



College of Education
Office of the Dean
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www.education.uky.edu

November 2, 2015

To whom it may concern:

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

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

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

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

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

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

Sincerely,

Mary John O'Hair

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

Documentation from Office of Institutional Effectiveness

Alexander-Snow, Mia

Actions.

To: Sampson, Shannon O

Cc: Bradley, Kelly D; Setari, Anthony P

Monday, October 19, 2015 12:49 PM

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

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The University of Kentucky

Letters of Departmental and Faculty Support

Support and Verification from Department Chairs



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

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

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

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

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

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

Sincerely,

Jiit

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



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

October 20, 2015

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

Sincerely,

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

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



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October 21, 2015

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

Dear Dr. Bradley,

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

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

Sincerely,

t.

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

see blue.



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

October 22, 2015

To Whom It May Concern:

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

Best Regards,

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

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

Faculty Support and Agreement for Teaching in RMinE Program



UNIVERSITY OF KENTUCKY

Educational Policy Studies & Evaluation
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MEMORANDUM

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

DATE: October 22, 2015

RE: Letter of Commitment

Research Methods in Education (RMinE) Online Degree Program

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



UNIVERSITY OF KENTUCKY

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COLLEGE OF EDUCATION

August 29, 2014

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

Dear Kelly,

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

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

Sincerely,

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



August 27, 2014

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<http://uky.edu/lepe>

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,

A handwritten signature in blue ink that reads "Jessica Hearn".

Jessica Hearn, PhD

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



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August 27, 2014

To whom it may concern:

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

Sincerely,

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

Jungmin Lee

Assistant professor

University of Kentucky



RE: Masters in Research Methods in Education

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

Sincerely,

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

Richard J. Waddington
Assistant Professor
Educational Policy Studies and Evaluation



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

RE: Masters in Research Methods in Education

To Whom It May Concern:

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Jane McE. Jensen'. The signature is written in a cursive style with a long horizontal line extending to the right.

Jane McE. Jensen
Associate Professor

Department of Educational
Leadership Studies
111 Dickey Hall
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August 26, 2014

To Whom It May Concern:

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

Best regards,



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



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

RE: Masters in Research Methods in Education

To Whom It May Concern:

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Ferrare'. The signature is stylized with a large, looped 'F' and a cursive 'e'.

Joseph J. Ferrare, Ph.D.

Assistant Professor

Department of Educational Policy Studies & Evaluation

University of Kentucky

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



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August 27, 2014

To whom it may concern:

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

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

Best,

-f/1'

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



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MEMORANDUM

FROM: Dr. Joan Mazur, Associate Professor

Department of Curriculum and Instruction
859-257-4896

jmazur@uky.edu

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

DATE: August 27, 2014

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

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

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

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

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

Supplemental Support Letters



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August 27, 2014

To Whom It May Concern:

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

Best regards,

Jayson W. Richardson, Ph.D.
Associate Professor | Interim Chair
Department of Educational Leadership Studies
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Dr. Kelly Bradley
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August 27, 2014

RE: Letter of Commitment for Evaluation Services

Dear Dr. Bradley:

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

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

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

Sincerely,

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

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

An Equal Opportunity University

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 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.