

## NEW GRADUATE CERTIFICATE

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

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

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

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness <sup>1</sup> :	10/19/2015	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college:	College of Education	
1c	Home educational unit (department, school, college <sup>2</sup> ):	<i>Educational Policy Studies and Evaluation</i>	
1d	Proposed certificate name: <i>Research Methods in Education (RMinE)</i>		
1e	CIP Code (provided by <a href="#">Institutional Effectiveness</a> ):	13.0603	
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date <sup>3</sup> : <i>Fall 20</i>
1g	Contact person name: <i>Kelly D. Bradley</i>	Email: <a href="mailto:kbrad2@uky.edu">kbrad2@uky.edu</a>	Phone: 859-257-4923
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The Research Methods in Education (RMinE) Graduate Certificate provides students with a background in statistics, evaluation, and measurement and assessment in the field of education. Developing knowledge in educational research methods allows students from outside the College of Education to learn applied methods which they can use in their academic and professional work. Enrolled students will learn to apply research methods, techniques, and constructs, to real world settings, issues, and data sets. The graduate certificate is designed for students interested in Educational Research Methods but who are not enrolled in EPE's newly</i>		

<sup>1</sup> You can reach Institutional Effectiveness by phone or email (257-2873 or [institutionaleffectiveness@uky.edu](mailto:institutionaleffectiveness@uky.edu)).

<sup>2</sup> Only cross-disciplinary graduate certificates may be homed at the college level.

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

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	<i>proposed M.S. Research Methods in Education program. Students will be required to complete 15-credit hours and can be completed on-line asynchronously. It is expected that the graduate certificate will ready for enrollment starting in Fall 2015.</i>		
2b	This proposed graduate certificate (check all that apply):		
	<input checked="" type="checkbox"/> Has a clear and focused academic competency as its subject.		
	<input type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)		
	<input type="checkbox"/> Respond to a specific state mandate.		
	<input checked="" type="checkbox"/> Provide a basic competency in an emerging, preferably interdisciplinary, topic.		
2c	<b>Affiliation.</b> Is the graduate certificate affiliated with a degree program? ( <i>related to 3c</i> )	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If “no,” incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<i>The RMinE Graduate Certificate provides non-education students with the ability to specialize in education research methods which can be applied to a host of programs, e.g. social sciences, physical sciences, and business. The courses students will take provide them with a range of foundation skills in statistics, evaluation, and measurement, which can be applied at the introductory level to their specific fields. Presently, no certificate offers a range of introductory research methods courses in each of these fields which a student can gain the range of knowledge this certificate will impart. The program is open to students within the College of Education who want to demonstrate they have completed rigorous coursework in research methods. Outside of taking this certificate this range of skills are not offered in a department or other certificate.</i>		
2d	<b>Duplication.</b> Are there similar regional or national offerings?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.		
2e	<b>Rationale and Demand.</b> State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). (400 word limit)		
	<i>According to the Bureau of Labor Statistics predicted job growth data there is a strong need for the skills that students will learn with this certificate. For example, the need for quantitative methodologists is expected to grow at a much faster than average rate (27% from 2012-2022) and the need for survey researchers is expected to grow at a faster than average rate (18% from 2012-2022). Students who leave this program will have the introductory skills to enter into these two areas. Presently there are few programs being offered throughout the country which offer this range of program knowledge. In addition, this program provides students with the ability to demonstrate they have a research background, particularly masters’ students interested in continuing into advanced research focused degrees.</i>		
2f	<b>Target student population.</b> Check the box(es) that apply to the target student population.		
	<input checked="" type="checkbox"/> Currently enrolled graduate students.		
	<input type="checkbox"/> Post-baccalaureate students.		
2g	Describe the demographics of the intended audience. (150 word limit)		
	<i>It is expected that the program will be primarily made of graduate students. Given that many of the courses will be available through an on-line asynchronous format which makes it possible that students may be non-traditional professional students. It is expected that the enrollees in the certificate will primarily be from outside of the College of Education, although current College of Education graduate students are capable of enrolling</i>		

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<i>the certificate.</i>				
<b>2h Projected enrollment.</b> What are the enrollment projections for the first three years?				
	<i>Year 1</i>	<i>Year 2 (Yr. 1 continuing + new entering)</i>	<i>Year 3 (Yrs. 1 and 2 continuing + new entering)</i>	
<i>Number of Students</i>	<i>10</i>	<i>15</i>	<i>20</i>	
<b>2i</b>	<b>Distance learning (DL).</b> Initially, will any portion of the graduate certificate be offered via DL?			Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/> 100% <input checked="" type="checkbox"/>
If "Yes," describe the DL course(s) in detail, including the number of required DL courses. <i>(300 word limit)</i>				
<i>All of the courses will be available in a distance learning format, but it is not required that the course be taken in an on-line format if the course is being offered in a face-to-face format. The specific courses are listed in the curricular section and have all been approved for on-line delivery.</i>				
<b>3. ADMINISTRATION AND RESOURCES</b>				
<b>3a</b>	<b>Administration.</b> Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i>			
	<i>Admissions procedures and student expectations will follow the guidelines in the University of Kentucky Graduate School's Graduate Student Handbook and the specific policies of the EPE Graduate Student Handbook. Applications will be accepted each semester, and affiliated faculty will review applications and determine admission. No minimum GPA is required for admission. Students will be required to submit an essay explaining their interest. To receive the graduate certificate, students must complete 15-credit hours in the designated courses. Students may switch out courses with approval from the Director. Students are required to complete each course with a 'B' and maintain an overall 3.0 GPA for courses counted towards the graduate certificate. Accepted students will be required to meet with a member of the faculty to discuss appropriate courses. Students must submit a form to the Director of the graduate certificate which specifies what courses they have completed and a guided reflection paper receive their graduate certificate.</i>			
<b>3b</b>	<b>Graduate Certificate Director/Faculty of Record.</b> <i>(related to 2c)</i> The faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. (The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. There must be a minimum of three members of the faculty of record who are also members of the Graduate Faculty.) If the answer to question 2c of this form is "yes," then the faculty of record is typically the graduate faculty of the affiliated degree. (The answer below can be "the faculty of record are the Graduate Faculty for program X.") If the answer to question 2c is "no," please describe the process for identifying the faculty of record and the certificate director and address the aspects below. <i>(150 word limit)</i>			
	<ul style="list-style-type: none"> <li>• Selection criteria;</li> <li>• Term of service; and</li> </ul>			

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	<ul style="list-style-type: none"> <li>Method for adding/removing members.</li> </ul>
	<p><i>The certificate director is Kelly D. Bradley, Ph.D. She was selected because she is a research methods professor in the EPE department, heading the department's creation of a new master's program and heading the department's effort to move courses to an on-line format. The faculty of record include Michael Toland, Ph.D., a research methods professor who will be teaching several of the courses within the certificate and Beth Goldstein, Ph.D., the chair of the EPE department. Addition of new members is determined through approval of the current members and members may leave through submitting a resignation to the rest of the committee.</i></p>
3c	<p><b>Course utilization.</b> Will this graduate certificate include courses from another unit(s)?      Yes <input checked="" type="checkbox"/>      No <input type="checkbox"/></p> <p>If "Yes," two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director<sup>4</sup> from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units<sup>5</sup> and impact on the course's use on the home educational unit.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>
3d	<p><b>Financial Resources.</b> What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? (300 word limit)</p> <p><i>No resource needs exist for the certificate</i></p>
3e	<p><b>Other Resources.</b> Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?      Yes <input type="checkbox"/>      No <input checked="" type="checkbox"/></p> <p>If "Yes," identify the other resources that will be shared. (150 word limit)</p>
	<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director<sup>4</sup> of the unit whose "other resources" will be used.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>
<b>4. IMPACT</b>	
4a	<p><b>Other related programs.</b> Are there any related UK programs and certificates?      Yes <input type="checkbox"/>      No <input checked="" type="checkbox"/></p> <p>If "Yes," describe how the new certificate will complement these existing UK offerings. (250 word limit)</p>
	<p>If "Yes," two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators.</p>

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

<sup>5</sup> Show evidence of detailed collaborative consultation with such units early in the process.

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

**5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE**

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

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

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

Prefix & Number	Course Title	Credit Hrs	Course Status <sup>6</sup>
EPE/EDP 557	<i>Educational Statistics I</i>	3	No change
EPE/EDP 558	<i>Educational Statistics II</i>	3	No change
EPE/EDP 620	<i>Introduction to Evaluation</i>	3	No change
EPE 663	<i>Field Studies in Educational Settings</i>	3	No change
			Select one....
<i>Total Credit Hours of Core Courses:</i>			

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

Prefix & Number	Course Title	Credit Hrs	Course Status <sup>7</sup>
EPE/EDP 522	<i>Psychological and Educational Tests and Measurements</i>	3	No change
EPE 619	<i>Survey Research Methods</i>	3	No change
EPE 621	<i>Advanced Methods of Evaluation</i>	3	No change
EPE/EDP 797	<i>Historical Research Methods</i>	3	No change
EDC 726	<i>Mixed Methods</i>	3	No change
			Select one....

5d Are there any other requirements for the graduate certificate? If "Yes," note below. (150 word limit)

Yes  No

<sup>6</sup> 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").

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

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*Students must submit a reflection (with questions provided by the department) as part of submitting their final certificate paperwork. This reflection demonstrates students have mastered necessary concepts and must be approved by the graduate faculty associated with the certificate.*

5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If “Yes,” please note below. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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**6. ASSESSMENT**

**6a** **Student learning outcomes.** Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)

- 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)

**6b** **Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)

*Student learning outcomes are being assessed within each course. Students will also submit a reflection as part of their certificate completion packet. The reflection will ask them to discuss their experiences and outcomes in the three areas of quantitative methods, evaluation, and research design. Finally, students will be surveyed at the end of their program.*

**6c** **Certificate outcome assessment<sup>8</sup>.** Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)

*Program outcomes are:*

- Examination of reflections by students demonstrates students are meeting expected learning outcomes.
- Program course evaluations by students are reported to be on-par or above other programs in the college.
- Enrollment expectations are being met.

*Data will be collected through student evaluations of the program, surveys of students who have graduated, through financial records, and a review of the current program participants. This data will be used to adjust program quality. Courses not meeting expectations will be altered to ensure that student outcomes and quality expectations are being met. If enrollment numbers are not what has been expected, additional marketing efforts*

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

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*will be made by the faculty involved. The certificate will be deemed a success if enrollment and student learning objectives are being met.*

**7. OTHER INFORMATION**

7a Is there any other information about the graduate certificate to add? (150 word limit)

**8. APPROVALS/REVIEWS**

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

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College)		
	EPE	8/2014	Jeff Bieber / 859-257-2795 / jpbieb01@uky.edu
	EDP	8/2014	Jeff Reese / 859-257-4909 / jeff.reese@uky.edu
	EDC	8/2014	Susan Cantrell / 859-257-6731 / susan.cantrell@uky.edu
	EDL	8/2014	Beth Rous/ 859-257-6389 / beth.rous@uky.edu
C&C 11/12/15 Justin Nichols/7-4748/justin.nichols2@uky.edu; COE 12/9/15 Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu			
8b	(Collaborating and/or Affected Units)		
	n/a		/ /
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8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council		

Research Methods in Education (RMinE) Graduate Certificate Proposal

Contact:  
Kelly D. Bradley  
Department of Educational Policy and Evaluation  
University of Kentucky  
Office phone: (859) 257-4923  
kdbrad2@uky.edu

## Graduate Certificate in Educational Research Methods Proposal

### Part I. Abstract

The proposed Research Methods in Education (RMinE) Graduate Certificate is an innovative new graduate certificate aimed at imparting students with the skills associated with quality educational research. These educational skills in statistics, evaluation, and measurement and assessment are applied in nature and can be used by students in their future academic and professional endeavors. In addition, the graduate certificate is designed to be delivered asynchronously on-line, making it accessible to a range of students, particularly to non-traditional students who cannot attend courses during the day. The graduate certificate requires 15-credit hours of study from a set of required courses and an elective in a research method of the student's interest. The program is part of the Department of Educational Policy and Evaluation Studies (EPE) in the University of Kentucky's College of Education.

Comment [SS1]: unclear what this means

### Part II. Certificate Plan & Curriculum

#### A. Curriculum Plan Description

The RMinE Graduate Certificate provides students with a background in statistics, evaluation, and measurement and assessment in the field of education. Developing knowledge in educational research methods allows students from outside the College of Education to learn methods which they can apply to their academic and professional work. Enrolled students will learn to apply research methods, techniques and constructs to real world settings, issues, and data sets. The graduate certificate is designed for students interested in methods but who are not enrolled in EPE's newly proposed M.S. Research Methods in Education program. Students will be required to complete 15-credit hours and can be completed on-line asynchronously. It is expected that the graduate certificate will ready for enrollment starting in Fall 2016.

#### B. Curriculum Design

Careful consideration has been given to the integration of the UK College of Education Conceptual Framework. Courses students will take address multiple themes through four pillars: **research, reflection, learning, and leading**. Students completing the certificate will be taking courses in which they have opportunities to review, analyze, discuss, and apply **research** from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices. **Reflection** is integrated through written communication to help students hone the analytic, problem-solving and communication skills that comprise critical professional reflection on one's own practice. Courses included in this program emphasize the commitment of the UK College of Education to ensure that its graduates continue their careers equipped for **life-long learning** as educators and professionals actively **leading** colleagues in their schools, districts, and/or profession.

Table 1 presents the proposed outline of the graduate certificate with the courses required for the foundational courses and elective options. The foundation of the program is designed to give

students a background in a range of educational methods, both quantitative and qualitative. The elective allows for students to delve into further into an educational research method of the students own interest. The graduate certificate includes 12-credit hours of required courses in a research methods foundation and 3-credit hours (a single course) in an elective. Based on students' backgrounds and experiences, they will be able to switch out courses when appropriate.

***Table 1. Graduate Certificate in Educational Research Methods Courses***

Foundational Courses (12-credit hours – all courses required)
EPE/EDP 557: Educational Statistics I
EPE/EDP 558: Educational Statistics II
EPE/EDP 620: Introduction to Evaluation
EPE 663: Field Studies in Educational Settings
Electives (3-credit hours – choose one)
EPE/EDP 522: Psychological and Educational Tests and Measurements
EPE 619: Survey Research Methods
EPE 621: Advanced Methods of Evaluation
EPE/EDP 797: Historical Research
EDC 726: Mixed Methods

### C. Student Admissions, Completion, and Expectations

Admissions procedures and student expectations will follow the guidelines currently identified in the University of Kentucky Graduate School's most recent edition of the *Graduate Student Handbook* and the specific policies of the Department of Educational Policy Studies & Evaluation's *EPE Graduate Student Handbook*. The graduate certificate is available to all students who are enrolled in a graduate degree program at UK, who have been accepted into a graduate degree program at UK, or who hold post-baccalaureate status with the university.

Applications for the graduate certificate will be accepted each semester. A sub-committee of faculty who are affiliated with the graduate certificate will review applications and determine acceptance. Students from a variety of backgrounds will be encouraged to apply to the graduate certificate and ideally the graduate certificate will include many students from outside the field of education who are interested in research methods. No minimum GPA is required for student admission. Students will be required to submit an essay explaining their interest in pursuing the graduate certificate. Once the incoming group of students for the graduate certificate have been selected, the certificate Director will notify the Graduate School in-writing of the students who have been accepted.

To receive the graduate certificate, students must complete 15-credit hours in the designated appropriate courses. Students may switch out courses from the designated appropriate courses only with approval from the Director. Students are required to successfully complete each course with a minimum grade of a 'B' in order for it to be counted towards meeting the requirements of the graduate certificate and consequently maintain an overall 3.0 GPA for courses counted towards the graduate certificate. Accepted students will be required to meet with a member of the graduate certificate faculty to discuss which courses would be most appropriate for the student.

At this time, if students need to switch out courses (should, for example, a student's experience make a required course unnecessary), it will be discussed at this meeting. Students will then submit the proposed course list to the Director. If the student's proposed courses are approved, they will be notified by the Director. Once students have completed their certificate they will submit a form to the Director of the graduate certificate which specifies what courses they have completed to meet the graduate certificate requirements. In addition, students will need to complete a reflection on their experiences with the certificate and what they have taken away from enrollment. After the Director has confirmed that the student has successfully completed the program requirements, the Director will notify the graduate school through the completion of the Graduate Certificate Completion Form. The Graduate Certificate Completion Form will be sent with the student's certificate for signature by the Dean of the Graduate School.

#### D. Program Evaluation and Student Success

Evaluation of the new graduate certificate 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 program and the navigation of web-based materials. One measure would be no campus visit needed, offering the flexibility and convenience the students of today expect from a high quality research university. (2) Practicality – Practicality will be assessed in connection to the understanding of data driven and evidence based research. (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. (4) Utility – Utility will be assessed in the ability of students to apply what they learned through graduate certificate immediately to their work or in the pursuit of employment.

The specific student outcomes for the certificate are:

- students leave the program with advanced ability and knowledge of statistics, evaluation/assessment, or measurement.
- students have the ability to demonstrate these specialized skills through the evaluation of others work and the production of their own work.
- have the ability to develop research questions and apply appropriate statistical techniques.
- students have the ability to develop research plans and studies which address stated research questions.

The certificate outcomes are:

- Examination of reflections by students demonstrates students are meeting expected learning outcomes.
- Program course evaluations by students are reported to be on-par or above other programs in the college.
- Enrollment expectations are being met.

The evaluation will be carried out in partnership with the College of Education's Evaluation Center. An annual evaluation will begin following the second-year of graduate certificate implementation, with the initial years being used to pilot-test and refine an evaluation instrument. Student success will be measured using the goals specified above and through student satisfaction with the graduate certificate. Furthermore, students' success within courses

and their reflection papers will be used as part of the evaluation. If courses are proving to be of little value or faulty, then the course will either be redesigned or altered to ensure that students needs are being met. Finally, if the program is not meeting enrollment expectations, the program will increase marketing efforts.

### Part III. Resources

#### A. Materials

Infrastructure is in place for success for the asynchronous on-line delivery of the graduate certificate. No new hardware or software will need to be purchased for student use for this program. The Center for the Enhancement of Learning and Teaching, <http://www.uky.edu/CELT/index.php> will be utilized to enhance course offerings, as will the Office of eLearning, <http://www.uky.edu/DistanceLearning/AboutUsElearning.html>. The College of Education's Online Teaching and Learning Supports Team, its Next Generation Learning Strategic Team and its Information Technology Center will provide faculty and students support to resolve technical problems, <http://www.uky.edu/UKIT/>. The Distance Learning Library Services, <http://www.uky.edu/Libraries/DLLS>, complete with DL Librarian Carla Cantagallo, and DL Interlibrary Loan Service, [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16) may be unmatched. The College of Education branch library also provides outstanding 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. Once the certificate program is in place, the COE library will continue to ensure eLearning students have access to library resources.

#### B. Faculty

The proposed new graduate certificate requires no additional faculty hires. Course rotations have been carefully planned to enable us to rotate courses in online and face-to-face formats to meet the course scheduling requirements for the graduate certificate together with existing programs. 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 certificate will be supported by the multiple functions served by its individual course components. As it grows, funds generated by the graduate certificate 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. No additional staff are required as the graduate certificate Director will be responsible for the maintenance of the program.

Kelly D. Bradley, Ph.D., has been designated as the graduate certificate Director. Dr. Bradley is a full-member of the graduate faculty and will also instruct several of the courses associated with the graduate certificate. Other full-members of the graduate faculty who are involved with the graduate certificate and teaching courses are: Drs. Beth Goldstein, Michael Toland, John Thelin,

Joan Mazur, Joe Waddington, Jane Jensen, Joseph Ferrare, and Jungmin Lee. The program faculty of record are Kelly D. Bradley, Michael Toland, and Beth Goldstein.

C. Facilities

The graduate certificate will not require the usage of 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 the graduate certificate makes it so there is not an additional need for classroom facilities.