building
College of Education
University of Kentucky
Lexington, KY, 40506

Dear Kelly,

I am writing to let you know that I fully support and am committed to teaching online courses for the newly proposed online Master's degree in Research Methods in Education (RMinE). As an expert in applied psychometrics and statistics in the department of Educational, School, and Counseling Psychology in the College of Education and instructor of almost all quantitative courses, I am very capable of collaborating with you and other colleagues in the College of Education in order to make this new online degree a top tier degree. I am committed to teaching several of the courses online: EPE/EDP 557 (Gathering, Analyzing, & Using Educational Data I), 558 (Gathering, Analyzing, & Using Educational Data II), 656 (Methodology of Educational Research), 522 (Psychological & Educational Tests & Measurement), and 660 (Research Design & Analysis in Education).

Evidence of my support has already been made by my efforts to create, modify, and teach 522 online and my current efforts in creating all necessary components to teach 660 and 656 online next year. This new online degree in RMinE is highly needed not only at the University of Kentucky, but around the world. Our face-to-face research methods courses are already overfilled and since making 522 and 557 available online our courses have been in much higher demand. By offering the degree and courses online we will be able to not only better serve and accommodate graduate students seeking such a degree in our College, but better serve the University of Kentucky campus. and generate more revenue for the College of Education and University of Kentucky by reaching students that are unable to physically be located in or near Lexington, KY. You and I have been in discussions about this new degree for several years now, so I am excited to continue working with you once the new online Master's program grant is funded.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Toland". The signature is written in a cursive, flowing style.

Michael D. Toland, PhD
Associate Professor in Educational Psychology – Applied Quantitative Methods
Department of Educational, School, & Counseling Psychology
University of Kentucky College of Education
243 Dickey Hall
Lexington, KY 40506-0017
toland.md@uky.edu
859-257-3395



August 27, 2014

College of Education
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131 Taylor Education Building
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<http://uky.edu/epe>

I am a clinical faculty member in the department of Educational Policy Studies and Evaluation at the University of Kentucky. As part of the EPE department, I am committed to teaching Introduction to Evaluation (EPE/EDP 620) and Advanced Topics and Methods of Evaluation (EPE/EDP 621) for the Research Methods in Education (RMinE) online master's program.

I have experience with other online programs and have found that developing an online program using Quality Matters standards makes learning goals explicit, promotes continuity for faculty and students, and ensures programs meet national standards. These online programs enable the university to serve a broader range of students and increase program impact. In addition, proactively developing an online program provides an opportunity to embed metrics that serve to satisfy both internal and external stakeholders.

Sincerely,

'cc_ <: .i-¥9

Jessica Hearn, PhD

University of Kentucky
Dept of Educational Policy Studies and Evaluation
143D Taylor Education Building
jessica.hearn@uky.edu
859.257.2628



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August 27, 2014

To whom it may concern:

I am Jungmin Lee, an assistant professor in the department of Educational Policy Studies and Evaluation. I would like to teach EPE 557 and 558 (Gathering, Analyzing, and Using Education Data) in the Research Methods in Education program. I firmly believe that this program will attract many prospective students who work in the field and would like to learn more about how to effectively handle data to better serve their students. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jungmin Lee". The signature is fluid and cursive, with a long horizontal stroke at the end.

Jungmin Lee

Assistant professor

University of Kentucky



RE: Masters in Research Methods in Education

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Assistant Professor in the department and am responsible for teaching quantitative methods courses. The RMinE masters is an excellent degree for the College of Education and the University, as it allows us more flexibility in offering quality methods courses more broadly and will answer a need and demand for research training. I will be actively involved in instructing courses in both the core curriculum and the quantitative methods strand, as well as supporting the advising of students. I accept this challenge and look forward to my work with the degree program.

Sincerely,

A handwritten signature in black ink, reading 'Richard J. Waddington'. The signature is written in a cursive style with a long, sweeping tail on the 'n'.

Richard J. Waddington
Assistant Professor
Educational Policy Studies and Evaluation



Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506
(859) 257-1929

RE: Masters in Research Methods in Education

To Whom It May Concern:

I write in support of the Masters in Research Methods in Education under development by our department, Educational Policy Studies and Evaluation. I am an Associate Professor in the department and have seventeen years of experience teaching qualitative methods courses in the college. The proposed new masters is a positive step for the College of Education and the University as it will allow us more flexibility in offering quality methods courses more broadly and will answer a consistent demand for research training.

The sequence of courses offered in the college that introduce qualitative methods of generating and analyzing data, specifically EPE663 Field Studies in Education and EPE763 Advanced Field Studies, is one of the few options available at the University for students interested in exploring questions best served by a qualitative approach to research design. As a result, we regularly have students in our sequence from across the university and our classes are always fully subscribed. Recently, we have added a second section of the introductory course to try to meet the demand; however, every year there are more students than we have seats.

One of the difficulties we have faced in offering qualitative research methods at UK is the constraint of the face-to-face mode of course delivery. Our courses are experiential and therefore require time for the students to apply their learning to real-world problems of research design and implementation. Offering short summer courses has been suggested, but this does not provide enough time for students to gain experience under faculty supervision. Developing an online version of EPE663 in particular would allow us to expand opportunities for students interested in qualitative methods while still giving them time to develop their skills and understanding of the philosophical rationale for their choice of methodological approach.

I look forward to developing my own skills in teaching in an asynchronous classroom environment. A course like EPE663, with its experiential focus and theoretical underpinnings, will be challenging to convert to an online environment. Support from the university in this development will be necessary so that we will be able to offer the best course possible. I accept this challenge and look forward to the development of the degree program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jane McE. Jensen'.

Jane McE. Jensen
Associate Professor

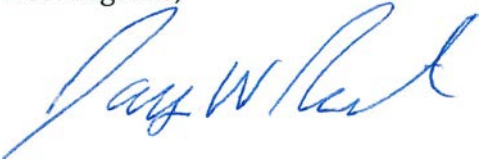
Department of Educational
Leadership Studies
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August 26, 2014

To Whom It May Concern:

As an Associate Professor of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand that they wish to use one of our existing courses (i.e., EDL669: Leadership for School Problem Solving) in their program. I have taught this course and will continue to teach this course in the future. Adding this course to their Masters is a great idea. I am in full support of having their student take this course.

Best regards,



Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
Taylor Hall, Room 151G | University of Kentucky
Lexington, KY 40506-0001
P: 001.859.379.9097



Educational Policy Studies & Evaluation
131 Taylor Education Building
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(859) 257-1929

RE: Masters in Research Methods in Education

To Whom It May Concern:

I am writing to express my support for the Masters in Research Methods in Education program being developed by the Department of Educational Policy Studies & Evaluation. Currently I am an Assistant Professor in the department and have 15 years of experience using quantitative and qualitative methods in a wide variety of applied research contexts. The proposed Masters program will allow our department to meet a rapidly increasing demand for research methods in education policy and evaluation fields.

Our department offers a full sequence of research methods courses. The “gateway” courses in this sequence include EPE 557 and EPE 558 (Gathering, Analyzing, and Using Educational Data I & II, respectively). These courses are crucial to our program because they offer students a strong foundation from which to critically engage with data, and are prerequisites to our intermediate and advanced research methods courses. As such, these courses attract students from across the College of Education and UK and are regularly at or over capacity.

It is no secret that research methods are among the most challenging courses students encounter in graduate school. It takes a significant amount of time, effort, and engagement for students to acquire these tools at a level that allows them to approach practical research problems. A key strategy toward this end is providing students with the time and space to analyze data and to consider which methodological tools are best suited to the problem at hand. The advancement of online platforms has created virtual opportunities in which students can pursue this practical and technical expertise in an environment that affords them control over the pacing of conceptual understanding and application. Thus, offering online versions of EPE 557 and EPE 558 will allow our department to simultaneously meet the growing demand for these courses and provide us the ability to tailor our offerings to a more diverse array of learning styles.

There is great potential in offering these and other such courses in an online environment. However, the task is challenging and will require that we develop our pedagogical repertoire accordingly. In addition, our department will need support from the University to ensure that we have the capacity to develop our program into a rigorous and productive degree offering. I look forward to this challenge and opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Ferrare'.

Joseph J. Ferrare, Ph.D.

Assistant Professor

Department of Educational Policy Studies & Evaluation

University of Kentucky

Joseph.ferrare@uky.edu; 859-257-9884



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August 27, 2014

To whom it may concern:

I, Dr. Kristen H. Perry, am writing this letter in support of the proposed master's program in Research Methods in Education. I teach EPE 663, Field Studies in Education, which draws from interpretive traditions to introduce students to qualitative research methods in educational settings.

The proposed program, through its online platform, has the potential to reach a wider student base across multiple departments and programs, which will help to relieve the current problem of students being waitlisted for face-to-face courses with limited seat availability. Additionally, a masters program in research methods will also support the College's mission to the Commonwealth of Kentucky to provide education professionals who are prepared to conduct and interpret research, and, thus, to provide important leadership and new knowledge to the state (and beyond).

Best,

-f/1'

Kristen H. Perry, Ph.D.
Associate Professor
Department of Curriculum & Instruction
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341 Dickey Hall
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Phone: 859-257-3836
Email: kristen.perry@uky.edu



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MEMORANDUM

FROM: Dr. Joan Mazur, Associate Professor

Department of Curriculum and Instruction
859-257-4896

jmazur@uky.edu

TO: Dr. Kelly Bradley, Associate Professor, Educational Policy Studies & Evaluation

DATE: August 27, 2014

RE: Letter of Commitment for Course Inclusion for
Research Methods in Education (RMinE) Online Degree Program
EDC 726 – Mixed Methods for Curriculum Inquiry

This letter serves as a letter of support and commitment to provide EDC 726 – Mixed Methods for Curriculum Inquiry course as part of this online degree program. This course has been offered every other fall semester for the past 10 years and is required as part of another interdisciplinary Ph.D. program, thus the stability and availability of the course are assured.

The Research Methods in Education (RMinE) masters program is an exciting and much needed addition to our research methods offerings in the College of Education. As quality and accountability in myriad arenas of education and training become a primary concern for not only educational institutions and business and industry, skilled and prepared educational researchers are a primary and much needed resource in the Commonwealth and the nation.

On the numerous privately and publically funded grants in which I have participated over the years I have been here at UK, *every* grant requires funded positions for individuals with the research methods skills this program will provide. Large grants are not funded without collaborative partnerships and the College of Education is positioned to provide graduate level professional researchers and evaluators through this program who can meet these needs.

I am pleased to participate in this innovative and rigorous program that will advance the 21st research mission of our college and land-grant university .

Supplemental Support Letters



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August 27, 2014

To Whom It May Concern:

As Director of Online Teaching and Learning for the College of Education, I understand that the Department of Educational Policy Studies and Evaluation is creating a Research Methods in Education program focused on research methods. My office is committed to working with the faculty on this grant to ensure their courses are high quality and meet the needs of the students and faculty. My office is in full support of their effort and feel it will be beneficial to students across the college.

Best regards,

Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
Director of Online Teaching and Learning
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Dr. Kelly Bradley
University of Kentucky
Educational Leadership and Policy Studies
131 Taylor Education building
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College of Education
The Evaluation Center
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EvaluationCenter@uky.edu

<http://education.uky.edu/EvaluationCenter>

August 27, 2014

RE: Letter of Commitment for Evaluation Services

Dear Dr. Bradley:

The purpose of this letter is to convey my commitment for the Evaluation Center at the University of Kentucky to provide evaluation services for the Research Methods in Education (RMinE) online master's program. The Evaluation Center will direct efforts and provide resources to examine accessibility, practicality, quality, and utility of the program, as well as, outcomes and long term impacts.

The Evaluation Center is fully staffed with a director, assistant-director, and four research assistants who are proficient with quantitative, qualitative, and mixed-methods approaches to evaluation. As director, I have over 9 years' experience working in evaluation with recent publications in the area of principal preparation program evaluation and the impact of co-designed/co-delivered online doctoral courses.

If I can be of further assistance, please feel free to contact me. I look forward to the opportunity to work with you.

Sincerely,

A handwritten signature in blue ink that reads 'c'oi'.

Jessica E. Hearn, PhD
University of Kentucky Evaluation Center
143 D Taylor Education Building
Lexington, KY 40506-0001
evaluationcenter@uky.edu
859-257-2628



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COLLEGE OF EDUCATION COURSES AND CURRICULA COMMITTEE MEETING

November 12, 2015 1:00 - 2:30 151F Taylor Education Bldg

Committee Members present

C&I: Margaret Rintamaa

EDL: Tricia Browne-Ferrigno

EDSRC: Bob McKenzie

EDP: Michael Toland (standing in for Jon Campbell)

EPE: Willis Jones

KHP: Justin Nichols (chair)

STEM: Molly Fisher

Ex-Officio members present

Rosetta Sandidge

Gary Schroeder

Martha Geoghegan

Susan Cantrell was present, representing the Curriculum and Instruction department, and speaking to the reading recovery program proposals.

The committee voted to continue to use the services of Martha, Gary, and Rosetta in taking notes, but with the proviso that the minutes will be reviewed by the chair, prior to being sent out to the committee.

Agenda was approved for review.

From Curriculum and Instruction

Following is an old set of courses that have been offered for years as a set of special titles. These proposals will update the courses.

The program is for reading recovery teachers. They are hired by a school, but are trained by UK through this program.

These proposals will regularize this program. The program is not an official UK certificate, and there is no EPSB certificate for it. Many of the staff members teaching 700 level courses may not have a doctorate. By regularizing the program, it will make it easier to use the teacher staff.

New Course Proposal – [EDC 502 Teaching Reading to Low Achieving Primary Students](#)

New Course Proposal – [EDC 503 Teaching Reading to Low Achieving Primary Students, Advanced](#)

New Course Proposal – [EDC 622 Observing and Responding to Young Readers](#)

New Course Proposal – [EDC 623 Theoretical Foundations: Language and Literacy](#)

New Course Proposal – [EDC 624 Leadership Practicum for Teacher Leaders](#)

New Course Proposal – [EDC 627 Observing and Responding to Young Readers, Advanced](#)

New Course Proposal – [EDC 628 Theoretical Foundations: Issues in Literacy Difficulties](#)

New Course Proposal – [EDC 629 Leadership Practicum for Teacher Leaders, Advanced](#)

- Motion to accept and approve all of the courses as a group.
- Questions and Discussion: The two courses 502 and 503 are essentially the same. However one course is noted as being advanced. The course used to be one course, but was taught across two semesters. Bob McKenzie noted that there needs to be a prerequisite of 502 for 503.
 - In 622, the course description is the same as 502 and 503. Could a person take 622 before taking 502 and 503?
 - Note: if a course is at the 500 level, you have to demonstrate what makes it a graduate course.
 - 622 also has the same course description... Again, what will differentiate these courses? Bob McKenzie thinks that without more clarity, the course proposals will be rejected at the university committee level.
 - It was noted that all of the course proposals need to be checked to ensure the graduate grading scale is indicated.
 - There was some discussion of whether the syllabi ought to use the NCATE syllabus template. The decision is no, because the courses require the candidates to be accepted for reading recovery, which is not EPSB approved program.
 - It was noted that the person identified as the disabilities resource person, and the person noted as religion resource person both are incorrectly identified.
- Action: The committee discussed how to deal with the approval process, given that there are a number of problems that have been noted.
 - The committee discussed whether the courses should be tabled.
 - All of the courses were tabled for review in December.

From Early Childhood, Special Education, and Rehabilitation Counseling

The committee voted to review new course RC 570 separately, and the remaining minor course changes as a group.

New Course Proposal – [RC 570 Crisis Disaster and Trauma Response for Persons with Disabilities](#)

- Motion to approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion:
 - The grading scale needs to be specified.
 - The course number on the syllabus is incorrect. Martha indicated if the syllabus is to be changed, then the current course has to be deleted. And then add the updated version of the syllabus.
 - There was a demonstration and discussion of how eCATS requires an author to change a proposal after it has originally been submitted.
 - There was a general discussion of the experiences that committee members have had in navigating the eCATS system.
 - Dr. Crystal will meet with Martha to make these changes.
- Action: Approve with the required changes as specified above.

Remaining minor course changes to be reviewed as a group.

- Minor Course Change Request – [RC 520 Principles of Rehabilitation Counseling](#)
- Minor Course Change Request – [RC 610 Case Management in Rehabilitation Counseling](#)
- Minor Course Change Request – [RC 620 Vocational Evaluation and Work Adjustment](#)
- Minor Course Change Request – [RC 630 Placement Services and Techniques in Rehab Counseling](#)
- Minor Course Change Request – [RC 650 Rehabilitation & Mental Health Counseling Theory & Practice I](#)
- Minor Course Change Request – [RC 660 Rehabilitation & Mental Health Counseling Theory & Practice II](#)
- Minor Course Change Request – [RC 670 Group and Family Counseling in Rehabilitation Counseling](#)
- Minor Course Change Request – [RC 710 Clinical Practicum in Rehab Mental Health Counseling](#)
- Minor Course Change Request – [RC 730 Clinical Internship in Rehab Mental Health Counseling](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Bob McKenzie
- Questions and Discussion: The grading scale must be changed to graduate scale for all of the courses included in this action.
- Action: Approved, with the requirement as stated above.

From Kinesiology and Health Promotion

Minor Course Change Request – [KHP 580 Introduction to Team Development](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno and Molly Fisher
- Questions and Discussion:
 - The graduate grading scale needs to be marked, and the differences between the grading scales must be added to the syllabus.
- Action: Approved with the required changes above.

Education Abroad Proposal – [KHP 420G and KHP 300 Summer 2016 Ed Abroad London England](#)

- Motion to Approve/Second: Bob McKenzie and Molly Fisher
- Questions and Discussion:
 - Noted that nothing has changed but Ed Abroad programs must be approved every year.
- Action: Approved

From Educational, School, and Counseling Psychology

New Course Proposal – [EDP 305 Introduction to Counseling Skills](#)

- Input from Author: This course has been reviewed by the Departments of Psychology and the College of Social Work, and has been approved.
- Motion to Approve/Second: Tricia Browne-Ferrigno and Margaret Rintamaa
- Questions and Discussion:

- This course would probably be an elective in a number of majors.
- Where is there a notation of the review and approval by the other department and college
 - These approval documents can be uploaded to the approval as attachments.
- Action: Approved, with the requirement above

Major Change Request – [EDP 606 Professional Issues in Counseling Psychology](#)

- Motion to Approve/Second: Molly Fisher and Bob
- Questions and Discussion:
 - Needs the graduate school grading scale indicated
- Action: Approved with the requirement above

New Course Proposal – [EDP 704 Social Justice Consultation and Evaluation](#)

- Motion to Approve/Second: Bob McKenzie/Tricia Browne-Ferrigno
- Questions and Discussion:
 - Needs graduate school grading scale
- Action: Approved with the requirement above

New Course Proposal – [EDP 712 Advanced Psychometric Methods](#)

- Input from Author: There was a discussion from Michael Toland about the need for this as a new course.
 - The course was presented to the committee by Michael Toland representing EDP and representing EPE.
- Motion to Approve/Second: Tricia Browne-Ferrigno/Bob McKenzie
- Amendments:
 - See the questions below
- Questions and Discussion:
 - It was commented that EDP 711 was submitted at the same time, but did not make it on to the agenda.
 - Actually, EDP 712 is cross listed with EPE 712.
 - Note that the syllabus course description for EDP 711 doesn't match the description in the proposal.
- Action: Approved with the required two changes above.
- Additional question.... What to do about EDP/EPE 711 which was also submitted, but not in time to get on the agenda.
 - eCATS shows that the course did not have the right submission date.
 - EDP 711 will be reviewed at the next meeting

Major Course Change Request – [EDP 765 Independent Study in Counseling Psychology](#)

- Motion to Approve/Second: Tricia Browne-Ferrigno/Molly Fisher

- Questions and Discussion:
 - The graduate grading scale box needs to be checked.
 - If all that is needed is changing the title, then this should not be a major course change... it should be a minor change.
 - Note... there is a change from independent study to a graduate seminar
 - The course title has been changed
 - If they want to keep EDP 765 available as an independent study, then possibly you can't use the course change process as stated.
 - Possibly this really should have been a new course and a program change
 - There was a motion to table this course until the above questions have been resolved by the department
- Action: Table the proposal until it is resubmitted or clarified

From Education Policy Studies and Evaluation

New Program Proposal – [Master's of Science in Research Methods in Education](#) (RMinE)

New Certificate Proposal – [Research Methods in Education Graduate Certificate](#) (RMinE)

Motion to review the program and the certificate program together.

- The courses are being taught collaboratively between EDP and EPE.
- The courses will all be available online or as face to face.
- There are five courses in the certificate
- The core for the master's degree plus an elective constitutes the certificate
- It is a 36 credit master's degree.
- Discussion of how the program and certificate were developed.
- Question called... both the program and certificate were approved

EPE vote on Research Methods in Ed online master's program

Bieber, Jeffery P <jpbieb01@uky.edu>
To: "Schroeder, Margaret" <m.mohr@uky.edu>
Cc: "Bradley, Kelly D" <kelly.bradley@uky.edu>

Mon, Mar 28, 2016 at 5:33 PM

Margaret,

At its annual retreat held on May 8, 2014, the EPE department faculty voted unanimously to approve the on-line Research Methods in Education master's program and certificate.

Please let me know if you have any questions.

Best,

Jeff

Jeffery P. Bieber, PhD
Interim Department Chair
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6K