KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Aug-18**   Curriculum Bulletin _____

Effective Date   **Fall 2019**   Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**EH - Education, Health and Human Services**
Degree	**MED - Master of Education**
Program Name	**Educational Psychology** Program Banner Code **EPSY**
Concentration(s)	**Gifted Education** Concentration(s) Banner Code(s) **TBD**
Proposal	**Revise program**

Description of proposal:

The purpose of this proposal is to revise the course requirements, establish an optional concentration in Gifted Education, and revise the graduation requirements for the Master of Education Educational Psychology major. In addition, the major and proposed concentration will be offered solely 100% online. Total credit hours will be reduced from 33 to 30 for students not enrolled in the Gifted Education concentration.

Does proposed revision change program's total credit hours?   ☒ Yes   ☐ No

Current total credit hours: **33**   Proposed total credit hours **30-33**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Successful completion of the Gifted Education concentration qualifies students to apply for a teaching endorsement through the Ohio Department of Education. The existing Gifted Education endorsement program will remain available as a hybrid program (face-to-face and online) for non-degree seeking students.

Units consulted (other departments, programs or campuses affected by this proposal):

Special Education, Educational Technology, Evaluation and Measurement, EHHS Distance Learning

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins   *10 13 2018*
Department Chair / School Director

_____   ___/___/___
Campus Dean (for Regional Campuses proposals)

S. Mitchell   *10/22/18*
College Dean (or designee)

Mary July   *11/06/18*
Dean of Graduate Studies (for graduate proposals)

_____   ___/___/___
Senior Vice President for Academic Affairs or Provost (or designee)

Proposal Summary
Revision of Master of Education Educational Psychology Major

Description of Action, Including Intended Effect

The purpose of this proposal is to restructure the course requirements, offer the program 100% online, establish a concentration in Gifted Education, and revise the admission and graduation requirements for the Master of Education Educational Psychology [MED EPSY] major housed in the School of Lifespan Development and Educational Sciences [LDES] within the College of Education, Health and Human Services [EH].

The current MED is a traditional, face-to-face program situated within the Educational Psychology program area. This degree was modified approximately ten years ago by the combined Educational Psychology and Instructional Technology [ITEC] (now Educational Technology-ETEC) program areas in the College of Education, Health and Human Services. Because the current Educational Psychology program was developed over a decade ago in an Instructional Technology framework, the coursework requirements are in need of revision and modernization. In addition, enrollments have never recovered because the state of Ohio no longer requires a master's degree for K-12 teachers.

With approval of this action, the MED Educational Psychology major will yield a cutting-edge program that will provide a unique opportunity for master's students in three ways. One, the program will allow for rapid matriculation. The program will require 30 credit hours (a change from the current 33) and will consist of 10 seven-week courses. The total course hour requirements will allow us to compete with most other MED programs in the state of Ohio, all of whom have 30-hour MED programs. Two, a 100% online program will allow us to recruit students from states that require a master's degree for K-12 students, increasing the pool of potential students. Three, the program will have a unique focus that is in line with a major need in teacher preparation: a focus on evidence-based practices. The EPSY program brings expertise in evidence-based practices in the areas of **cognition, learning, and development**. The proposed revisions will: (1) create a program that will attract students from around the state and country, (2) create a program that will be highly marketable and will add a rigorous program to the Kent State brand, (3) create better alignment between the program's mission, the faculty's expertise and research interests, and (4) add an option for a Gifted Education concentration.

The following changes are being proposed to ensure alignment and success of the revised major:

1. **Restructure the program to decrease time-to-graduation.** The online courses have been structured to run in seven week increments. This will allow students to take one course at a time and still complete the degree in 18 months (see program of study and course schedule for details). This change will make the program more appealing to prospective students and will be a central part of the marketing of the program.

2. **Establish a clear program focus.** Many MED programs lack any type of focus. As demonstrated in the materials in this proposal, our goal is to create a rigorous program in cognition, development, and learning that will add significant value to their professional skills. To that end, the program was designed with program-level learning goals, which have

1

been built into each course. The feedback on our existing program has been quite positive and the new program will build upon our existing strengths.

As a result, the following Program Learning Outcomes are no longer relevant to the proposed program and are being removed: *Systematically design effective instructional programs to meet the academic needs of learners. Describe social learning principles and their application to instructional practice. Evaluate teaching and learning practices with a variety of types of assessments. Competently evaluate educational programs and approaches.*

3. **Offer the major 100% online, including new Gifted Education concentration.** Although the state of Ohio currently does not require a master's degree to teach in K-12 settings, several states maintain this requirement and teachers often seek a master's degree because it leads to an increase in their base salary. Moving our program online will provide an option for teachers around the country who seek this degree. With this action, the MED EPSY major will only be offered online and not face-to-face. (see *Change Request: Online Delivery* form for details)

4. **Establish Gifted Education Concentration.** A Gifted Education concentration is a natural fit for an Educational Psychology major because both follow evidence-based practices to improve educational outcomes for students. The addition of this concertation will allow students in both program to increase their coursework and employment options.

A student in the MED EPSY Gifted Education concentration will take the same core EPSY courses as the straight MED EPSY major but will take specific gifted courses that fulfill licensure requirements instead of specialty elective requirements. They will be qualified to apply for the Gifted Intervention Specialist (K-12) endorsement from the Ohio Department of Education (ODE), to be added to a valid teaching license from the State of Ohio.

5. **Revise Graduation Requirements by reducing the total credit hours for the MED degree for students not enrolled in the optional Gifted Education concentration from 33 to 30.** The current total (33) is the highest of all EPSY MED programs in the State of Ohio including Ohio State (30), Toledo 30, Miami (30), and BGSU (30). To fulfill licensure standards, students seeking the gifted endorsement must complete a practicum, keeping the minimum total credits for this concentration at 33.

6. **Revise Admission Requirements for students in the Gifted Education concentration** by stipulating that applicants must possess a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

To help guide this process, we reviewed the coursework in other programs in Ohio as we revised the plan of study. The revised curriculum will specifically focus on providing students with expertise in cognition, learning, and development to help students gain the foundational skills necessary to be prepared for careers.

With the program goals and mission in mind, the core major requirements will be as follows:

- o EPSY 65520   *Child and Adolescent Development* (3)
- o EPSY 65524   *Learning Theories* (3)

2

    o EPSY 65529   *Educational Motivation* (3)
    o EPSY 68901   *Psychological Foundations of Education* (3)
    o EPSY 68905   *Educational Psychology* (3)

SPECIFIC CHANGES TO COURSE REQUIREMENTS:

Remove the following courses from the <u>Major Requirements</u>:
    o ETEC 57403   *Instructional Design* (3) [move to electives]
    o ETEC 57427   *Technology and Learning* (3) [move to electives]
    o SPED 63200   *Introduction to Exceptionalities* (3)

Add the following course to <u>Major Requirements</u>:
    o EPSY 68901   *Psychological Foundations of Education* (3)

Add the optional <u>Gifted Education concentration</u>:
(courses are being changed from SPED subject to EPSY)
    o EPSY 53529   *Nature and Needs of Gifted Children* (3)
    o EPSY 53530   *Instructional Processes for Gifted Children* (3)
    o EPSY 63531   *Curriculum Development for Gifted Learners* (3)
    o EPSY 63532   *Gifted Program Design, Assessment, and Administration* (3)
    o EPSY 63534   *Social and Emotional Aspects of the Gifted and Special Subpopulations* (3)
    o EPSY 64892   *Advanced Practicum in Gifted Education (3)*

Increase minimum number of required <u>Specialty Area Elective</u> credits from 12 to 15 hours for students who are not in the Gifted Education concentration. The following courses are suggested because they are 100% online, follow the seven-week format, and are frequently offered:
    o ETEC 57403   *Instructional Design* (3)
    o ETEC 57427   *Technology and Learning* (3)
    o EVAL 55610   *Classroom Assessment* (3)
    o EVAL 65510   *Statistics I for Educational Services* (3)
    o EVAL 65511   *Research in Educational Services* (3)
    o EVAL 65515   *Quantitative Research Design and Analysis* (3)
    o or other electives approved by advisor

Impact on Other Programs, Course Offerings, Students, Faculty, Staff

Gifted Education is a concentration within the M.Ed. Special Education major but because of low enrollment, staffing considerations, inability to support accreditation requirements, and decrease in emphasis at the State level admission was suspended in spring 2014. More recently, gifted education has again become a priority in Ohio and the curriculum was updated and approved by the Ohio Department of Education (2016) to be offered as a series of courses (in a non-degree format) to fulfill endorsement requirements. While this endorsement is once again viable, the Special Education faculty feel they are not equipped to administrate and coordinate this program. Consequently, they support the move to Educational Psychology and are submitting a proposal to inactivate the SPED Gifted concentration.

This program will not compete with existing graduate programs. Furthermore, because there are no new courses being established, there are no duplication issues. The electives outside of EPSY were

3

selected because they support the program focus and are frequently offered (i.e., multiple times each year). In addition, we have built in sufficient choice so that students can make selections if a course is not offered or the student (with his or her advisor) can identify a substitute. We have spoken to the relevant programs and they have agreed to provide information about course offerings so that we can effectively advise our students.

With approval, there will be two routes toward licensure for students seeking a gifted endorsement: (1) complete the online MED EPSY Gifted Education major or (2) complete the Gifted Intervention Specialist Endorsement cohort through the College's Professional Development and Outreach (PDO) office (blended courses). While there is discussion about making the non-degree endorsement program available to non-MED EPSY majors without being in the PDO cohort, approval of this proposal will neither impact the existing endorsement program nor the potential for this third option.

Fiscal, Enrollment, Facilities and Staffing Considerations

The proposed program will not require additional resources. There should be no need for increases in staffing for classes as the program will not significantly increase in size as a result of these changes.

Evidence of Need and Sustainability if Establishing

Currently, Kent State University offers courses to prepare students for the Gifted Intervention Specialist (K-12) endorsement, approved by the Ohio Department of Higher Education and awarded by the Ohio Department of Education. While these courses offered through the Special Education (SPED) program area are not presently associated with a degree, there is an increasing interest by students in obtaining a graduate degree along with an endorsement. According to Jessica Mercerhill, the Senior Director of Educator Preparation at ODE, the gifted endorsement is the most highly sought after endorsement in the state of Ohio.

In a separate action, the SPED coursework is being changed to EPSY and content is being updated to reflect upcoming changes in State standards for gifted education. They will continue to be taught by adjunct LDES faculty with expertise in gifted education.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2019. The anticipated schedule is as follows:
    EPSY program approval: July 2018
    LDES SCC approval: October 3, 2018
    presented to EHHS for approval: October 19, 2018
    presented to EPC for approval: November 19, 2018

Submitted by:
    Dr. Brad Morris, Educational Psychology Program Coordinator
    330-672-0590/bmorri20@kent.edu

EDUCATIONAL PSYCHOLOGY - M.ED.

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall

Students in the Educational Psychology Gifted Education concentration will learn about gifted learners, their unique needs, and the application of educational psychological principles to the education of gifted learners.

Description

The Master of Education degree in Educational Psychology provides advanced study for students interested in the application of psychological principles to learning and instruction. It encompasses a variety of different disciplines, including cognitive psychology, human development and learning theory. Students are exposed to the latest research findings regarding how people learn most effectively and efficiently. They also apply these principles to the design of instruction, and study how to most accurately assess different types of learning.

The M.Ed. degree program is appropriate for classroom teachers, professionals in a variety of settings and students wishing to pursue doctoral-level training in educational psychology.

Fully Offered At:

- Kent Campus   Fully Online

Admission Requirements

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score

Additional admission requirements for the Gifted Education concentration: a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education's admission website.

Program Learning Outcomes

Graduates of this program will be able to:

1. Describe the various schools of learning theory that have informed educators.

LICENSURE INFORMATION
Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

2. Conduct literature reviews and design empirical research to examine issues associated with how individuals learn.
3. Apply principles of human development and learning when developing and selecting educational approaches.
4. Identify best practices for maximizing student learning.
5. ~~Systematically design effective instructional programs to meet the academic needs of learners.~~
6. Demonstrate knowledge of theories and principles of learner motivation.
7. ~~Describe social learning principles and their application to instructional practice.~~
8. ~~Evaluate teaching and learning practices with a variety of types of assessments.~~
9. ~~Competently evaluate educational programs and approaches.~~

Program Requirements
Major Requirements

[M EPSY 68001 Psychological Foundations of Education   3]

Code	Title	Credit Hours
Major Requirements		
EPSY 65520	CHILD AND ADOLESCENT DEVELOPMENT	3
EPSY 65524	LEARNING THEORIES	3
EPSY 65529	EDUCATIONAL MOTIVATION	3
EPSY 68905	EDUCATIONAL PSYCHOLOGY	3
~~ETEC 57403~~	~~INSTRUCTIONAL DESIGN~~	3
~~ETEC 57427~~	~~TECHNOLOGY AND LEARNING~~	3
~~SPED 63200~~	~~INTRODUCTION TO EXCEPTIONALITIES~~	3
Specialty Area Electives		~~12~~ 15
Minimum Total Credit Hours:		~~33~~ 30-33

Graduation Requirements

- The M.Ed. degree requires a minimum of ~~33~~ 30 credit hours of graduate coursework.
- No more than one-half of a graduate student's coursework may be taken in 50000 level courses.
- Students have six years from the term of first enrollment to complete the program.

Specialty Area Electives for students not choosing the Gifted Education concentration (15 credits)
EVAL 55610 *Classroom Assessment* (3)
EVAL 65510 *Statistics I for Educational Services* (3)
EVAL 65511 *Research in Educational Services* (3)
EVAL 65515 *Quantitative Research Design and Analysis* (3)
ETEC 57403 *Instructional Design* (3)
ETEC 57427 *Technology and Learning* (3)
or other electives approved by advisor

Optional Gifted Education concentration (18 credits):
EPSY 53529 *Nature and Needs of Gifted Children* (3)
EPSY 53530 *Instructional Processes for Gifted Children* (3)
EPSY 63531 *Curriculum Development for Gifted Learners* (3)
EPSY 63532 *Gifted Program Design, Assessment, and Administration* (3)
EPSY 63535 *Social/Emotional Aspects of the Gifted/Special Subpopulations* (3)
EPSY 64892 *Advanced Practicum in Gifted Education* (3)

Ohio | **Board of Regents**
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Change Request:
Online or Blended/Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid[1] delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: [DATE]

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Educational Psychology major within the Master of Education degree, including an optional Gifted Education concentration

Primary institutional contact for the request
    Name: Melody J. Tankersley
    Title: Dean of Graduate Studies
    Phone number: 330-672-2220
    E-mail: mtankers@kent.edu

Proposed start date: Fall 2019

Date that the request received final approval from the appropriate institutional committee:
    Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on [DATE]

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator preparation program that leads to licensure or endorsement: The optional Gifted Education concentration may lead to an endorsement from the Ohio Department of Education (ODE). The curriculum has been approved by the Ohio Department of Higher Education (ODHE) to prepare students for the Gifted Intervention Specialist (K-12) endorsement to be added to any valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

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[1] For this document, the following definitions will be used:
Online: A course where most (80+ percent) of the content is delivered online and typically requires no face-to-face meetings.
Blended/hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.
Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.
On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Kent State University uses Blackboard Learn as its learning management system (LMS). Blackboard learn is conducive for teaching both synchronous and asynchronous courses.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

All material placed on Blackboard Learn (e.g., lectures, handouts, videos) are made assessable to individuals with a wide range of disabilities by Kent State University's Student Accessibility Services (SAS).

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

Students using Blackboard Learn have access to technical support services twenty-four hours per day, seven days a week through Kent State University's Technology Help Line (330.672.HELP) as well as through Blackboard's live chat support option. Blackboard also provides students with numerous videos and learning modules to help alleviate any problems that may occur.

1.4 Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).

Kent State University's Academic Dishonesty Policy is included on all syllabi. Further, Blackboard Learn is equipped with "Safeassign" which is software that enables both students and faculty to determine whether work has been plagiarized from other sources. Blackboard also enables faculty to create assessments by randomly selecting questions from a pool. Answers to these questions may also be randomized, ensuring that each student's assessment is unique.

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

No collaborative agreements have been made with third party providers of content/curriculum or resources/services to support the delivery of the proposed program.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

There is no accrediting body for Educational Psychology. ODHE has been notified of the changes to the pathway for the Gifted Education endorsement.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 **Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:**
   - **Administrative services (admissions, financial aid, registration, student records)**
   - **Advising regarding program planning and progress**
   - **Library resources**
   - **Psycho-social counseling**
   - **Career advising and**
   - **Placement services**

Services at Kent State University, such as administrative services, advising, library resources, psycho-social counseling, career advising, and placement services will continue to be available to graduate students enrolling in the proposed Educational Psychology online graduate program. Each of these services can be accessed via electronic, as well as face-to-face, modalities.

2.2 **Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.**

Admission requirements for the proposed Master of Education Educational Psychology online major will be identical to those for the current on-ground graduate program. Admission Requirements: bachelor's degree from an accredited college or university; minimum 3.0 undergraduate GPA on a 4.0 scale; official transcript(s); goal statement; two letters of recommendation. All international students must provide proof of English language proficiency. Additional requirements for students in the Gifted Education concentration: a valid standard teaching certificate, or provisional or professional teaching license from the State of Ohio.

3. CURRICULUM

3.1 **Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?**

The online MED program will be offered instead of the current onsite MED program. The coursework for the 100% online gifted concentration will be offered in addition to the non-degree endorsement curriculum that is blended (each course is less than 50% online).

3.2 **Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.**

The two programs are equivalent.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

All required courses will be presented online using as asynchronous interaction format. The courses have been designed in collaboration with the Kent State Office of Online learning to reflect the best practices of online learning (e.g., Quality Matters). All courses will offer multiple opportunities for collaboration among students and with the instructor using such tools as discussion boards, group projects, blogs, vlogs, and peer-to-peer evaluation.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

All courses have multiple links to online learning support tools. One type of support is for students to understand how to use the technology. Kent State University offers its own resources through the office of online learning and through the university library system. In addition, there are links to other non-university sources (e.g., YouTube videos explaining how to create a blog). A second type of support is to help students understand content and scholarly processes. As an example, the department has created videos to help students understand how to write a literature review, a common assignment in most courses.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

We have identified program and course learning goals that have been instantiated in each course. Our yearly review of learning outcomes uses course products to evaluate student performance using these learning goals.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.*

All courses currently exist and are active.

Course	Online	On-ground	Blended/hybrid	Course currently required in approved program	Comments
ESPY 65520 Child and Adolescent Development	■			Yes	
EPSY 65524 Learning Theories	■			Yes	
EPSY 65529 Educational Motivation	■			Yes	
ESPY 68901 Psychological Foundations of Education	■			No	
EPSY 68905 Educational Psychology	■			Yes	
EPSY 53529 Nature and Needs of Gifted Children	■		■	Not in M.Ed. EPSY major but in current	Required for Gifted Endorsement; fully online delivery for concentration -

					non-degree Gifted cohort	blended section available via non-degree cohort
EPSY 53530 Instructional Processes for Gifted Children	☒			☒	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63531 Curriculum Development for Gifted Learners	☒			☒	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63532 Gifted Program Design, Assessment, and Administration	☒			☒	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 63534 Social and Emotional Aspects of the Gifted and Special Subpopulations	☒			☒	Not in M.Ed. EPSY major but in current non-degree Gifted cohort	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
EPSY 64892 Advanced Practicum in Gifted Education	☒			☒	No, SPED practicum course currently required	Required for Gifted Endorsement; fully online delivery for concentration - blended section available via non-degree cohort
ETEC 57403 Instructional Design	☒				YES, moving from requirement to elective	optional elective, students not in Gifted concentration must take 15 cr of electives
ETEC 57427 Technology and Learning	☒				YES, moving from requirement to elective	optional elective, students not in Gifted concentration must take 15 cr of electives
EVAL 55610 Classroom Assessment	☒				Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EVAL 65510 Statistics I for Educational Services	☒	☒			Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EVAL 65511 Research in Educational Services	☒	☒			Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives
EVAL 65515 Quantitative Research Design and Analysis	☒	☒			Electives currently not specified	optional elective, students not in Gifted concentration must take 15 cr of electives

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4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item. (see Appendix A for coordinators' CV)

Dr. Bradley J. Morris is the program coordinator of the Educational Psychology department and will administer and coordinate the program. Dr. Morris has extensive experience teaching

and designing online courses and has conducted research into online learning (Stoyle & Morris, 2017, see vita).

Dr. Carol Feldman-Sparber coordinates the current Gifted endorsement and will continue the administration of the online concentration (in conjunction with Dr. Morris) to ensure the program is compliant with all licensure standards.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well?

Since the courses being included in the proposed online program are currently being offered by Kent State University, there will be no changes in faculty responsibilities, teaching load, advising, research/scholarship, or participation in faculty committees/governance. There is no need for new hires given the current enrollment.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

There is excellent support for design, production and management of online learning available at Kent State university through both the College of Education, Health, and Human Services and through the Office of Online Learning. The department has worked with these offices for the development of all required courses.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). *A copy of each faculty member's CV must be included as an appendix item.*

See Appendix A for faculty CV

Name of instructor	Rank or title	Full-time/part-time	Terminal degree title, discipline on diploma, institution, yr	Course instructor will teach in proposed program	Experience teaching distance education courses/professional development in DL	No. of courses instructor will teach/year
Bradley Morris	Associate Professor	FT	PhD, Human Development, The Ohio State University, 1998	EPSY 68905 Educational Psychology EPSY 65529 Educational Motivation	Ten years of experience teaching and developing online courses	4

				ESPY 65520 Child and Adolescent Development		
Karrie Godwin	Assistant Professor	FT	PhD, Psychology, Carnegie Mellon University, 2014	EPSY 65524 Learning Theories ESPY 68901 Psychological Foundations of Educ	Three years of experience teaching and developing online courses	4
Kathy Frazier	Instructor	PT	Ed.S., K-12 Gifted Education, 1981	EPSY 53530 Instructional Processes for Gifted Children		1-2
Felice A. Willis	Instructor	PT	M.Ed., Curriculum and Instruction, Cleveland State University, 1986	EPSY 63531 Curriculum Development for Gifted Learners		1-2
Karen Rumley	Instructor	PT	M.A. Secondary Education: Standards-Based Education, University of Akron, 2004	EPSY 63532 Gifted Program Design and Administration		1-2
Carol Feldman-Sparber	Project Coordinator, Gifted; Instructor	FT	Ph.D., Special Education, Kent State University, 2015	EPSY 53529 Nature and Needs of Gifted Children EPSY 63534 Social and Emotional Aspect of the Gifted and Special Subpopulations EPSY 64892 Advanced Practicum in Gifted Educ	Quality Matters Trained, Experience in blended format only	3-8

APPENDICES

Appendix Description

    A   Faculty CV

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost

AUGUSTINE, SUSAN

Subject: FW: Gifted program?

From: "Burgess, Sloane" <sburges8@kent.edu>
Subject: Re: Gifted program?
Date: September 20, 2018 at 1:15:01 PM EDT
To: "Morris, Bradley" <bmorri20@kent.edu>
Cc: "Dellmann-Jenkins, Mary" <mdellman@kent.edu>, "WISDOM, SONYA" <swisdom@kent.edu>

Hi Brad, I am sorry that I was not in touch sooner – I had asked faculty to submit their votes by 5:00 yesterday. The vote was in favor of movement of the Gifted Program to Educational Psychology. Please let us know if there is anything that we can do to support you through this process. Sloane

Sloane Burgess, Ph.D.
Associate Professor
Special Education and Speech Pathology & Audiology
Kent State University
330-672-0610
sburges8@kent.edu

On Sep 20, 2018, at 10:14 AM, Morris, Bradley <bmorri20@kent.edu> wrote:

Hi Sloane,

I was wondering if you had the results of the SPED program vote to move the Gifted program to EPSY? I hope I am not being a pest but our curriculum deadline is looming.

Thanks for all of your help!

Best,
Brad

AUGUSTINE, SUSAN

Subject: FW: Changes to EPSY MED program

From: "INGRAM, ALBERT" <aingram@kent.edu>
Subject: Re: Changes to EPSY MED program
Date: August 8, 2018 at 1:31:34 PM EDT
To: "Morris, Bradley" <bmorri20@kent.edu>

The ETEC program supports the amended Educational Psychology proposal that includes the courses

- ETEC 57400 Trends in Educational Technology
- ETEC 57403 Instructional Design

as electives to their online Ed Psych masters program.

Albert Ingram

Albert L. Ingram, Ph. D.
Associate Professor and Coordinator
Educational Technology
404 White Hall
v 330-672-0587

> On Aug 8, 2018, at 10:34, Morris, Bradley <bmorri20@kent.edu> wrote:
>
> Hi Chip,
>
> We are in the process of updating our MED program. The big change is making an option for students to complete the degree 100% online. We have included two ETEC courses as suggested electives. Please let me know if including these courses is acceptable. In addition, please let me know if the courses are frequently available online and if you have suggestions for other courses.
>
> I was wondering if you could take a look at the program of study and let me know if these changes are acceptable to your program?
>
> Feel free to contact me with any questions. Thanks for your consideration.
>
> Best,
> Brad
>
> Bradley J. Morris
> Associate Professor & Program Coordinator, Dept. of Educational Psychology
> 412A White Hall, Kent State University
> Kent, OH 44242
> 330-672-0590
> email: bmorri20@kent.edu
>
> <EPSY MED online 1.0.docx>

1

AUGUSTINE, SUSAN

Subject: FW: Change in EPSY program of study

From: "Niesz, Tricia" <tniesz@kent.edu>
Subject: RE: Change in EPSY program of study
Date: August 15, 2017 at 9:51:21 AM EDT
To: "Morris, Bradley" <bmorri20@kent.edu>

Brad,
Thank you for your email to alert me to changes affecting EVAL in the EPSY Ph.D. program revisions. We understand and support the changes and are pleased that we will continue to see some of your students in our courses.
All the best,
Tricia

Tricia Niesz, Ph.D.
Associate Professor, Qualitative Research and Anthropology & Education
Program Coordinator, Evaluation and Measurement
School of Foundations, Leadership, and Administration
College of Education, Health, and Human Services
Kent State University
316 White Hall | 150 Terrace Drive | Kent, Ohio 44242
tniesz@kent.edu

KENT STATE. | College of Education,
U N I V E R S I T Y | Health and
Human Services

From: Morris, Bradley
Sent: Monday, August 14, 2017 1:24 PM
To: Niesz, Tricia <tniesz@kent.edu>
Subject: Change in EPSY program of study

Hi Tricia,

I hope you are enjoying the great weather.

We are in the process of revising the EPSY Ph.D. program. I would like to notify you of our plans to change the courses from your department that we require. As you will see in the proposed program of study (attached), we have the same number of course options from your department but have changed the focus of the coursework to better prepare our students.

Please let me know if you have any questions regarding the proposed changes.

Thanks!

Best,
Brad

1