



University Council

April 14, 2023

UNIVERSITY CURRICULUM COMMITTEE – 2022-2023

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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer a new online Area of Emphasis in Quantitative Methodology under Educational Psychology (M.Ed. Online) will be an agenda item for the April 21, 2023, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

PROPOSAL FOR AN AREA OF EMPHASIS

Date: December 12, 2022

School/College: Mary Frances Early College of Education

Department/Division: Educational Psychology

Program (Major and Degree): Educational Psychology (M.Ed. Online)

Area of Emphasis Title: Quantitative Methodology

CIP: 45010201

Which campus(es) will offer this program? Online

Proposed Effective Date: Fall 2023

Area of Emphasis Description:

The mission of the Quantitative Methodology (QM) program is to advance the theory and practice of statistics and measurement in the social and behavioral sciences. The program provides graduate training in research design and analysis as well as advanced training in psychometrics, educational assessment, and quantitative research methodology.

The matriculation levels of both American and international students in the Educational Psychology M.A. and Ph.D. indicate that the major has an established reputation, nationally and internationally, that can be drawn upon to advance expertise in practice. The M.Ed. degree is focused on preparing students for professional research and measurement careers within industry or government and enhances the diversity of the COE student population because it provides greater access to students irrespective of where they live or work. The department is ready to expand the QM program to M.Ed. students to include a more diverse student body with respect to residency and professional goals.

Requests for online versions of courses have increased considerably, and online versions of courses have excellent enrollment patterns. Faculty have identified that online coursework seems to fill faster than face-to-face counterparts when they are offered simultaneously. There are currently more than ten online M.Ed./M.A. programs in Assessment, Measurement, and Evaluation in United States, which are similar or closely related to UGA's QM program. The success of these existing online programs shed light on the potential success of a master's-level area of emphasis in Quantitative Methodology at UGA. In fact, the coursework from this M.Ed. program can prepare students for a career as a researcher and analyst in several fields, including academic institutions, state and federal agencies, school districts, the testing and evaluation industry, marketing research, and large-scale test management. In high demand today are those with the ability to create, maintain, interpret, and communicate data in the educational world. With increasing standardized testing, technologies designed to track student learning,

calls for more institutional accountability and government oversight, the job prospects mirror the demand. According to the Bureau of Labor Statistics (BLS), the field is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations. The BLS states: "Growth is expected to result from the more widespread use of statistical analysis to make informed business, healthcare, and policy decisions."

For this program, the department plans to use the e-rate tuition funding plan. That plan indicates that students would be charged \$629 per credit hour.

Major Requirements:

The Area of Emphasis in Quantitative Methodology under the major in Educational Psychology (M.Ed.) requires a minimum of 34 credit hours.

YEAR 1

The first year provides the basic foundational courses for the degree.

Fall semester

- ERSH 6200E, Methods of Research in Education (3 hours)
- ERSH 6300E, Applied Statistical Methods in Education (3 hours)
- GRSC 7001E, GradFIRST: First-Year Research and Scholarship Training Seminar (1 hour)

Spring semester

- EPSY 6800E, Foundations of Cognition for Education (3 hours)
- ERSH 8320E, Applied Correlation and Regression Methods in Education (3 hours)

Summer semester

- ERSH 6600E, Applied Educational Assessment (3 hours)
- First Secondary Focus Area Elective (3 hours)

YEAR 2

In this year, students complete four additional required courses considered foundational to the degree (ERSH 7600E, ERSH 8610E, three credit hours of programming or data management, and their applied project/capstone experience). Students will select their final course to fulfill their secondary focus area. This secondary focus is six credit hours and can be split from among the options below. Alternately, the student can propose another secondary area that meets their future goals and for which online courses are available and regularly offered (Note: the Secondary Focus Area must be approved by a QM advisor).

Fall Semester

- ERSH 7600E, Construction of Educational Measuring Instruments (3 hours)
 - ERSH 6510E, Applied Quantitative Analysis Sequence in R (1 hour)
- OR**
- ERSH 8321E, Advanced Foundational Quantitative Analysis in R (1 hour)
- OR**
- ERSH 9200E, Programming Computational Statistics in Education (3 hours)

Spring Semester

- ERSH 8610E, Theories of Educational Measurement (3 hours)
- Final Secondary Focus Area elective course (3 hours)

Summer Semester

- Plan A: EPSY 7650E, Applied Project in Educational Psychology (3 hours)
- OR**
- ERSH XXXX, Applied Psychometrics with Capstone Project (3 hours) (**course to be developed**)
- Plan B: ERSH 9700E, Internship in Educational Research (3 hours)

Secondary Focus Area Options: Six credits of elective coursework in a focus area

Applied Cognition and Development (Choose 6 hours)

- EPSY 6010E, Foundations of Human Development for Education (3 hours)
- EPSY 6060E, Foundations of Motivation for Education (3 hours)
- EPSY 7160E, Nurturing Independent Learners (3 hours)

OR

Educational Measurement, Psychometrics, Statistical and Research Methods (Choose 6 hours)

- ERSH 7800E, Topics in Educational Research, taught as Survey of Latent Variable Models (3 hours)
- ETAP(QUAL)(ERSH) 7500E, Action Research (3 hours)*

**Recommended for students who are completing an applied project in a school or organization.*

OR

Learning with Technology (Choose 6 hours):

- EDIT 6150E, Introduction to Digital Learning (3 hours)
- EDIT 6170E, Introduction to Instructional Design (3 hours)
- EDIT 6400E, Emerging Approaches in Teaching, Learning, and Technology (3 hours)
- EDIT 6600E, Diversity, Technology, and Learning (3 hours)

OR

Qualitative Approaches to Education (Choose 6 hours):

- QUAL 8400E, Qualitative Research Traditions (3 hours)
- QUAL 8410E, Designing Qualitative Research (3 hours)
- QUAL 8420E, Analyzing Qualitative Data (3 hours)

OR

Development of High Intellectual Capability (Choose 6 hours):

- EPSY 7060E, Assessment of Gifted Children and Youth (3 hours)
- EPSY 7240E, Creativity: Instructional Procedures and Problem Solving Processes (3 hours)
- EPSY 7260E, Supporting the Social and Emotional Development of Gifted Students (3 hours)
- EPSY 8230E, Divergent and Creative Thinking (3 hours)
- EPSY 8270E, Family Community Engagement in Youth Talent Development (3 hours)

Documentation of Approval and Notification

Proposal: Create a new online Area of Emphasis in Quantitative Methodology under Educational Psychology (M.Ed. Online)

College: Mary Frances Early College of Education

Department: Educational Psychology

Proposed Effective Term: Fall 2023

Approvals:

- Educational Psychology department head, Dr. Amy Reschly, 12/12/22
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 2/16/23
- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 12/12/22
- Graduate School Associate Dean, Dr. Anne Shaffer, 4/6/23