

## ATTACHMENT 5A-1

### CRITICAL ELEMENTS OF PROPOSAL FOR NEW ACADEMIC PROGRAM

#### 1. PROPOSED PROGRAM TITLE

Educational Psychology (Graduate Certificate / Post-Masters Certificate in Educational Statistics and Research Methods)

#### 2. CIP CODE REQUESTED

42.1801      Educational Psychology

#### 3. CONTACT PERSON

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#### 4. PROPOSED STARTING DATE

Fall 2012

#### 5. PROGRAM SUMMARY:

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

*General Description:* The graduate certificate in Education Psychology recognizes students who take a concentrated core of courses focused on educational psychology. Students who earn this certificate develop a foundational understanding of educational psychology theories, application of theory to educational practices and evaluation, and methods for identifying issues that arise in the learning process for learners of all ages.

*Curriculum Additions or Modifications:* All courses that satisfies the graduate certificate are currently regularly taught within the Educational Statistics and Research Methodology (ESRM) program area (which includes Educational Foundations - EDFD courses). These courses satisfy

core requirements in the ESRM graduate programs and numerous other graduate degree programs within the College of Education and Health Professions.

*Program Costs:* Because no new faculty/staff positions or equipment are required, program cost is minimal. The course will be scheduled either once a year or biannually, depending on enrollment.

*Faculty Resources:* The full time Educational Statistics and Research Methods faculty currently consists of three statisticians (Mulvenon, Stegman, & Lo), two testing and measurement experts (Turner & Denny), an educational historian and qualitative methodology expert (Lucas), and an educational psychologist (Dunn).

*Library Resources:*

Mullins Library on the Fayetteville campus includes over 6000 volumes in educational psychology and educational research methods and related fields, and subscribes to over 30 relevant journals. It also has access through electronic means and through interlibrary loan to many more research libraries and databases.

*Facilities and Equipment:* There are six classrooms in the Graduate Education building that are regularly used by ESRM faculty. These classrooms are designed with SMART technology, internet access, and networking capabilities for accessing computer laboratory and faculty offices so that specialized software can be included in teaching activities. There are two computer laboratories in Graduate Education with both labs housing approximately 25-30 computers. One laboratory is dedicated to housing statistical software needed in ESRM classes, which allows students access to technologies needed for conducting research. ESRM faculty has networked computers and laptops, and office space both in the Graduate Education building and in the National Office for Research on Measurement and Evaluation Systems (NORMES).

*Purpose of the Certificate:* The certificate prepares individuals to understand the socio-cognitive aspects that are relevant to all educational stakeholders including policy makers, administrators, teachers, students, and those who evaluate academic programs and school success. The certificate program will also develop skills needed for developing and evaluating educational programs that address underlying psychological components of the learning process.

## 6. NEED FOR THE PROGRAM

Provide survey data on student interest, job availability, corporate demands and employment projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

### *Justification of Need*

Education psychology is a fundamental aspect of educational research and practice. Educational psychologists work in government, schools, and higher education, and play a vital role in understanding the learning process. Furthermore, educational psychology is a common component among research I institutes, especially flagship universities. These programs house the majority of students and faculty specializing in research methodology. We offer no program

in the College of Education and Health Professions that trains professionals in educational psychology. In the Southeastern Conference (SEC), the University of Arkansas is the only institution that does not have an Educational Psychology program. The proposed graduate certificate is a first attempt at meeting this need in Arkansas.

***Limited Availability of Similar Programs.*** Presently, no certification program or graduate degree program in educational psychology is available or has been developed at any post-secondary institution within Arkansas. The only Arkansas listing currently available is from a national online organization (Capella University). The need for this program in Arkansas, consistent with the Chancellor's research and scholarly mission, is essential for the COEHP to continue to expand and improve its academic reputation, and to provide a meaningful service to the state.

***Current Faculty Members.*** The current faculty in the Educational Statistics and Research Methods program area represents a strong element of the COEHP, with both established and growing academic records including four full professors, one associate professor, one assistant professors, and one clinical assistant professor. These faculty members have the training, teaching, and scholarly records to build and maintain a graduate certificate program in educational psychology.

***Scholarly Productivity and Activities.*** Students who complete a graduate certificate in educational psychology will be able to engage in and potentially direct funded projects on campus related to education programs and evaluations. We anticipate that students will complete this certificate as a value-added component to masters' degrees or en route to related doctoral degrees in the College. The graduate certificate students will play a vital role in current and future funded research and service projects throughout the College.

## 7. CURRICULUM OUTLINE

### *Admission Requirements:*

Earned Master's Degree

3.25 graduate g.p.a.

Scores of at least 500 on both the quantitative and verbal sections of the GRE

OR

Current enrollment in a doctoral program at the University of Arkansas

### *Certificate Requirements:*

18 semester hours from defined list of courses for certificate

Cumulative grade average of 3.50

### *Program of Study:*

- EDFD 5373 Foundations of Teaching and Learning
- EDFD 5573 Life-Span Human Development
- EDFD 5673 Principles of Motivation
- EDFD 5773 Advanced Topics in Educational Psychology

### *Two courses from (6 hours):*

- ESRM 6413 Experimental Design
- ESRM 6653 Measurement and Evaluation
- ESRM 6423 Multiple Regression

*New Courses*

- None

8. FACULTY

Professor Christopher J. Lucas, Ph.D., Ohio State University  
 Professor Charles E. Stegman, Ph.D., University of Missouri-Kansas City  
 Professor George S. Denny, Ph.D., Michigan State University  
 Professor Sean W. Mulvenon, Ph.D., Arizona State University  
 Associate Professor Ronna C. Turner, Ph.D., University of Illinois  
 Assistant Professor Wenjuo Lo, Ph.D., Arizona State University  
 Assistant Professor Karee E. Dunn, Ph.D., University of Memphis

9. DESCRIPTION OF RESOURCES

Present library resources including relevant holdings: See Appendix 1

*Classrooms:* There are seven classrooms and one seminar room in the Graduate Education building in which most of the ESRM courses are taught. The classrooms and seminar room are equipped with "SMART" technology and hardware, including computer/VCR/Elmo projection units which also allow for classroom recording. The department also has a mobile computer/VCR cart with projector that can serve any classrooms.

*Computer Laboratory:* In the Graduate Education Building, there are two computer laboratories on the third floor which are partially staffed by ESRM graduate assistants. The two computer labs house over 50 computers in total. One of the two laboratories is dedicated to research methodology and statistical software for facilitating ESRM and EDFD courses.

*Faculty:* ESRM/EDFD faculty has offices in the Graduate Education building with networked computers. Also, because ESRM/EDFD faculty works with the National Office for Research on Measurement and Evaluation Systems (NORMES), many have office space and computer resources in the West Avenue Annex.

10. NEW PROGRAM COSTS

New administrative costs

None

Number of new faculty (full-time and part-time) and costs

None

New library resources and costs

None

New/renovated facilities and costs

None

New instructional equipment and costs

None

Distance delivery costs (if applicable)

None

Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

None

No new costs (Explain)

ESRM has sufficient faculty, staff, and equipment within ESRM/EDFD to teach the courses listed on the certificate and to oversee the advising of the graduate certificate students. Currently, all but one of the courses for the certificate is offered on a regularly scheduled rotation. The addition of the new course which will be taught in the fall of even years will not add cost to the current ESRM program.

## 11. SOURCES OF FUNDING

Tuition and fees: Depend on enrollments.

Other: Grants held by NORMES faculty and departmental graduate assistantship positions provided to ESRM provide graduate assistantships currently filled by students from ESRM and other program areas.

## 12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM – Appendix 2

Educational Statistics and Research Methods is an existing program area in the Department of Curriculum and Instruction in the College of Education and Health Professions at the University of Arkansas (Fayetteville). The certificate will be offered within the current ESRM program area.

## 13. SPECIALIZED REQUIREMENTS

Specialized accreditation requirements for program – NONE

Licensure/certification requirements for student entry into the field – NONE

## 14. BOARD OF TRUSTEES APPROVAL

(Board approval previously provided for University of Arkansas to create certificate programs, and the granting or non-granting of the requests to create certificate programs was within the university administrations discretion.)

## 15. SIMILAR PROGRAMS IN ARKANSAS AND IN ADJOINING STATES

### *Arkansas*

No Arkansas universities offer graduate or certificate programs in educational psychology. Only the online entity of Capella University lists an educational psychology program within Arkansas.

### *Kansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, Texas*

Only Oklahoma and Texas have universities that offer graduate certificates in education. Several states have master's and doctoral degree programs in educational psychology, including the University of Texas at Austin, University of North Texas, Oklahoma State University, the University of Missouri, University of Memphis, and the University of Tennessee. Gradschools.com lists only 12 universities in the U.S. that offer graduate certificates in educational psychology. Thus, we would be serving an underserved area on both the state and national level.

## 16. DESEGREGATION

Describe black student recruitment and retention strategies

The new program will participate in the Graduate School's efforts to increase enrollment of under-represented groups.

State the percentage of black students enrolled in institution and projected percentage in new program.

Currently, African Americans comprise roughly 16 percent of the entire population in the state of Arkansas; however, the student body at the University of Arkansas is only 5.3 percent African American. We project that the percentage in this program will equal or exceed that of the university. We will focus on several talented students who have done well in educational research and educational psychology classes in the past and expressed interest in this type of program. Further, we have numerous assistantships available from the ESRM program and at NORMES to attract talented students.

**APPENDIX 1: MULLINS LIBRARY HOLDINGS**  
**Educational Psychology and Educational Research Methods**

<i>Library of Congress Subject Heading</i>	<i>Call Number</i>	<i>Volumes</i>
Education and State (Educational Policy)	LC71-LC188	674
Education – Research	LB1028 - LB1028.25	478
Educational Surveys	LB2823	85
Educational Tests and Measurements	LB3051- LB3060.87	340
Educational Evaluation	LB2822.75	30
Educational Statistics Educational Indicators	LB2846	144
Educational Accountability	LB2806	375
Evaluation	AZ191	8
Policy Sciences	H96-H97	131
Psychological Tests for Children	LB1131	236
Psychometrics	BF39- BF39.2	187
Psychology of Learning	LB1051	550
Social Science – Research Evaluation Research - Social Action Programs	H62-H62.5	1036
Statistics (Social Sciences)	HA	1373
<b>TOTAL</b>		<b>5647</b>

**Selected Journals of Mullins Library – *Educational Psychology and Educational Research Methods***

Applied measurement in education  
Applied statistics  
British Journal of Educational Psychology  
Contemporary Educational Psychology  
Journal of Educational Psychology  
Educational research quarterly  
Educational researcher  
Educational and psychological measurement  
Educational and psychological research  
Educational measurement: Issues and practice  
Educational evaluation and policy analysis  
Evaluation in education  
Evaluation quarterly  
Journal of educational and behavioral statistics  
Journal of educational measurement  
Journal of educational research  
Measurement and evaluation in counseling and development  
Psychological assessment  
Research in education  
Review of research in education  
Review of educational research

**Journals Available in Electronic Form**

Assessment in education  
Assessment update  
Assessment and evaluation in higher education  
British journal of educational psychology  
Contemporary educational psychology  
Educational assessment  
Educational policy  
Educational research  
Educational research and evaluation  
Evaluation  
Evaluation and the health professions  
Evaluation review  
Journal of applied statistics  
Journal of education policy  
Measurement in physical education and exercise science



## APPENDIX 2: ORGANIZATIONAL CHART

### ORGANIZATIONAL CHART – UNIVERSITY OF ARKANSAS

<i>Colleges</i>	
Dale Bumpers College of Agricultural, Food and Life Sciences	
College of Engineering	
Fay Jones School of Architecture	
J. William Fulbright College of Arts and Sciences	
Sam M. Walton College of Business	
<b>College of Education and Health Professions</b>	
	<i>Departments/Schools/Units</i>
→	Education Reform
	Health Science, Kinesiology, Recreation and Dance
	Rehabilitation, Human Resources and Communication Disorders
	Eleanor Mann School of Nursing
	Curriculum and Instruction
	<b>Educational Statistics and Research Methods</b>
	* <i>Graduate Certificate in Educational Psychology</i>
→	
<b>Graduate School</b>	