From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, April 01, 2016 2:36 PM
To:	Hippisley, Andrew R; Brothers, Sheila C
Cc:	Bradley, Kelly D; Sampson, Shannon O
Subject:	MS in Research Methods in Education

Proposed New MS: Research Methods in Education

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS degree: 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

1. *This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.*

2. *The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE's pre-proposal process. The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.*

3. *Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.*

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE		
1. Basic Information: Program Background and Overview		
1a	Date of contact with Institutional Effectiveness[1]:	*10/19/15*
	☒ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home College: *College of Education*	
1c	Home Educational Unit (school, department, college[2]): *Educational Policy and Evaluation*	
1d*	Degree Type (Master's of Science, Master's of Business Administration, etc.): *M.S.*	
1e*	Program Name (Biology, Finance, etc.): Research Methods in Education (RMinE)	
1f*	CIP Code (provided by Institutional Effectiveness): *13.0603*	
1g	Is there a specialized accrediting agency related to this program?	Yes ☐ No ☒
	If "Yes," name:	
1h	Was this particular program ever previously offered at UK but subsequently suspended?	Yes ☐ No ☒
	If "Yes," describe. (*300 word limit*)	

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[1] You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).
[2] Only interdisciplinary graduate degrees may be homed at the college level.

1i*	Requested effective date:	☒ Fall semester following approval.	OR	☐ Specific Date[3]:*Fall 20*

1j	Anticipated date for granting first degree(s): *May 2018*		

1k*	Contact person name: *Kelly D. Bradley, Ph.D.*	Email: kdbrad2@uky.edu	Phone: *(859) 257-4923*

2. Program Overview

2a*	Provide a brief description of the proposed program. *(300 word limit)*
	The Master's of Science in Research Methods in Education (RMinE), offered by the Department of Educational Policy Studies and Evaluation, will provide students training for careers in settings such as academic institutions, school districts, state and federal agencies, healthcare, and certification, licensing and testing organizations. Developing research knowledge and skills within a problem-of-practice framework, enrolled students will learn to apply research methods, techniques and constructs to real world education settings, issues, and data sets. The M.S. degree requires students to complete 36-credit hours and the program will be available entirely online, asynchronous. It is anticipated that all required courses will be available for on-line delivery by summer 2016, as they have been developed with support of 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*). Students enrolled in the program will develop a foundation in basic research methods in education, while completing a focused area of emphasis: quantitative methods, evaluation, or research design. The inter-disciplinary program will cross fields of study within education, drawing from perspectives in policy, psychology, pedagogy and history. This unique approach should attract those wanting to develop academic and applied research skills, undertake commissioned research or evaluations, or progress to doctoral study, as well as those already working as a researcher or evaluator. Components of the program will also support undergraduate education core in quantitative inferential reasoning and offer content to many existing graduate programs across UK.

2b	What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? (*300 word limit*)
	There are presently no similar programs in the state. There is a strong desire for quantitative analytical skills and especially for evaluators, as evaluation has become crucial in the public and private sectors. The program provides a valuable skillset that meets student and employer needs. Furthermore, the availability of the program on-line allows for access to students throughout the state, nation, and world. According to the Online College Students 2014 report, online teaching and learning is growing in higher education in the United States. The most important criteria in student selection of an online institution include overall reputation of the college or university (25%), no set class meeting times (19%), recognized in your field as a high-quality college or university (14%) and students never have to visit campus during their study (13%) (p.14). (Clinefelter, D. L. & Aslanian, C. B., (2014). Online college students 2014: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc. Retrieved from http://www.learninghouse.com/wp-content/uploads/2014/06/2014-Online-College-Students-Final.pdf. The University of Kentucky is recognized in the field, and this program offers the flexibility and features students tend to seek in an online program. The University of Kentucky awarded the Department of Educational Policy Studies and Evaluation an eLII grant to develop courses in this format and the program.

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[3] Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

	This degree prepares individuals for work in many careers listed in the U.S. Department of Labor's Top 50 Fastest Growing Occupations with a Master's degree or higher level of education Mathematician (20th), Survey Researcher (30th), and Postsecondary Education Administrator (48th). Postsecondary Education Administrators are also among the top 50 occupations with the most openings (Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org).
2c*	*(similar to 11a)* List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. *(300 word limit)*
	There are three primary program objectives. The first objective is to establish a high-quality graduate degree that fills an important academic gap in higher education. The need for quantitative data and quality evaluation services is continuing to grow as data-driven decision making and accountability become increasingly important in the public and private sectors. The number of individuals who have the skillset to meet this demand, however, is small, with even many highly educated individuals lacking the full range of quantitative reasoning and research method skills needed to meet employer demands. This program will focus on providing the quantitative reasoning and research methods skills that employers are seeking without requiring students to commit to a full Ph.D. program. Few programs such as this currently exist and development at this stage allows the University of Kentucky to be at the forefront of innovation in the field.

The second objective is to develop a research based program which can be accessed by both traditional and non-traditional students throughout the state, country, and internationally, who are interested in education research methods but may not have physical access to the Lexington campus. This master's program helps to make the university more diverse and inclusive, and provides educational access to groups, such as working individuals and those living in rural areas, who have historically had higher-education access issues.

Finally, this program seeks to serve as an income-generating program for the department. The on-line nature of the program allows for widespread access and ideally large enrollment with little strain on present department resources. Additional income would allow for the department to offer more scholarships, assistantships, hire new faculty, and take on new projects without the need to request additional funds from the state, university or private donors. |
2d*	List the student learning outcomes (SLOs) for the proposed program. (*300 word limit) (More detailed information will be addressed in Section A, part 5.)*
	A series of intended student learning outcomes has been developed in collaboration with the college, department, and stakeholder groups, related to specialized knowledge, intellectual skills, and applied learning. Specialized knowledge is reflected in the outcome that students leave the program with advanced ability and knowledge of quantitative methods, evaluation/assessment, or research design. Furthermore, students are expected to have the ability to demonstrate these specialized skills through the evaluation of others' work and the production of their own work. Quantitative methods, evaluation/assessment, and research design are all specialized as they require specific knowledge of advanced theoretical and analytical techniques which go beyond what the average individual can learn on their own or through work experience. Intellectual skills are reflected in the student learning outcome which reflects the ability of students to develop research questions and apply appropriate quantitative techniques. In addition, it is expected that students will leave the program with the ability to develop research plans and studies which address stated research questions, further demonstrating they have refined, applicable, intellectual skills. Finally, the program is largely rooted in the applied learning principle with student learning objectives being focused on skill-based competency. Students at

	the end of the program are expected to be able to implement an evaluation, create and test an assessment, or design and conduct an advanced quantitative research study. Furthermore, it is expected that students leaving the program will be able to identify needs in their respective fields where they could apply their specialized skills. Given the methods focus of this program, students are expected to develop their specialized skillset and be able to apply it when appropriate.
2e	Provide the rationale and motivation for the program. Give reference to national context, including equivalents at benchmark institutions. *(150 word limit)*
	The RMinE program 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.
2f	Describe the proposed program's uniqueness within UK. *(250 word limit)*
	The RMinE was developed to be both highly practical and applicable in real-world settings, and accessible to students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and international students. This degree was designed for individuals working in the education field, among other fields, who need research methods skills to better conduct their work in geographic areas where it may be challenging to recruit highly skilled educational researchers or evaluators. Students can complete the program entirely asynchronously on-line. The RMinE degree allows students at the University to specialize in quantitative, qualitative, psychometric, assessment and evaluation research methods useful in education and social science research. Thus, students focus on methods, rather than content. The RMinE degree is an opportunity for the College of Education to capitalize on its strengths in the range of educational research methods.
2g	Describe the target audience. *(150 word limit)*
	Three types of students will be targeted. The quantitative methods concentration is aimed at those interested in developing quantitative models generally for research purposes. The evaluation/assessment concentration provides is targeted to students planning to continue with higher education, who are planning on starting evaluation firms, who are planning to work as evaluators or plan on applying evaluations to their current work. The research design area is appropriate for students interested in continuing in higher education, who would like to work in educational testing and assessment firms, who are interested in survey firms, or those already in the field of education who are looking at ways to develop better instruments. The target audience is also students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and students who live outside the U.S.
2h*	Does the program allow for any concentrations? Yes ☒ No ☐
	If "Yes," name the concentration(s). *(Specific course requirements will be described in Section A, part 7.)*
	Concentration #1: *Quantitative Methods*
	Concentration #2: *Evaluation/Assessment*

	Concentration #3: *Research Design*		
2j	Are necessary resources available for the proposed new program? *(A more detailed answer is requested in Section A, part 4.)*	Yes ☒	No ☐
2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. *(150 word limit)*		
	Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate Student Handbook and the specific policies of the Department of Educational Policy Studies & Evaluation's Graduate Student Handbook. Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty, who will arrive at an admissions decision for each case. Students from a variety of backgrounds will be encouraged to apply to the program. To remain in good standing with the program, students must show they are making acceptable progress towards completion of the degree and remain continuously enrolled in the program. Students who are not making successful progress to completing their degree will be contacted by their advisor (or the DGS) to develop a plan for improvement.		
2l	Are multiple units/programs collaborating to offer this program?	Yes ☒	No ☐
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. *(150 word limit)* *(Letters of support will be addressed in Part A, section 7.)*		
	Many of the courses that make up the program are cross-listed with EDP, and the program electives contain classes from EDP, EDC, and ELS. By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields. In determining committees and designing research projects, the varied experiences of these faculty will provide insight in ways for students to have the most positive and expansive experience. In addition, the program will rely on the support of the College of Education's Online Teaching and Learning Support Team, its Next Generation Learning Strategic Team and its Information Technology Center to provide guidance for faculty and students in dealing with technological issues.		
2m	Are there any UK programs which the proposed program could be perceived as replicating?	Yes ☐	No ☒
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. *(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 the unit chair/director who may perceive this program as a replicate. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has agreement from the faculty members of the unit. This typically takes the form of meeting minutes.		
2n	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes ☒	No ☐

	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?				
2o	Will the program have an advisory board[4]?			Yes ☐	No ☒
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. *(150 word limit)*				
	n/a				
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.				
		Faculty within the college who are within the home educational unit.			
		Faculty within the college who are outside the home educational unit.			
		Faculty outside the college who are within the University.			
		Faculty outside the college and outside the University who are within the United States.			
		Faculty outside the college and outside the University who are outside the United States.			
		Students who are currently in the program.			
		Students who recently graduated from the program.			
		Members of industry.			
		Community volunteers.			
		Other. Please explain:			
		Total Number of Advisory Board Members			

3. Delivery Mode		**UK DLP and eLearning Office** [5]
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning[6]?	Yes ☒ No ☐

	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☒

	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*
3b*	If *any* percentage of the program will be offered via the alternative learning formats below, check all that apply, below.
	☒ Distance learning.
	☒ Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.
	☐ Technology-enhanced instruction.
	☐ Evening/weekend/early morning classes.

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[4] An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

[5] For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (http://www.uky.edu/DistanceLearning/).

[6] Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

	☐	Accelerated courses.
	☐	Instruction at nontraditional locations, such as employer worksite.
	☐	Courses with multiple entry, exit, and reentry points.
	☐	Modularized courses.
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. *(200 word limit)* • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.	
	While the majority of the courses in the Master's program are offered in a face-to-face format, all coursework is available online, and it is structured such that a student can complete the RMinE degree without a campus visit. This gives students the flexibility to take courses in either format, but it does not limit participation by geographical location. Students located on-campus have the added benefit of being able to take the course in the format best suited for their education needs. In addition, the online portion of the program is offered asynchronously. This takes into account student learning differences, allowing students to revisit material as necessary and to progress through the content at their own pace.	

4. UK Resources

4a*	Will the program's home educational unit require new or additional faculty?	Yes ☐ No ☒
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. *(150 word limit)*	
	Course rotations have been carefully planned to enable the department to rotate courses in online and face-to-face formats to meet the course scheduling requirements. Deans and Chairs across the College are in support of moving the designated research courses to both formats and anticipate increased enrollment as these courses become accessible in a variety of delivery modes. The success and sustainability of the new degree will be supported by the multiple functions served by its individual course components. As it grows, funds generated by the program will support graduate teaching assistants and/or lecturers. This has the potential to strengthen doctoral degree programs as well since the TA positions can be used to recruit high caliber students.	
	If "Yes," when will the faculty be appointed? *(150 word limit)*	
	n/a	
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes ☐ No ☒
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. *(150 word limit)*	
	Given that there are no new faculty hires needed for the creation of this program, and that the program is being housed in an established department which currently has space to accommodate staff and graduate assistant, no new facilities are needed. Furthermore, the online nature of this program makes it so there is not an additional need for classroom facilities. As part of the program, students will have the ability to come in for lab hours in a computer classroom, however, this is similar to the format many professors in the EPE department have and should not require any additional classroom resources. Any equipment needed to support the development of online courses will be purchased through the 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)	
4c	Will the program include courses from another educational unit(s)?	Yes ☒ No ☐
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. *(150 word limit)*	
	The entire degree can be completed within EPE, however, the program is supported by several other programs within the College of Education, and each supporting department has written a letter of support (see Appendix	

B). By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields.

Courses to be included that are not cross-listed in the Department of Educational Policy Studies and Evaluation are:
- EDC 726: Curriculum Inquiry Mixed Methods Research
- EDL 669: Leadership for Creative Problem Solving
- EDP 656: Research Design and Analysis in Education

Furthermore, students are required to take a contextual course of their choice (e.g., EPE 661: Sociology of Education, EPE 670: Policy Issues in Higher Education) that will enhance their capacity for research in a specific context. The contextual course may be from within the RMinE course offerings, but from a different concentration.

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 the other units' chair/director from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[7] and impact on the course's use on the home educational unit.

☒ 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.

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[7] Show evidence of detailed collaborative consultation with such units early in the process.

4d	(similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed new master's program.		
NAME List name & identify faculty member as FT (full-time) or PT (part-time).	**FACULTY CIP CODE[8]** List the applicable CIP Code for the faculty member.	**MAJOR CORE COURSES IN THE PROGRAM** List the major core courses in the program that the faculty member will teach and the frequency of the offering (e.g. "every spring")	**OTHER QUALIFICATIONS** *If applicable,* list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. *If not applicable*, mark with "n/a."
Bradley, Kelly (FT)	*130101 Education, General* *130406 Higher Education/Higher Education Administration* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation and Research, Other*	EPE/EDP 522 – Measurement and Assessment (online once a year) 571 – Writing seminar (online once every year and a half) 557-Gathering, Using and Analyzing Educational Data I (taught online at least every fall) 558 – Gathering, Using and Analyzing Educational Data II (taught online once a year online) 601 – Proseminar (DGS or program director will teach at least once a year) 619- Survey Research (at least one online offering every third term) 620- Introduction to Evaluation (online every spring)	*Teaches many online courses, many also asynchronous.*
Toland, Michael (FT)	*131101 Counselor Education/ School Counseling and Guidance Services* *420101 Psychology, General* *422703 Developmental and Child Psychology* *422707 Social Psychology* *422801 Clinical Psychology* *422803 Counseling*	EPE/EDP 571- Writing Seminar (online once every year and a half) 557- Gathering, Using and Analyzing Educational Data I (online at least every fall) 558 – Gathering, Using and Analyzing Educational Data II (once a year online) EDP 656 Methodology of Educational Research (once a year online) EPE 660 Research Design and Analysis in Education (once a year online)	*Has taught many asynchronous courses*

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[8] Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

	Psychology *422805 School Psychology* *422810 Health/Medical Psychology* *422811 Family Psychology*		
Goldstein, Beth (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE 663- Field Studies in Educational Settings (once a year online)	*n/a*
Ferrare, Joseph (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation and Research, Other*	EPE/EDP 557- Gathering, Using and Analyzing Educational Data I (online every fall) 558 – Gathering, Using and Analyzing Educational Data II (once a year online) 619 – Survey Research (online at least every third term)	*n/a*
Lee, Jungmin (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (online every fall) 558- Gathering, Using and Analyzing Educational Data II (online every spring)	*n/a*
Jensen, Jane (FT)	*130101 Education, General* *130406 Higher Education/Higher Education Administration* *130603 Educational*	EPE 571 – Writing Seminar (online once every year and a half) 663- Field Studies in Educational Settings (online every fall and spring)	*n/a*

	Statistics and Research Methods *130699 Educational Assessment, Evaluation*		
Waddington, Joseph (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE/EDP 571 – Writing Seminar (online once every year and a half) 557 – Gathering, Using and Analyzing Educational Data (online every fall) 558 – Gathering, Using and Analyzing Educational Data (online every Spring)	*n/a*
Hearn, Jessica (FT)	*130101 Education, General* *130601 Educational Evaluation and Research* *130603 Educational Statistics and Research Methods* *130699 Educational Assessment, Evaluation*	EPE/EDP 620- Introduction to Evaluation (online every spring) 621 Advanced Topics and Methods of Evaluation	*Director of Evaluation Center at UK*
Thelin, John (F)	*130101 Education, General* *130404 Educational, Instructional and Curriculum Supervision* *130408 Elementary and Middle School Administration/Principalship* *130409 Secondary School Administration/ Principalship* *130410 Urban Education and Leadership* *130499 Educational Administration and Supervision, Other* *130501 Educational/Instructional*	EPE 797 Historical Research on Education	

	131202 Elementary		
	131203 Junior High/Intermediate/Middle School Education and Teaching Education and Teaching Technology		
	131205 Secondary Education and Teaching		
	131299 Teacher Education and Professional Development, Specific Lev		
	131303 Business Teacher Education		
	131305 English/Language		
	131306 Foreign Language Teacher Education Arts Teacher Education		
	131308 Family and Consumer Sciences/Home		
	131311 Mathematics Teacher Education Economics Teacher Education		
	131315 Reading Teacher Education		
	131316 Science Teacher Education/General Science Teacher Education		
	131317 Social Science Teacher Education		
	131318 Social Studies Teacher Education		
	131321 Computer Teacher Education		
	131322 Biology Teacher Education		

	131323 Chemistry Teacher Education 131325 French Language Teacher Education 131326 German Language Teacher Education 131328 History Teacher Education 131329 Physics Teacher Education		
Perry, Kristin	130501 Educational/Instructional Technology 131202 Elementary Education and Teaching 131203 Junior High/Intermediate/Middle School Education and Teaching 131205 Secondary Education and Teaching 131299 Teacher Education and Professional Development, Specific Lev 131303 Business Teacher Education 131305 English/Language Arts Teacher Education 131306 Foreign Language Teacher Education 131308 Family and Consumer Sciences/Home Economics Teacher Education 131311 Mathematics Teacher Education	663- Field Studies in Educational Settings (online every fall and spring)	

	131315 Reading Teacher Education *131316 Science Teacher Education/General Science Teacher Education* *131317 Social Science Teacher Education* *131318 Social Studies Teacher Education* *131321 Computer Teacher Education* *131323 Chemistry Teacher Education* *131325 French Language Teacher Education* *131326 German Language Teacher Education* *131328 History Teacher Education* *131329 Physics Teacher Education* *131330 Spanish Language Teacher Education*		

5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2c and 2g), explain how the *program* will be assessed, which is different from assessing student learning outcomes. 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. *(250 word limit)*
	For the programmatic assessment, student evaluations of the program, an examination of revenue generated, and an examination of student academic and professional outcomes after graduation will be examined.
	The benchmarks are as follows:
	- Program course evaluations by students are reported are consistent with or above other programs in the college.
	- Over one-half of all participants in the program are on-line participants.
	- The program recoups its costs and generates a positive income.
	- Graduates of the program who were seeking work found jobs and were employed.
	- Graduates of the program who were planning to enter doctoral programs found sufficient programs.
	- Program evaluations demonstrate student success within the program.
	- Examination of final projects by students demonstrates students are meeting expected learning outcomes.
	- Students completed their program in the time-period they planned on at the beginning of entering the program
	Data related to these benchmarks 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. In addition, program faculty and staff will work to assure that students are aware of employment opportunities and academic opportunities. If the program is not meeting the expectation of having out-of-state and non-campus student enrollment, additional marketing efforts will be made. Finally, if revenue expectations are unsatisfactory financial alterations will be made with costs (depending on where the excess is identified) to assure the program becomes generating
5b	*(related to 2d and 14.c)* Based on the SLOs from question 2c, append a PDF of the program's course map[9] to the end of this form. *(Click HERE for a sample curricular map.)*
5c	Append an assessment plan[10] for the SLOs to the end of this form. *(Click HERE for a sample assessment plan.)*
6. Non-Course Requirements	
6a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning?	Yes ☒	No ☐
	If "No," explain below. *(150 word limit)*

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[9] Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

[10] An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

6b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes ☒	No ☐
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (*150 word limit*)		
	The GRE is required for admission, but no minimum score is required. The requirements include, but do not exceed, requirements for admission to The Graduate School.		
6d	Will the program have a world language requirement?	Yes ☐	No ☒
	If "Yes," describe below. (*150 word limit*)		
6e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (*150 word limit*)		
	Admitted students will be allowed to transfer in 9 credit hours, per The Graduate School's requirement, however, the Director of Graduate Studies must approve of the credits.		
6f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes ☐	No ☒
6g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes ☒	No ☐
	If "Yes," explain the requirements below.		
	To complete the program and receive their degrees, students will be required to complete a project based scholarly paper. Possible projects include preparing an evaluation report, preparing a technical report for a research project, or completing a research manuscript. The type and scope of project that a student completes will be dependent upon the students' interests and career aspirations, and will be approved by students' program committee.		
6h	Provide the final examination criteria?	Yes ☐	No ☒
	The final examination will be an oral exam for the scholarly paper and can be virtual.		
6i	Describe termination criteria.	Yes ☒	No ☐
	Termination criteria is in accordance with the Graduate Bulletin. Termination criteria are: -Scholastic probation for 3 enrolled semesters (students are placed on scholastic probation when they fail to maintain a GPA of at least 3.0. Students on scholastic probation have one semester, 9 hours, to remove		

	scholastic probation by attaining a cumulative GPA of 3.0.) -having failed twice the final master's exams

7. Course Requirements.

7a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.

400G-level: -	500-level: 12	600-level: 19	700-level: 5

7b	What is the total number of credit hours required for the degree?[11] (e.g. 24, 32)	*36*

	If an explanation about the total credit hours is necessary, use the space below. *(150 word limit)*
	Students will be required to take over half of their courses at the 600-level and above. Only four 500-level courses are offered as course options. The majority of students will take about 75% of their courses above the 600-level and above. The division between 600 and 700-level courses will vary by student, but be largely guided by the students emphasis in the program.

Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.

7c*	**Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite". (Click here for a template with additional rows for courses.)

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status[12]
EPE 571	*Seminar in Research Writing*	☒ Pgm Core ☐ Prerequisite	*3*	New
EPE 601	*Proseminar*	☒ Pgm Core ☐ Prerequisite	*1*	Change
EPE/EDP 557	*Gathering, Using and Analyzing Educational Data I*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE 619	*Survey Research*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE/EDP 620	*Introduction to Evaluation*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
EPE 663	*Field Studies*	☒ Pgm Core ☐ Prerequisite	*3*	No Change
		☐ Pgm Core ☐ Prerequisite		Select one....
		☐ Pgm Core		Select one....

[11] A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.
[12] 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").

		☐ Prerequisite		
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….
		☐ Pgm Core ☐ Prerequisite		Select one….

	*Total **Core Courses** Credit Hours:*	*16 hours*	
7d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (*150 word limit*)	Yes ☐	No ☒
7e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes ☐	No ☒

	Program Guided Electives[13] (Guided electives for <u>all</u> students in the program.)		
7f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)	Yes ☐	No ☒
7g*	Using the grid provided, list the guided electives below.		

Prefix & Number	Course Title	Credit Hrs	Course Status[14]
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
Total Credit Hours as Guided Electives:			

7h	Is there any narrative about guided electives courses that should be included in the	Yes ☐	No ☒

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[13] Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

[14] 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").

	Bulletin? If "Yes," note below. (*150 word limit*)			

	Program Free Electives[15]. (Free electives for <u>all</u> students in the program.)			
7i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)		Yes ☒	No ☐
7j*	What is the total number of credit hours in free electives?	*3*		
7k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (*150 word limit*)			
	In conjunction with their committee, students will select a contextual course that will enhance their capacity for research in a specific context. The contextual course may be from within the RMinE course offerings, but from a different concentration.			

	Courses for a program's concentration(s). *(Click HERE for a template for additional concentrations[16].)*			
7l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)		Yes ☒	No ☐
7m	Concentration name: *Quantitative Methods*			

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[17]
EDP/EPE 558	*Gathering, Using and Analyzing Educational Data II*	☒ Core ☐ Elective	*3*	No Change
EDP 660	*Research Design and Analysis in Education*	☒ Core ☐ Elective	*3*	No Change
EDC 726	*Curriculum Inquiry Mixed Methods Research*	☐ Core ☒ Elective	*3*	Change
EPE 621	*Advanced Topics and Methods of Evaluation*	☐ Core ☒ Elective	*3*	Change
EDP/EPE/EDC 522	*Psychological and Educational Tests and Measurements*	☐ Core ☒ Elective	*3*	Change
EPE 785	*Independent Studies in Educational Policy Studies and Evaluation*	☐ Core ☒ Elective	*1-3*	No Change

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[15] Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

[16] Append a PDF with each concentration's courses to the end of this form.

[17] 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").

EPE 790	Internship in Educational Policy Studies and Evaluation	☐ Core ☒ Elective	3-6	No Change

Total Credit Hours, Concentration #1:	17

7n	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7o. If "No," indicate and proceed to 7p.)	Yes ☒	No ☐

7o	Concentration #2 Name:	Evaluation/ Assessment		

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")		Credit Hrs	Course Status[18]
EPE 621	Advanced Topics and Methods of Evaluation	☒ Core ☐ Elective	3	No Change
EDP/EPE/ EDC 522	Psychological and Educational Tests and Measurements	☒ Core ☐ Elective	3	Change
EPE 797	Historical Research on Education	☐ Core ☒ Elective	3	No Change
EDC 726	Curriculum Inquiry Mixed Methods Research	☐ Core ☒ Elective	3	No Change
EDL 669	Leadership for Creative Problem Solving	☐ Core ☒ Elective	3	No Change
EPE 790	Internship in Educational Policy Studies and Evaluation	☐ Core ☒ Elective	3-6	No Change
EPE 785	Independent Studies in Educational Policy Studies and Evaluation	☐ Core ☒ Elective	1-3	No Change

Total Credit Hours, Concentration #2:	17

7n	Provide concentration-related language that should be included in the Graduate School Bulletin? (150 word limit)
	Elective options include, but are not limited to, courses listed. Each student's program of studies is based upon student interest and committee collaboration.

7o	Is there anything else about the proposed program that should be mentioned? *(150 word limit)*
	See appendix for additional concentrations

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

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[18] 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").

YEAR 1 - FALL:	*Quantitative Methods* *EPE 601 – Proseminar (1-hour)- core* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)- core* *EPE 663 – Field Studies (3 hours)- core* *EPE 620 – Introduction to Evaluation (3-hours)- core*	**YEAR 1 - SPRING:**	*Quantitative Methods* *EPE 619 – Survey Research (3-hours)- core* *EPE/EDP 558 – Gathering, Using and Analyzing Educational Data II (3-hours)- concentration core* *Contextual Course (3-hours)- free elective*
YEAR 2 - FALL :	*Quantitative Methods* *EPE 571 – Writing for Educational Research (3-hours)- core* *EPE 522/EDP/EDC – Measurement and Assessment (3 hours)- elective* *EPE/EDP 660 – Research Design and Analysis in Education (3 hours)- concentration core*	**YEAR 2 - SPRING:**	*Quantitative Methods* *EPE 790 – Internship (5 hours)- elective* *EPE 621 Advanced Topics and Methods of Evaluation (3-hours)- elective*
YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. *(150 word limit)*
	The initial year has students participating in the core program courses. This will aid in giving students the foundational knowledge they need to be successful in the advanced courses. This will also aid in providing students with the range of experiences that will aid them in choosing a concentration, had they not already done so upon entering the program.

9. 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
9a	(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*
9b	(Collaborating and/or Affected Units)			
		n/a		/ /
				/ /
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9c	(Senate Academic Council)	**Date Approved**	**Contact Person Name**	
	Health Care Colleges Council (if applicable)			
	Graduate Council			

SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a	Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? *(300 word limit)*
	The UK College of Education is ranked as one of the top 100 colleges of education in the country. Faculty involved with the program are nationally-recognized speakers and authors in the field of research methods, quantitative methods, and evaluation/assessment. These faculty include: Kelly Bradley, Michael Toland, Beth Goldstein, Joe Waddington, John Thelin, Jane Jensen, Joseph Ferrare, Jungmin Lee, Jessica Hearn, and Joan Mazur. The resources of the College have been used to build a host of courses in the research methods area and provide support for the faculty teaching these courses.
10b*	*(similar to 2b)* What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. *(300 word limit)*
	A series of intended student learning outcomes have been developed in collaboration with the college, department, and involved groups. These intended goals relate directly to three of the five areas of learning. Specialized knowledge is reflected in the outcome that students leave the program with advanced ability and knowledge of quantitative methods, evaluation/assessment, or measurement. Furthermore, students are expected to have the ability to demonstrate these specialized skills through the evaluation of others' work and the production of their own work. Quantitative methods, evaluation/assessment, and research methods are all specialized as they require specific knowledge of advanced theoretical and analytical techniques which go beyond what the average individual can learn on their own or through work experience. Intellectual skills are reflected in the student learning outcome which reflects the ability of students to develop research questions and apply appropriate quantitative techniques. In addition, it is expected that students will leave the program with the ability to develop research plans and studies which address stated research questions, further demonstrating they have refined, applicable, intellectual skills. Finally, the program is largely rooted in the applied learning principle with student learning objectives being focused on skill-based competency. Students at the end of the program are expected to be able to implement an evaluation, create and test an assessment, or design and conduct an advanced quantitative research study. Furthermore, it is expected that students leaving the program will be able to identify needs in their respective fields where they could apply their specialized skills. Given the methods focus of this program, students are expected to develop their specialized skillset and be able to apply it when appropriate.
10c	Clearly state the student admission, retention, and completion standards designed to encourage high quality. *(300 words)*
	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 Department of Educational Policy Studies & Evaluation's Graduate Student Handbook.

Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty, who will then review the recommendations and application folders and arrive at an admissions decision for each case. Students will be required to submit GRE scores, although there is no minimum GRE requirement. Students from a variety of backgrounds will be encouraged to apply to the program and ideally the program will include many students from outside the field of education who are interested in research methods. No minimum GPA is required for student admission. Admitted students will be allowed to transfer in 9 credit hours, however, the Director of Graduate Studies must approve of the credits. As with all EPE graduate degree programs, students admitted to the program must also be admitted into the University of Kentucky's Graduate School. |

	To remain in good standing with program students must show they are making acceptable progress towards completion of the degree and remain continuously enrolled in the program. Students are placed on scholastic probation when they fail to maintain a GPA of at least 3.0, and they then have one semester, 9 hours, to attain a cumulative GPA of 3.0. Students who are not making successful progress to completing their degree will be contacted by their advisor (or the DGS) to develop a plan for improvement. Failure to remain in good standing or complete satisfactory progress towards completion of the degree may result in a student's termination from the program.
10d	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. *(300 word limit)*
	No other program such as this one exists within the state, and as such, no transfer agreements have been made.
10e	Identify the applicant pool and how applicants will be reached. *(300 word limit)*
	The applicant pool will be individuals interested, or currently working, in settings such as academic institutions; school districts; state and federal agencies; healthcare; and certification, licensing and testing organizations. It includes individuals wanting to develop academic and applied research skills; undertake commissioned research or evaluations; progress to doctoral study; as well those already working as a researcher or evaluator. Components of the program will also be useful to undergraduate education students requiring coursework in quantitative inferential reasoning, and to many existing graduate programs across the University of Kentucky.
	Department instructors and administrators will reach out to other institutions throughout the country where this program is not available. The department will use its professional connections to locate potential students and contact them directly. Departments who express they have students interested will be sent promotional materials, and visits from individuals associated with the program will be facilitated when possible.

11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals

11a*	*(similar to question 2c)* List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. *(300 word limit)*
	There are three primary program objectives. The first objective is to establish a high-quality graduate degree that fills an important academic gap in higher education. The need for quantitative skills and quality evaluation services is continuing to grow as data-driven decision making and accountability become increasingly important in the public and private sectors. The number of individuals who have the skillset to meet this demand, however, is small, with even many highly educated individuals lacking the full range of quantitative reasoning and research method skills needed to meet employer demands. This program will focus on providing the quantitative reasoning and research methods skills that employers are seeking without requiring students to commit to a full Ph.D. program. Few programs such as this currently exist and development at this stage allows the University of Kentucky to be at the forefront of innovation in the field.

The second objective is to develop a research based program which can be accessed by both traditional and non-traditional students throughout the state, country, and internationally, who are interested in education research methods but may not have physical access to the Lexington campus. This master's program helps to |

	make the university more diverse and inclusive, and provides educational access to groups, such as working individuals and those living in rural areas, who have historically had higher-education access issues. Finally, this program seeks to serve as an income-generating program for the department. The on-line nature of the program allows for widespread access and ideally large enrollment with little strain on present department resources. Additional income would allow for the department to offer more scholarships, assistantships, higher new faculty, and take on new projects without the need to request additional funds from the state, university or private donors.
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan? *(150 word limit)*
	This program supports Goal 1 and Goal 4 of the University of Kentucky's institutional mission. Goal 1 of the mission is focused on educating Kentucky students to be leaders in the social and economic domains. Students of the program will leave with the ability to develop and evaluate programs in their respective topic of interest. In addition, students will leave with the ability to be innovators in developing and refining new assessment instruments to measure original ideas as they are developed. Goal 4 of the mission is focused on promoting inclusion and diversity. This program is able to promote inclusion and diversity by making the program available on-line, which means the program can reach students in remote areas, students in other states, and students internationally. The income-producing goal of the program allows for more funds to be used to provide scholarships and assistantships to underrepresented students in the department.
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? *(300 word limit)*
	This program supports the 'research, economic, and community development,' 'student success,' and 'efficiency and innovation' aspects of the CPE strategic agenda. In the 'research, economic, and community development' aspect, this program both educates Kentuckians in a highly profitable skillset and allows for these skills to be brought to areas throughout the state. Graduates of the program would be able to work in a range of public and private organizations throughout the state, as well as establish firms in underserved areas where there is a need for evaluation, measurement and quantitative methods. Furthermore, the on-line and flexible nature of the program allows for individuals already working in the public and private sector to learn these valuable skills and begin immediately applying them to their work throughout out the state. In the 'student success' aspect, this program provides high-quality graduate-level education access to historically underserved rural communities. Many of the individuals living in these rural communities are low-income and have transportation issues which keeps them from being able to access high-quality graduate education. This program helps ensure that rural areas are having the same educational opportunities as urban and suburban areas. In the 'efficiency and innovation' aspect, this is a program unlike any other being offered in the state and one of the newest of its kind in the country. Furthermore, students will be learning a skill set that can be used as the master's work foundation for a wide range of academic fields, such as agriculture, the social sciences, and business. The program has considered the statewide implementation plan strategies. Regarding satisfactory funding, the program received a grant for program development (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).
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. ☐ (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. *(300 word limit)*
	The program is supported by several other programs within the College of Education. For example, many of the courses that make up the program are cross-listed with EDP, and the program electives contain classes from EDP, EDC, and ELS. By using faculty and courses from other departments, student enrolled in the program gain perspectives and skills from a range of educational fields. This keeps the university and college from cross-duplicating material and creating unnecessary redundancy. Students will also benefit from the research experiences that come from working with faculty in different education departments. In determining committees and designing research projects, the varied experiences of these faculty will provide insight in ways for students to have the most positive and expansive experience. In addition, the program will rely on the support of the College of Education's Online Teaching and Learning Support Team, its Next Generation Learning Strategic Team and its Information Technology Center to provide guidance for faculty and students in dealing with technological issues. By working with other groups in the college, this program is pulling from the various strengths of each group to provide the best experience for students. The program supports other programs by being both online and asynchronous, so the courses offer a new level of flexibility for students. This is especially helpful for students enrolled in programs that require clinical work (such as in the department of Kinesiology and Health Promotions), because the required clinical hours often conflict with the schedule of traditional course offerings. Furthermore, programs that require measurement types of courses can utilize the courses offered within this program. Thus, students can take courses from faculty with research, evaluation and measurement expertise, and other departments do not have to seek adjunct professors to teach these courses.
12b	What will be the projected "faculty-to-student in major" ratio? *(150 word limit)*
	It is anticipated the starting faculty/student ratio will be about 1 to 3, however, it is expected that this ratio will grow. Given that this is an on-line program, it is not a concern should the program have high faculty/student ratios.
12c	Describe the library resources available[19] to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. *(300 word limit)*
	The UK Libraries offers collections, services and other learning/information resources consistent with the degrees offered at the University. UK Libraries fulfills the University's educational, research, and service missions through the acquisition, organization, and preservation of relevant information resources that support the academic and research programs. The print collections are housed in the ten libraries across the campus and in the print archives. UK Libraries' resources include: • 4 million volumes

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[19] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	• Distance learning library services and a distance learning librarian • access to 100,000 current serials, including 70,000 electronic serials accessible on and off campus • access to approximately 450 licensed networked electronic resources/databases • 550,000 electronic books accessible on and off campus • 100,000 audio/visual materials In addition, full wireless capability in all campus libraries provides access to electronic resources within library facilities. The College of Education branch library also DL support to COE faculty and students; its move toward status as a Distance Commons will further ensure program sustainability. Together with course instructors, the Education Librarian will develop customized research guides and literature reserves for each course.
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. *(300 word limit)*
	No new hardware or software will need to be purchased for student use for this program. Similarly, faculty will be able to continue use of the same software and hardware already in place for the development of the degree program. All necessary quantitative packages students will use are available for free through the university or are of very low-cost on-line. The program faculty and staff will not need any additional facilities. Given that there are no new faculty hires needed for the creation of this program and the program is being housed in an established department which currently has space to accommodate staff and graduate assistants, no new facilities are needed. Furthermore, the on-line nature of this program makes it so there is not an additional need for classroom facilities. As part of the program, students will have the ability to come in for lab hours in a computer classroom, however, this is similar to the format many professors in the EPE department have and should not put any additional need on classroom resources.

13. Demand and Unnecessary Duplication

13a*	Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. *(300 word limit)* • This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	According to the Bureau of Labor Statistics predicted job growth data, there is a strong need for the skills that students will learn in this program. 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 be able to enter into these two fields, which are in need of skilled and trained applicants. Articles continue to come out discussing the importance of evaluation in the public and private sector, as well as articles on the importance of making data-driven decisions. Students leaving this program will be able to gather and analyze data at levels beyond the average master's degree holder. Given that the program is geared specifically towards these skills, students will be more valued in the market than other applicants who have only a few courses in the subject with a degree primarily in another field.
13b	Clearly state the degree completion requirements for the proposed program. *(150 word limit)*
	To complete the program and receive their degrees, students will be required to complete a project-based final. Possible projects include preparing an evaluation report, preparing a technical report for a research

	project, or completing a research manuscript. The type and scope of project that a student completes will be dependent upon the student's interests and career aspirations, and will be approved by a student's program committee.		
13c*	Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? *(300 word limit)*	Yes ☐	No ☒
	If "Yes," explain:		
13d	Identify the primary feeders for the program. *(150 word limit)*		
	The primary feeders for this program will be the bachelor's degree conferring higher education institutions within the state of Kentucky. Although these will be the initial primary feeders for the program, ideally the on-line nature of the program will allow for other institutions throughout the country, with strong quantitative foci but lack a similar degree, to become primary feeders as well.		
13e	Describe the student recruitment and selection process. *(300 word limit)*		
	Student recruitment will occur by marketing through the university and in targeted areas. The program will be added to the university, college, and department marketing materials where appropriate and a series of promotional materials specific to the program will be developed. Administrators and professionals will promote the program through professional organizations and at conferences. If funding is available, ads will be taken out in appropriate journals and other publications. Students who express interest will be sent or e-mailed additional materials on the program. Applications for the program will be accepted for Summer/Fall and Spring admission. A sub-committee of faculty will review applications and make recommendations to the full faculty. The full faculty will then review the recommendations and application folders and arrive at an admissions decision for each case.		
13f*	Specify any distinctive qualities of the proposed program. *(300 word limit)*		
	The RMinE was developed to be both highly practical and applicable in real-world settings, and accessible to students who are traditionally hard to reach, such as working professionals, students with families, students without transportation, those who are located in remote areas, and international students. This degree was designed for individuals working in the education field, among other fields, who need research methods skills to better conduct their work in geographic areas where it may be challenging to recruit highly skilled educational researchers or evaluators. Students can complete it entirely asynchronously on-line. There are three concentration options within the degree: quantitative methods, evaluation/assessment, and research design. Students will select an option based on their interest and personal/professional goals. In the quantitative methods concentration, students will learn how to apply quantitative models to answer research questions and then practice the skill in analyses of their own design. The evaluation/assessment concentration provides students with the theoretical, conceptual, and quantitative background needed to complete thorough evaluations of programs being implemented in the public and private sector. The research design concentration provides students with the skills to develop and refine measurement tools through a series of quantitative techniques. The RMinE program is unlike any other program currently offered at the University of Kentucky, and has few comparative programs across the country. The focus on educational research methods is something that is beginning to appear at the graduate level, and the development of the RMinE at this point provides the university with the opportunity to be a leader in the field.		
13g	Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. *(300 word limit)*		
	It is anticipated that the program will lead to an increase in the overall school enrollment, given that the		

	program is targeting on-line students who would likely not have enrolled in on-campus programs. There is no way to exactly state how much growth there will be but it could possibly increase student enrollment by 100 or more.		

13h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2015 – 2016	0	N/A
	2016 – 2017	0	N/A
	2017 – 2018	15	N/A
	2018 – 2019	25	N/A
	2019 – 2020	35	N/A

13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. *(300 word limit)*
	There are presently no other programs similar to this program in the state. There is a strong desire for quantitative analytical skills and especially for evaluators, as evaluation has become crucial in the public and private sectors. The program provides a valuable skillset that meets student and employer needs. Students interested in continuing their education or entering the private sector will be able to do so upon leaving this program. Furthermore, the availability of the program on-line allows for access to students throughout the state, nation, and world.

13j	Has the Council on Postsecondary Education identified similar programs?[20]	Yes ☐ No ☒
	If "Yes," the following questions (5h1 – 5h5) must be answered.	

(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(3)	Is access to existing programs limited? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(4)	Is there excess demand for existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "Yes," explain:	

(5)	Will there be collaboration between the proposed program and existing programs? *(150 word limit)*	Yes ☐ No ☐
	If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.	

13k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?	Yes ☒ No ☐
	If "Yes," please answer the questions below to demonstrate why this proposed program is needed in	

	addition to the one(s) currently in existence.			
13k. i*	Identify similar programs in other SREB states and in the nation.			
	M.A.E. with Major in Research and Evaluation Methods – University of Florida			
	M.Ed. with Major in Research and Evaluation Methodology - University of Florida			
	M.S. Master's in Education Policy and Evaluation – Florida State University			
13k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	This program is offered asynchronously on-line, while the other programs require students to be on campus.			
13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	This program can reach students throughout the state, nation, and globe. In addition, this program can serve non-traditional students (e.g. working individuals) who have higher education access issues. The current programs in Florida can only serve individuals in the area and who have non-traditional work schedules.			
13k.iv*	Is access to existing programs limited?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	The nature of the existing programs requiring students to be on-campus making access limited to those in the area of the universities and those who have work schedules which accommodate attending classes during the day. Individuals not living in the area and working individuals face access issues.			
13k.v*	Is there excess demand for existing similar programs?	Yes ☒	No ☐	
	If "Yes," explain. *(300 word limit)*			
	The demand for these programs at the master's level by students not living in the area cannot be met with the current programs. This program at UK has the ability to meet the demands of students.			
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes ☐	No ☒	
	If "No," explain. *(300 word limit)*			
	Collaboration is not feasible given that this is the only program in the SREB with an on-line focus.			
13l	Would your institution like to make this program available through the [Academic Common Market](#)[21]?	Yes ☒	No ☐	
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. *(300 word limit)*			
	There is no other degree of this kind within the state. It prepares individuals for work in many careers listed in the U.S. Department of Labor's Top 50 Fastest Growing Occupations with a Master's degree or higher level of education, including Survey Researcher (30th), and Postsecondary Education Administrator (48th).			

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[21] Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

	Quantitative Methodologists and Postsecondary Education Administrators are also among the top 50 occupations with the most openings, 35th and 8th, respectively (Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org).
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.
	The following table lists projected annual job openings due to growth and net replacement. These are jobs that the graduates of this program would be specifically qualified to fill. Each position has a growth in anticipated openings over a ten year period, both for the state and the nation.

Job	Average wages	Anticipated Openings* (KY)/ %change 2012-2022	Anticipated Openings* (US)/ % change 2012-2022
Survey Researcher	$45,050	0 (+30%)	560 (+18%)
Postsecondary teacher	$68,970	40 (+15%)	6,950 (+13%)
Operations Research Analyst	$72,100	40 (+22%)	3600 (+27%)
Market Research Analyst	$60,300	70 (+23%)	18,850 (+32%)
Education Administrators, Postsecondary	$80,750	70 (+17%)	6,650 (+15%)
Education Administrators, Elementary and Secondary	$85,700	130 (+7%)	7,470 (+6%)

Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. *State and national employment trends.* Retrieved from http://www.careerinfonet.org/Occ_Intro.asp?id=1&nodeid=1

14. Assessment and Oversight

14a*	Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. *(300 word limit)*
	Evaluation of the graduate program will be marked by success on measurable goals developed in four specific domains: (1) Accessibility – Accessibility will be assessed through the ease of delivery of the online courses and the enrollment of students from outside of EPE. Measures of success in this domain would include examining the success of students who did not take courses on campus and if students from outside of the College of Education are pursuing the graduate certificate. (2) Practicality – Practicality will be assessed in connection to the understanding of data driven and evidence based research, and if students can apply what they have learned to their academic and professional work. (3) Quality - Quality will be reviewed in connection to the College of Education faculty and instructors' experience and expertise in the areas and courses they teach. It will also be assessed in connection to the array of course offerings, with a target of at least 3 courses in each area of emphasis – evaluation, quantitative methods, and research design -- beyond the core. (4) Utility – Utility will be assessed in the ability of students to apply what they learned in the program immediately to their work or in the pursuit of employment.

The specific intended programmatic outcomes that will be evaluated are:
- to establish a high-quality graduate degree which fills an important academic gap in higher education.
- to establish a research based program which can be accessed by both traditional and non-traditional |

	students throughout the state, country, and internationally.
	- to serve as an income generating program for the department.
	For the programmatic assessment, the following procedures will be used:
	- Review of program course evaluations by students
	- Review of generated revenue
	- Analysis of exit surveys administered by the department
	- Examination of program enrollment
	- Examination of final projects by students
	- Examination of student academic and professional outcomes after graduation
	- Comparison of student program plans to actual program completion
14b	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. *(300 word limit)*
	Direct methods of assessment for SLOs include grades on exams in select courses, grades on final projects for core courses, evaluation of culminating projects in the Writing course and for the final master's project according to program-level rubrics. Indirect methods include the exit survey for graduating students, and course evaluations.
14c	**Procedures for Course Mapping of SLOs** *(related to question 5b)*
14c.i	Which components will be evaluated, i.e. course mapping? *(300 word limit)*
	The intended student learning outcomes to be evaluated are:
	- 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)
14c.ii	When will components be evaluated? *(150 word limit)*
	Beginning in the second year, completed every three years.
14c.iii	When will the data be collected? *(150 word limit)*
	At the end of the first year.
14c.iv	How will the data be collected? *(150 word limit)*
	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.
14c.v	What will be the benchmarks and/or targets to be achieved? *(150 word limit)*
	The benchmarks are as follows:
	- Program course evaluations by students are reported to be on-par or above other programs in the college.
	- Over one-half of all participants in the program are out-of-state participants.
	- The program recoups its costs and generates a positive income.
	- Graduates of the program who were seeking work found jobs and were employed.

	- Graduates of the program who were planning to enter doctoral programs found sufficient programs. - Program evaluations demonstrate a positive view of the program. - Examination of final projects by students demonstrates students are meeting expected learning outcomes. - Students completed their program in the time-period they planned on at the beginning of entering the program.	
14c.vi	What individuals or groups will be responsible for data collection? *(150 word limit)*	
	Faculty and staff associated with the program as well as the department's Evaluation Center.	
14c.vii	How will the data and findings be shared with faculty? *(150 word limit)*	
	Data and findings will be shared with appropriate faculty committees who will analyze and report findings to the full program faculty. Assessment data will also be shared with college wide committees. Both will occur on an annual basis.	
14c.viii	How will the data be used for making programmatic improvements? *(150 word limit)*	
	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. In addition, program faculty and staff will work to assure that students are aware of employment opportunities and academic opportunities. If the program is not meeting the expectation of having out-of-state and non-campus student enrollment, additional marketing efforts will be made. Finally, if revenue expectations are unsatisfactory financial alterations will be made with costs (depending on where the excess is identified) to assure the program becomes revenue-generating.	
14c.ix	What are the measures of teaching effectiveness? *(150 word limit)*	
	Measuring teaching effectiveness will take into account student success in the classroom and teacher course evaluations. Faculty mentors and administrators will provide additional feedback to ensure effective teaching.	
14c.x	What efforts to improve teaching effectiveness will be pursued based on these measures? *(150 word limit)*	
	Workshops will be either sourced externally or developed in-house to address any appropriate issues. In addition, faculty will make use of existing university resources, such as the Center for Enhancement of Learning and Teaching (CELT).	
14c.xi	What are the plans to evaluate students' post-graduate success? *(150 word limit)*	
	Surveys will be conducted with graduates and employers of graduates. The survey will focus on student's perceived success, record of employment and academic enrollment, as well as include the employer's perspective of how well the program graduate is meeting their needs. Surveys of graduating students will occur annually. Surveys of student employers will occur every three years.	
15. Cost and Funding of the Proposed Program[22]		
15a	Will this program require additional resources?	Yes ☐ No ☒
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. *(300 word limit)*	

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[22] For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

15b	Will this program impact existing programs and/or organizational units within your institution? *(300 word limit)*	Yes ☐	No ☒
	If "Yes, briefly describe.		

15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. *(300 word limit)*
	The program is designed to be revenue-generating which will allow for program funding through student enrollment and allow for additional funds to be used to provide support for low-income students. Any initial costs not covered by the 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), will be recouped through a high-enrollment of students on-line.

16.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (grants, earmarks, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*n/a*				

Total Resources Available from Other Non-State Sources: (foundations, donors, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*n/a*				

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State Resources: (general fund and pass-through funds, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative/Explanation:	*n/a*				

Internal[23]:	1st Year	2nd Year	3rd Year	4th Year	5th Year
(New) Allocated Resources	*0*	*0*	*0*	*0*	*0*
(Existing) Reallocated Resources	*$177,362*	*$177,362*	*$177,362*	*$177,362*	*$177,362*
Narrative/Explanation:	The current funds are available within the department. The funds come from open				

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[23] The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

sources of funding determined yearly and from a refocusing of the responsibilities of certain faculty members.					

Student Tuition (describe impact on enrollment, tuition, and fees)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	$46,608	$81,564	$116,520	$116, 520	$116,520
Existing	0	$46,608	$81,564	$116,520	$116,520
Narrative/Explanation:	*In the first year of the program, 3-5 students are expected to enroll, in the second, 5-7, with an expected 10 students to enroll each year after that. Since this is a 2-year program, the total number of students in the program should be about 20 by the fourth year. Graduate student tuition is $5826 per semester for 2015-2016.*				

Total Funding Sources	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total New	$46,608	$81,564	$116,520	$116,520	$116,520
Total Existing	$177,362	$223,970	$258,926	$293,882	$293,882
TOTAL FUNDING SOURCES	$223,970	$305,534	$375,446	$410,404	$410,404

17. Breakdown of Program Expenses/Requirements[4]

(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)

Staff: Executive, Administrative & Managerial (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New					
Existing	$17,500	$17,500	$17,500	$17,500	$17,500
Narrative/Explanation[24]:	*This is based on the staff that will dedicate a portion of their time to the program.*				

Other Professional (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

Faculty (include salaries)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$35,573	$35,573	$35,573	$35,573	$35,573
Narrative/Explanation[25]:	*All faculty teaching courses in the program already teach these courses.*				

Graduate Assistants[26]	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0

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[24] Discuss whether new hires will be full-time or part-time.
[25] If new hires are involved, explain whether new hires will be full-time or part-time.
[26] Identify the number of assistantships/stipends to be provided; Include the level of support for each.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Existing	$29,133	$29,133	$29,133	$29,133	$29,133
Narrative Explanation/Justification:	*Graduate assistants will be assigned to do online labs and provide support.*				
Student Employees (include salaries/stipends)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*n/a*				
Equipment and Instructional Materials	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*$26,500*	*$26,500*	*$26,500*	*$26,500*	*$26,500*
Narrative Explanation/Justification:	These expenses are to refine the on-line courses to be effective and high-quality experiences for students. These expenses include software, hardware, and access to valuable resources to be included in the course. Most are being purchased through an internal e-Learning grant.				
Library (new journal subscriptions, collections, electronic access, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	The materials for this program already exist because all coursework already exists.				
Contractual Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*n/a*				
Academic and/or Student Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	Faculty already accounted for above as they provide advising for graduate students.				
Other Support Services	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	*0*	*0*	*0*	*0*	*0*
Existing	*0*	*0*	*0*	*0*	*0*
Narrative Explanation/Justification:	*We will use existing resources at the University such as CELT. No new*				
Faculty Development (travel, conference fees, consultants, etc.)	1st Year	2nd Year	3rd Year	4th Year	5th Year

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	5,000	5,000	5,000	5,000	5,000
Narrative Explanation/Justification:	In addition to college funds, there are additional professional develop funds for online coursework, already provided through the University.				
Assessment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$2,500	$2,500	$2,500	$2,500	$2,500
Narrative Explanation/Justification:	These funds are to support development and implementation of assessment materials.				
Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	n/a				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$11,157	$11,157	$11,157	$11,157	$11,157
Narrative Explanation/Justification:	These funds are to support a graduate student who is involved with the program for the academic year.				
Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing	$127,363	$127,363	$127,363	$127,363	$127,363
TOTAL Program Budgeted Expenses/Requirements:	$127,363				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL NET COST:	$127,363	$127,363	$127,363	$127,363	$127,363

18. Course Descriptions

18a	Program Core Courses (includes pre-major and pre-professional courses)
Prefix & Number	**Course Description (from the Bulletin or the most recent new/change course form)**
EPE 571	Seminar in Research Writing
EPE 601	Proseminar
EPE/EDP 557	Gathering, Using and Analyzing Educational Data I
EPE 619	Survey Research Methods in Education
EPE/EDP 620	Topics and Methods of Evaluation
EPE 663	Field Studies

18b	Program Guided Electives Courses (for the major)
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)

18c	Program Free Electives Courses
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)

Students are encouraged to enroll in an elective course that will enhance their capacity for applied research. It can be from another strand, or another discipline related to their interests, per committee approval.

18d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
EDP/EPE 558	☒ Track Core ☐ Track Elective	*Gathering, Using and Analyzing Educational Data II*
EDP 660	☒ Track Core ☐ Track Elective	*Research Design and Analysis in Education*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EPE/EDP 621	☐ Track Core ☒ Track Elective	*Advanced Topics and Methods of Evaluation*
EPE/EDP/EDC 522	☐ Track Core ☒ Track Elective	*Psychological and Educational Tests and Measurements*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*

	☐ Track Core	
	☐ Track Elective	
	☐ Track Core	
	☐ Track Elective	

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS[27]-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
Bradley, Kelly (F)	*Fall 2014, Spring 2015 EPE/EDP (G)* 557- Gathering, Using and Analyzing Educational Data I 619- Survey Research 620- Introduction to Evaluation 660-Research Design and Analysis in Education 711-Advanced Quantitative Methods 768-Residence Credit 785-Independent Study 790-Internship 3 hours for each	Ph.D.: The Ohio State University, Quantitative Research, Evaluation, & Measurement in Education M.S.: University of South Carolina, Statistics Teaching Experience: EPE 557, GATHERING, ANALYZING & USING EDUAL DATA EPE 619, SURVEY RES METHODS IN EDU: ED DATA EPE 620, TOPS & METHS OF EVALUATN EPE 660, RSRCH DESIGN & ANALYSIS IN EDUCATION EPE 767, DISSERTATION RESIDENCY CREDIT EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION	Her research is anchored in quantitative evaluation and measurement, with a focus on Survey Research and measurement, specializing in the Rasch model. She is also actively engaged in the Midwest Educational Research Association (MWERA), American Statistical Association (ASA), and National Council of Measurement in Education (NCME)	*EPE/EDP (G)* 571 Writing Research (3 hours)
Toland, Michael (F)	*Fall 2014 EPE/EDP (G)* 522- Measurement	Ph.D.: University of Nebraska-Lincoln, Educational Psychology:	His research is focused on: 1) the development,	*EPE/EDP (G)* 571 Writing Research Seminar(3 hours)

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[27] Southern Association of Colleges and Schools Commission on Colleges (SACS).

	and Assessment *660*- Research Design and Analysis in Education 3 hours for each 711-Advanced Quantitative Methods	Psychological Studies in Education Teaching Experience: EDP/EPE 660 Research Design and Analysis in Education (Intermediate Statistics): Spring, 2009, Fall, 2012, 2014, 2015+ EPE/EDC/EDP 522 Psychological & Educational Tests & Measurement: Summer, 2013+, 2014+, 2015+ (+ denotes asynchronous)	evaluation, and refinement of multi-item instruments using classical test theory, factor analytic models, and item response theory; 2) application of multilevel models to complex data structures; 3) evaluation of quantitative techniques. Has experience teaching asynchronous courses, as noted in course listings	
Goldstein, Beth (F)	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings 768-Residence Credit 785-Independent Study 790- Internship 3 hours for each	Ph.D.: University of Wisconsin-Madison, Educational Policy Studies Teaching Experience: EPE 663, FIELD STUDIES IN EDUCTNL INSTITUTIONS EPE 767, DISSERTATION RESIDENCY CREDIT EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION		
Ferrare, Joseph (F)	*Fall 2014, Spring 2015* EPE/EDP (G) 619 Survey Research 557- Gathering, Using and Analyzing Educational Data I 768- Residence Credit 785- Independent	Ph.D.: University of Wisconsin-Madison, Curriculum Theory & Research	Prior to his doctoral studies at UW-Madison he spent three years as a research analyst in Seattle, WA working in the areas of education, labor, and environmental policy.	

	Study 790- Internship 3 hours for each			
Lee, Jungmin (F)	*Fall 2014, Spring 2015* EPE/EDP (G) 558- Gathering, Using and Analyzing Educational Data II 768- Residence Credit 785- Independent Study 790- Internship 3 hours for each	Ph.D.: Vanderbilt. Education Leadership and Policy Studies Teaching Experience: Issues in Higher Education Policy and Introductory Statistics	Dr. Lee is interested in higher education policy that promotes college access and success.	
Mazur, Joan (F)	*Fall 2014* EDC (G) 726- Mixed Methods 3 hours	Ph.D.: Cornell University, Curriculum and Instruction Teaching Experience: EDC 726- Mixed Methods for Curriculum Inquiry	Serves as a Director of the Digital Learning & Design P-20 Innovation Lab. Her research includes mediating technologies and inquiry.	
Jensen, Jane (F)	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings 768- Residence Credit 785- Independent Study 790- Internship 3 hours for each	Ph.D.: Indiana University, Anthropology and Higher Education Teaching Experience: EPE 663, FIELD STUDIES IN EDUCTNL INSTITUTIONS EPE 768, RES CR MASTERS DEGREE EPE 785, INDEP STDYS IN ED POLICY STDYS & EVAL EPE 790, INTERNSHIP IN EDU PLCY STDS & EVALUATION	Her research interests include qualitative research methodology, and issues in postcompulsary education, and the study of post-secondary education and development in rural North America	*EPE (G)* 571 Writing Research Seminar(3 hours)
Thelin, John (F)	*Fall 2014, Spring 2015* EPE (G) 797-Historical Research 768- Residence	Ph.D.: University of California, Berkeley, History of Education Teaching Experience: 797-Historical Research	His teaching and research interests focus on the history of higher education and public policy. John likes to bring historical	

	Credit 785- Independent Study 790- Internship 3 hours for each		writing and research to contemporary discussions about significant, enduring higher education issues.	
Richardson, Jayson (F)	*Fall 2014* EDL (G) 669- Action Research I (Leadership for School Problem Solving) 3 hours	Ph.D.: University of Minnestoa-Twin Cities, Education Policy and Administration Teaching Experience: Educational Leadership, Emerging Technologies, and Technology Leadership, Action Research, and Qualitative Methods	Director of Online Teaching and Learning His research focuses on how digital technologies can be used across the globe to create opportunities for individuals	

Waddington, Joseph (F)	*Fall 2015* EPE (G) 660- Research Design and Analysis in Education 3 hours	Ph.D.: University of Michigan, Quantitative Research Methods in Education Teaching Experience: EDP/EPE 660: Research Design and Analysis in Education		*EPE (G)* 571 Writing Research (3 hours)

| Hearn, Jessica (F) | *2015*
EPE/EDP (G)
620- Introduction to Evaluation
621- Advanced Methods of Evaluation
768- Residence Credit
785- Independent Study
790- Internship
3 hours each | University- Education/ Instructional Leadership
Teaching Experience:
EKU:
Advanced Research Methods (EDL 910)
Assessment and Evaluation (EDL 823)
Change/Capstone (EAD 854)

UK:
Introduction to Evaluation (EPE 620) | Evaluation Center at the University of Kentucky | |

Perry, Kristin	*Fall 2014, Spring 2015* EPE (G) 663- Field Studies in Educational Settings	Michigan State University, Educational Psychology with a literacy specialization		
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable	UT = undergraduate transferable G = graduate		

Appendix A

Documentation from Office of Institutional Effectiveness

Item 1a

Alexander-Snow, Mia

Monday, October 19, 2015 12:49 PM

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Thank you Shannon.

As presented during our meeting and after reviewing the SACSCOC Checklist, the proposed master's degree in Research Methods does not constitute substantive change as defined by SACSCOC, the university's regional accreditor.

The proposal may move forward in accordance with college, university-level, and state-level approval processes.

Please note: Program approval requires state approval, and the state approval process requires submission of the CPE pre-proposal (occurs after the program is approved at the College-level) and the CPE full-proposal (occurs after the program is approved by the UK BOT). Please contact the Office of Planning and Institutional Effectiveness immediately following College-level approval, so we can begin the state approval process.

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

Appendix B

Letters of Departmental and Faculty Support

Item 4c

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
Dean and Professor, College of Education

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 E PE'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 appl ied 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 i n service to graduate degree programs within our own department and across the College of Ed ucation 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 mem bers 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 individ ual 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 grad uate 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 wi ll 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 E PE 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 Depatiments of Educational, School and Counseling Psychology (EDP), Curriculum & Instruction (EDC), and Educational Leadership (EDL). Drs. Jeff Reeese, Susan Cantrell, and Beth Rous, respectively chairs of t h e 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 Leaming, and Library, as well as through UK instructional support units.

The E PE 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 tinle for instruction of the proposed courses and the advising of students enrolled in the program.

Sincerely,

Jüt

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,

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

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

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,

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

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.

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 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,

Joseph J. Ferrare, Ph.D.
Assistant Professor
Department of Educational Policy Studies & Evaluation
University of Kentucky
Joseph.ferrare@uky.edu; 859-257-9884

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,

Jane McE. Jensen
Associate Professor

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 interdisicplinary 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 .

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
University of Kentucky
341 Dickey Hall
Lexington, KY 40506-0017
Phone: 859-257-3836
Email: kristen.perry@uky.edu

August 26, 2014

To Whom It May Concern:
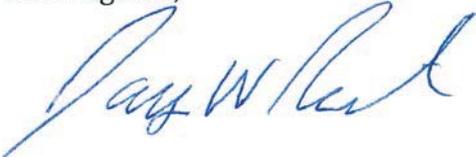
As an Associate Professor of the Department of Educational Leadership Studies, I understand that the Department of Educational Policy Studies and Evaluation is creating a Masters program focused on research methods. Further, I understand that they wish to use one of our existing courses (i.e., EDL669: 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

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,

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

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,

Richard J. Waddington
Assistant Professor
Educational Policy Studies and Evaluation

UK KENTUCKY

College of Education
Educational Policy Scudies & Evaluacion
131 Taylor Education Building
Lexington, KY 40506-000 I

859 257-3 178
fax 859 257-4243

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August 27, 2014

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
l43D Taylor Education Building
jessica. hearn@uky.edu
859.257.2628

College of Education
Educational Policy Studies & Evaluation
131 Taylor Education Building
Lexington, KY 40506-0001

859 257-3178
fax 859 257-4243
hcrp://uky.cdu/epe

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,

Jungrnin Lee

Assistant professor

University of Kentucky

Supplemental Support Letters

UK.
KENTUCKY)

Department of Educational
Leadership Studies
111 Dickey Hall
Lexington, Kentucky 40506-0017

859 257-8921
fax 859 257-1015
www. uky.edu

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 I 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

Dr. Kelly Bradley
University of Kentucky
Educational Leadership and Policy Studies
131 Taylor Education building
Lexington, KY 40506-0001

College of Education
The Evaluation Center
597 South Upper Street
1430 Taylor Education Buildi ng
Lexington, KY 40506-0001

859 257-2628
fax 859 257-4243

Eva lu ationCen rer@u ky.ed u

http://ed ucation.u ky.ed u /Eval u ationCen ter

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,

$c^{o\prime}$

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

1865 - 2015

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Appendix C

RMinE Course Map

Item 5b

Research Master's in Education (RMinE) Course Map

The focus is of this program is on educational research methods in students' respective concentrations. Each class that a student takes is intended to add additional methodological, theoretical, analytical, or applicable knowledge and capabilities. The Student Learning Outcomes are:

- Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)
- Students will leave the program with theoretical knowledge of research design and analysis. (Theoretical Knowledge)
- Students will leave the program with ability and knowledge of statistics, evaluation/assessment, or measurement. (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)

The table below demonstrates how each course addresses the program's student learning outcomes.

Courses	Methodological Skills	Theoretical Knowledge	Analytical Ability	Application of Knowledge and Skills
EPE/EDP 557 Educational Stats I	X Introduced		X Introduced	X Introduced
EPE/EDP 558 Educational Stats II	X Introduced		X Developed	X Developed
EPE 619 Survey Research	X Developed	X Introduced	X Developed	X Developed
EPE/EDP 620 Introduction to Evaluation	X Introduced	X Introduced		X Introduced
EPE 663 Field Studies	X Introduced	X Developed	X Introduced	X Introduced

EPE 656 Research Methods	X Introduced	X Introduced	X Introduced	X Developed
CONTEXTUAL REQUIREMENT		X Developed		X Developed
EPE 571 Seminar in Research Writing	X Developed	X Developed	X Developed	X Mastered
EPE/EDP 522 Measurement and Assessment	X Introduced	X Introduced	X Developed	X Developed
EPE 797 Historical Research	X Developed	X Developed	X Developed	X Developed
EDC 726 Mixed Methods	X Developed	X Developed	X Developed	X Developed
EPE 621 Advanced Research Methods	X Developed	X Developed	X Developed	X Developed
EPE/EDP 660 Research Design and Analysis in Education	X Developed	X Introduced	X Developed	X Developed
ELS 669 Action Research I	X Introduced	X Developed	X Developed	X Developed
EPE 790				X

Internship				Mastered
EPE 601 **Proseminar**				
EPE 785 **Independent Study**	X Mastered		X Mastered	

Students' educational or professional interests and goals determine which courses they take, but as the table demonstrates, by participating in required courses and electives, students will have a range of experiences which address the program's student learning outcomes. Also, as the chart shows, most of the classes are based in the application of skills and knowledge, further demonstrating that this is a program designed to be highly applicable to students. The administrators of the program carefully selected which courses would lead to desired student learning outcomes and discussed with faculty the content of their course to ensure that course objective aligned with the program's student learning outcomes.

Appendix D

Assessment Plan

Item 5c

1. Introduction

   Assessment Plan for Research Master's in Education
   College of Education
   Department of Educational Policy Studies and Evaluation

   Unit Mission Statement:

   Students will develop a foundation in basic research methods in education as well as a focused area of emphasis in quantitative methods, assessment/evaluation, or research design. They will apply research methods, techniques and constructs to real world education settings, issues, and data sets.

   Basic Assessment Approach:

   Assess all outcomes throughout the course of the program, using direct and indirect methods, with an emphasis on the application of knowledge to real-world settings.

Assessment Oversight

   The RMinE program director will be responsible for overseeing the evaluation of how well the program is meeting its intended outcomes and goals.

Program-Level Learning Outcomes

   A series of intended student learning outcomes has been developed in collaboration with the college, department, and involved groups. The focus is of this program is on educational research methods in students' respective concentrations. Each class that a student takes is intended to develop methodological, theoretical, analytical, or applied knowledge. The Student Learning Outcomes are:

   Outcome 1: Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)

   Outcome 2: Students are expected to have the theoretical knowledge to appropriately frame research design and analysis. (Theoretical Knowledge)

Outcome 3: Students will leave the program with ability and knowledge of quantitative methods, evaluation/assessment, or measurement. (Analytical Ability)

Outcome 4: 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)

Curriculum Map

Courses	Methodological Skills	Theoretical Knowledge	Analytical Ability	Application of Knowledge and Skills
EPE/EDP 557 Educational Stats I	Introduced		Introduced (includes artifact)	Introduced
EPE/EDP 558 Educational Stats II	Introduced		Developed (includes artifact)	Developed
EPE 619 Survey Research	Developed (includes artifact)	Introduced	Developed	Developed
EPE/EDP 620 Introduction to Evaluation	Introduced	Introduced (includes artifact)		Introduced
EPE 663 Field Studies	Introduced	Developed	Introduced	Introduced (includes artifact)
EPE 656 Research Methods	Introduced	Introduced	Introduced	Developed
CONTEXTUAL REQUIREMENT		Developed		Developed
EPE 571 Seminar in Research Writing	Developed	Developed	Developed	Mastered
EPE/EDP 522 Measurement and Assessment	Introduced	Introduced	Developed (includes artifact)	Developed
EPE 797 Historical Research	Developed	Developed	Developed	Developed
EDC 726 Mixed Methods	Developed	Developed	Developed	Developed
EPE 621 Advanced Research Methods	Developed	Developed	Developed	Developed
EPE/EDP 660 Research Design and Analysis in Education	Developed	Introduced	Developed	Developed
ELS 669 Action Research I	Introduced	Developed	Developed	Developed
EPE 790				Mastered

Internship				
EPE 785 Independent Study	Mastered		Mastered	

Assessment Methods and Measures (Formative and Summative) (direct and indirect methods/measures used at the course and program levels)

Direct Methods:

- Exams from EPE 557, 558, 660
- Scholarly paper using program rubric (In Development)
- Project from a core course such as EPE 619, EPE 620, or EPE 663, selected by program director/ advisor and evaluated using the program rubric (examples included at end of document)

Indirect Methods:

- Graduating Student Exit Survey
- Course Evaluations

Data Collection and Review

Assessed	Student Learning Outcomes	Data 1	Data 2
Year 2	Outcome 1: Students will leave the program with the ability to develop research questions and apply appropriate analytical techniques. (Methodological Skills)	**Core Course Project (e.g., final project from EPE20, EPE663 or EPE619)** **-evaluated using the program rubric** **-gathered yearly**	**Grades, GPA** ** -Processed by program director** ** -Gathered Yearly**
Year 2	Outcome 2: Students are expected to have the theoretical knowledge to appropriately frame research design and	**Core Course Project (e.g., final project from EPE620 or EPE619)** **-evaluated using the program rubric** **-gathered yearly**	**Grades, GPA** ** -Processed by program director** ** -Gathered Yearly**

	analysis. (Theoretical Knowledge)		

Year 1	Outcome 3: Students will leave the program with ability and knowledge of quantitative techniques, evaluation/assessment, or measurement. (Analytical Ability)	**Exam Grades from 557, 558, 660**
		-Processed by Program Director
		-Gathered yearly
			Grades, GPA
			  -Processed by program director
			  -Gathered Yearly

Year 3	Outcome 4: 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)	**Final Master's Project**
		 -Evaluated by student's committee using the program rubric
		 -Gathered Yearly
			Grades, GPA
			  -Processed by program director
			  -Gathered Yearly

Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Course rubrics are aligned to program objectives. Program faculty will be asked to maintain records of course-level assessment. The program will follow a three-year assessment cycle. Data will be gathered annually for all outcomes, with one outcome being analyzed and interpreted in year one, two in year two, and one in year three.

Results will be analyzed and interpreted at the Fall faculty retreat. Assessment reports will be completed by mid-fall and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation process to be evaluated by their students each semester. Additionally, surveys will be developed and administered to students related to the application of coursework to their real-world settings and to the effectiveness of the instruction in the program. In addition to the College of Education faculty evaluation process already in place, the Department Chair will review the course evaluation results and provide feedback to the instructor. This will occur on an annual basis.

What are plans to evaluate students' post-graduate success?

Graduates of the program will take an exit survey. Alumni will be examined in EPE database of current employment.

Appendices
Outcomes 1 and 4 will be evaluated using program-level rubrics, which are currently under development.

-Assignments and rubrics for
- Final Master's Paper
- A piece from a course of student/committee choice, for example
    - Project for EPE 619 (example below)
    - Project for EPE 620 (example below)
    - Project for EPE 663

Survey Instrument and Methodology (EPE 619)- example from Dr. Bradley's class, to be updated as course is revised

Methodological Framework

Directions: Using your pre-approved topic, you are to construct a methodological framework for your own survey, by responding to the tasks below. Please double space and use at least 12-point font in your responses (with the exception of the question grid). Points (listed by each question) are assigned based on *accuracy and thoroughness* of your response. See me with questions. Good Luck!

1. Objectives of the survey research {5 points}
   - State the objectives of the survey clearly and concisely.

2. Target Population and Sampling Frame {10 points}
   - Define the target population.
   - Specify the sampling frame.

3. Sample Design {10 points}
   - Specify the sampling design.
     Will the design provide sufficient information for the objectives?
   - State the desired number of responses, along with the corresponding response rate.
     How will you ensure an adequate response rate?

4. Method of Measurement {10 points}
   - Specify the method of measurement (such as personal interview, mailed questionnaires).
   - List the strengths and weaknesses associated with the method?

5. Instrumentation {15 points}
   - Create a question matrix. For each question on your survey:
     1. indicate how the question relates to the literature
     2. indicate the purpose of each question, i.e., what is being gained by asking the question

6. Pretesting (Field Test) {5 points}
   - Outline the pretesting procedures.
     Will you use a sample, experts, etc? Is there a defense of this choice?

7. Organization of Data Management {5 points}
   - Outline how each piece of datum is to be handled for all stages of the survey.
     This should include steps for processing data from the time a measurement is taken until the final analysis is completed.

8. Data analysis {15 points}
   - Outline the data analyses.
        This should include detailed specification of what analyses are to be performed.

Final Project for EPE 620
Dr. Hearn

Prepare an evaluation plan. Specifics follow.

Introduction:

This section provides information about the purpose of the evaluation, and what stakeholders are—or need to be—involved in the evaluation. This gets to the relevance, need, and context.

Connects topic to a national (or state) or theoretical context. This is the big picture. Rationale and magnitude addressed by the program to be evaluated (who is affected) should be clearly stated. Show why the topic is important. Show the need. If there are national/state statistics they go here.

Move into the local context: tie the big picture into the local. For example, I might say "*Similar to national trends, the reading scores for African American males at ABC middle school are lower than others in the same school. The school is comprised of……*" and go on to describe the school, demographics, SES, etc. Then I would shift to the program being evaluated by saying "*To address this need, ABC middle school implemented the A+ Reading program in 2011.* "

The program: (this could also go down in the description of what is being evaluated) Fully describe the program. Things to include might be:
- Program purpose
- What are the specific goals of the program? [Just a note, as an evaluator it is usually easiest to start with the goals for the evaluation. Did they reach their goals?].
- How is the program implemented?
- What are the components? Who does it? When?

There needs to be enough information here to explain the program.

Evaluation Purpose (you may choose to move this based on how your paper flows.)

- What does this evaluation strive to achieve?
- What is the purpose of this evaluation?
- How will findings from the evaluation be used?

Address Stakeholders somewhere (you may choose to move this based on how your paper flows.)
- Who are the stakeholders for this evaluation?
- How do you plan to engage these stakeholders when implementing the individual evaluation plan (e.g., participate in collecting data, help to interpret findings)?

[Cite at least two sources in your introduction]

Rubric goals for introduction:

- Connects topic to a national or theoretical context. Rationale and magnitude addressed by the program to be evaluated (who is affected) clearly stated.
- Program named and major components succinctly described in particular theory, objectives, type of interventions.
- Relevance of evaluation clearly specified including value for field, and potential for application beyond this specific program.
- Used at least 2 references.

Review of literature/review of other evaluations

[use at least three **(3) references** in here as a solid foundation.]

What have others found before? Have there been evaluations of the program or similar programs? Is there theory behind the program? How have they approached finding their answers? If there aren't evaluations, then what does scholarly research indicate should be done? Basically, you need to discover "best practices" as a benchmark so you can compare your program against that or be able to argue that the components are different which would impact the results of your evaluation.

For example, if a school developed their own reading program (never been evaluated before), I would have to go to the literature to see what things *should* happen in a good reading program to serve as mirror for the new program. This information will help explain results and determine the best approach to evaluation and guide your recommendations if you were to actually do the evaluation.

Rubric Goals for Review of literature/review of evaluations
- Inclusion of relevant reports of evaluations of similar programs.
- Thorough systematic review of evaluations including description of program evaluated, assessment of quality of reviews, findings and strengths and weaknesses of evaluations
- Clear and convincing explanation of extent of relevance of literature to this program evaluation; systematic discussion of similarities and dissimilarities.
- Used at least 3 references.

Description of What is Being Evaluated

This can be a standalone section or woven into the introduction. This section provides detailed information about what you are evaluating. In this section describe the need, context, target population, and stage of development of what is being evaluated. You will also provide information on inputs, activities, outputs, and outcomes and will develop a logic model (graphical depiction) of what you are evaluating.

Need
- What is the need for what you are evaluating?

Context

- What context/environment exists for what is being evaluated?
  (i.e., what environmental factors may affect the performance of what is being evaluated)

Target Population or sample

- Who is the target population? (if applicable)

Stage of Development (this helps guide and justify your approach)

- How long has what is being evaluated been in place?

- Can you tell how it got started? Any historical information?

Insert a logic model and narratively describe your logic model. [OUTCOME 2]

Rubric Goal for Description section
- All key items are addressed and descriptions are complete

EVALUATION DESIGN

This section provides information on how you will design your evaluation. Provide information on evaluation questions, stakeholder information needs emerging from the evaluation, and the evaluation design.

Evaluation Questions [OUTCOME 1]

- What specific questions do you intend to answer through this evaluation?

Evaluation Design   [OUTCOME 2]
- What will be the evaluation approach/model (process, outcomes, economic, client satisfaction, impact, needs assessment, etc.)? Explain why it is appropriate and cite.
- Will the evaluation be quantitative, qualitative, or mixed-methods? Explain why it is appropriate and cite.

Rubric Goals for Evaluation Design section
- Evaluation design and model clearly specified
- Evaluation design allows for answering the evaluation questions
- Limitations of evaluation design to answer the evaluation questions are clearly described
- The quantitative or qualitative methods and techniques to be used are clearly and fully described.

Data Collection

This section provides information on how you will collect/compile data for your evaluation. Provide information on methods by which you will collect/compile data, and how those methods are related to the evaluation questions you identified.

Data Collection Methods [OUTCOME 1,3]

- Will new data be collected/compiled to answer the evaluation questions or will secondary data be used?

- What methods will be used to collect or acquire the data? Will you be conducting interviews, focus groups, using existing surveys, developing a survey (online or paper?), observations, artifact review, etc. (Each method has its own protocols and specific training. *Be familiar with them here, but in order to DO the evaluation, you would need more in-depth training*.).

- Will a sample be used? If so, how will the sample be selected?

- From whom or from what will data be collected (source of data)?

Data Collection Method – Evaluation Question Link [OUTCOME 1,3]

- How does each data collection method relate to the evaluation questions proposed?

Table F.3: Evaluation Questions and Associated Data Collection Methods

Evaluation Question	Data Collection Method	Source of Data
1.		
2.		

Evaluation Management

This section provides information about how the individual evaluation will be managed and implemented and who will participate in what capacity. It will also provide a timeline for conducting activities related to this evaluation. You may find that some of the tables suggested here fit better in other sections of the plan. Regardless of how you structure your plan, it is important that you carefully think about each of these implementation steps and who is responsible for doing what by when.

Develop a timeline:

Task	Who's responsible	Start	Due
	Example: evaluator or internal person		

Timeline

- When will planning and administrative tasks occur?
- When will any pilot testing occur?
- When will formal data collection and analysis tasks occur?
- When will information dissemination tasks occur?
- Upon mapping all of the above are there any foreseeable bottlenecks or sequencing issues?

Appendix E

Additional Concentrations

Item 7

7	Concentration #3 Name:	Research Design			
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")			Credit Hrs	Course Status[1]
EDP 656	Research Methods	☒ Core ☐ Elective		3	No Change
EPE 797	Historical Research on Education	☒ Core ☐ Elective		3	No Change
EPE/EDP 558	Gathering, Using, and Analyzing Educational Data II	☐ Core ☒ Elective		3	No Change
EDL 669	Leadership for Creative Problem Solving	☐ Core ☒ Elective		3	No Change
EDC 726	Curriculum Inquiry Mixed Methods Research	☐ Core ☒ Elective		3	No Change
EPE 790	Internship in Educational Policy Studies and Evaluation	☐ Core ☒ Elective		3-6	No Change
EPE 785	Independent Studies in Educational Policy Studies and Evaluation	☐ Core ☒ Elective		1-3	No Change
		Total Credit Hours, Concentration #3:		17	

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[1] 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").

Appendix F

Semester-by-Semester Program of Study
Additional Concentrations

Item 8a

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	*Evaluation/Assessment* *EPE 601 – Proseminar (1-hour)- core* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)- core* *EPE 663 – Field Studies (3 hours)- core* *EPE 620 – Topics and Methods of Evaluation (3-hours)- core*	**YEAR 1 - SPRING:**	*Evaluation/Assessment* *EPE 619 – Survey Research (3-hours)- core* *EPE/EDP 522-Psychological and Educational Tests and Measurements (3-hours)- concentration core* *Contextual Course (3 hours)- free elective*
	YEAR 2 - FALL :	*Evaluation/Assessment* *EPE 571 –Seminar in Research Writing (3-hours)- core* *EPE 621 – Advanced Topics and Methods of Evaluation (3 hours)- concentration core* *EPE 797 – Historical Research on Education (3 hours)- elective*	**YEAR 2 - SPRING:**	*Evaluation/Assessment* *EPE 790 – Internship (5 hours)- elective* *EDL 669- Leadership for Creative Problem Solving (3 hours)- elective*
	YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

	YEAR 1 - FALL:	*Research Design* *EPE 601 – Proseminar (1-hour)* *EPE/EDP 557 – Gathering, Using and Analyzing Educational Data I (3-hours)-core* *EPE 620-Introduction to Evaluation (3-hours)-core* *EPE 663 – Field Studies (3 hours)- core*	**YEAR 1 - SPRING:**	*Research Design* *EPE 619-Survey Research (3-hours)- core* *EPE 797 – Historical Research on Education (3 hours)- concentration core* *Contextual Course (3 hours)- free elective*
	YEAR 2 - FALL :	*Research Design* *EPE 656 – Research Methods (3-hours)-concentration core* *EPE 785- Independent Studies in Educational Policy Studies and Evaluation (3-hours)- elective* *EPE 571 –Seminar on Research Writing (3-hours)- core*	**YEAR 2 - SPRING:**	*Research Design* *EPE 790 – Internship (5 hours)* *EDL 669 – Curriculum Inquiry Mixed Methods Research (3 hours)- elective*
	YEAR 3 - FALL:		**YEAR 3 - SPRING:**	

Appendix G

Other Tracks

Item 18d

Evaluation/Assessment Track

18d	**Courses for a Track.** (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
EDP/EPE 621	☒ Track Core ☐ Track Elective	*Advanced Topics and Methods of Evaluation*
EDP/EPE/ EDC 522	☒ Track Core ☐ Track Elective	*Psychological and Educational Tests and Measurements*
EPE 797	☐ Track Core ☒ Track Elective	*Historical Research on Education*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EDL 669	☐ Track Core ☒ Track Elective	*Leadership for Creative Problem Solving*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

Research Design Track

Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
EDP 656	☒ Track Core ☐ Track Elective	*Research Methods*
EPE 797	☒ Track Core ☐ Track Elective	*Historical Research on Education*
EDP/EPE 558	☐ Track Core ☒ Track Elective	*Gathering, Analyzing, and Using Educational Data II*
EDL 669	☐ Track Core ☒ Track Elective	*Leadership for Creative Problem Solving*
EDC 726	☐ Track Core ☒ Track Elective	*Curriculum Inquiry Mixed Methods Research*
EPE 790	☐ Track Core ☒ Track Elective	*Internship in Educational Policy Studies and Evaluation*
EPE 785	☐ Track Core ☒ Track Elective	*Independent Studies in Educational Policy Studies and Evaluation*
	☐ Track Core ☐ Track Elective	
	☐ Track Core ☐ Track Elective	

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:
    o The graduate grading scale needs to 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 Sum 2016 Ed Abroad London England

- Motion to Approve/Second: Bob McKenzie and Molly Fisher
- Questions and Discussion:
    o 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 is 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:

- o This course would probably be an elective in a number of majors.
- o 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:
  - o 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:
  - o 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.
  - o 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:
  - o See the questions below
- Questions and Discussion:
  - o It was commented that EDP 711 was submitted at the same time, but did not make it on to the agenda.
  - o Actually, EDP 712 is cross listed with EPE 712.
  - o 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.
  - o eCATS shows that the course did not have the right submission date.
  - o 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>   Mon, Mar 28, 2016 at 5:33 PM
To: "Schroeder, Margaret" <m.mohr@uky.edu>
Cc: "Bradley, Kelly D" <kelly.bradley@uky.edu>

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

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