



## **1. Introduction**

Educational Psychology and Research is the study of the psychological foundations of education, instructional strategies and designs, assessment and research of teaching and learning outcomes, and stages of development for different age groups. Students of Educational Psychology acquire a broad base of information on learning outcomes, testing, research methods, and data analysis. A degree in Educational Psychology affords students an array of career options. These options are dependent upon the focus of the student's coursework and the level of degree earned. People who choose an Educational Psychology specialization often plan to pursue faculty or other teaching positions at universities, community colleges, or managerial or specialist positions in education, training, testing, or educational research and evaluation.

**Educational research** is research conducted to investigate behavioral patterns in pupils, students, teachers and other participants in schools and other educational institutions. Such research is often conducted by examining work products such as documents and standardized test results.

**Educational evaluation** is the evaluation process of characterizing and appraising some aspect/s of an educational process. There are two common purposes in educational evaluation. Educational institutions require evaluation data to demonstrate effectiveness to stakeholders, from the students to funding organizations. It is a mechanism with which to provide evidence to assess the merits, effectiveness, or effects of a particular intervention or prevention program through scientific analyses.

The UMSL College of Education currently lacks a bridge between undergraduate and advanced graduate degrees in Educational and School Psychology. Unlike the other three Ph. D. programs in education at UMSL, no master's-level degree program exists for prospective students interested in (1) pursuing doctoral-level training in Educational Psychology, (2) wishing to develop expertise in Educational Psychology at the M.Ed. level, or (3) wishing to earn advanced certification or professional advancement through graduate training in educational psychology. We propose a Master of Education in Educational Psychology program at UMSL as a low-cost, high-impact, and high-demand professional degree program. It is designed to meet the specific occupational needs of the state and local community as well as the educational needs of students, all of which is entirely consistent with the University's mission statement as a state-sponsored land grant institution. The proposed program will provide opportunities for candidates to gain academic knowledge and practical experience in a wide range of inquiry within the field, as well as supporting the foundations for pursuing the doctoral degree. The proposed master's degree program includes two optional emphasis areas representing subspecialties in the field of Educational Psychology that reflect faculty expertise and the mission of the Department:

1. Character and Citizenship Education
2. Educational Research and Program Evaluation

The degree requirements consist of 33 graduate credit hours that include 15 hours of Foundations courses (Educational Foundations, Learning and Cognition, Human Development, and Research Methods), 15 hours of Electives in Educational Psychology (ED PSY), Educational Research and Evaluation Methods (ED REM), and/or up to 6 hours of 6000-level courses from other

disciplines chosen in consultation with the advisor; and a 3-hour Capstone Experience (field experience, internship, or thesis).

For over a decade, the Department has offered a Ph.D. in Education with an emphasis in Educational Psychology, and more recently, an Ed.S. in School Psychology, without a corresponding master's degree. Hence, a large set of post-baccalaureate (graduate) courses in the areas covered in the proposed degree have been developed over the past 15 years with all courses in the proposed M.Ed. degree already appearing in the UMSL Bulletin and being taught on a regular basis. The proposed M.Ed. degree essentially systematizes existing courses in these programs into a more differentiated sequence of study and creates a separate degree option that will attract new students to the university.

At this time the proposed program is intended to be part of the Department of Educational Psychology Research and Evaluation, in the same fashion as the Ph.D. with an emphasis in Educational Psychology. The proposed program will be treated administratively in the same way as the Ph.D. It will be primarily the responsibility of the department chair (currently Dr. Matthew W. Keefer) and the graduate coordinator (currently Dr. Lisa Dorner). The School Psychology program coordinator (currently Donald A. Gouwens, Psy. D.) also will assist with advising and program assessment.

## **2. Fit With University Mission and Other Academic Programs**

### **2.A. Alignment With Mission and Goals**

#### UMSL Mission Statement:

The University of Missouri-St. Louis provides excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society.

#### UMSL Vision:

The University Missouri-St. Louis will be known as a premier metropolitan public research university and as a university of choice for undergraduate, graduate and professional students.

#### UMSL Values:

##### **Excellence**

We believe excellence in research and creative achievement results from original thinking that advances fields of study and is recognized externally. Excellence also refers to paying serious attention to individual student learning needs and maintaining the highest academic standards, using multiple approaches to facilitate learning, engaging in ongoing assessment of student learning and improvement of the quality of learning experience.

**Integrity**

We expect the highest ethical standards in all aspects of the educational experience and foster throughout the campus community the strongest commitment to respect, dignity, honesty and freedom in individuals' academic, professional and civic lives.

**Partnerships**

We value collaboration among students, organizations and engage in research and teaching to improve the quality of life. Collaboration develops graduates who contribute in meaningful ways to a diverse global society. Interdisciplinary research generates novel ways of resolving problems and building new knowledge.

**Opportunity**

We value access to excellent education, engagement in cutting edge research, and dedication to University, community, and professional service as a means to develop the future of our region, state, nation and world. A focus on opportunity helps develop responsible citizens who contribute to quality of life and who represent the diversity of the community and the world we serve.

**Diversity**

We value diversity among faculty, staff, and students and recognize its essential contribution to campus culture. Different cultural, intellectual, socioeconomic and regional perspectives add substantially to understanding, richness of debate, intellectual inquiry and knowledge development.

**Stewardship**

We value the financial, physical and human resources entrusted to us and exercise care in employing them. We cultivate the trust, loyalty and good will of stakeholders, whose assets allow us to pursue our educational mission.

As a land grant public institution of higher learning, UMSL's institutional mission historically has centered on meeting the economic and educational needs of the local community and providing residents of the St. Louis area with a variety of quality educational programs at an affordable price. UMSL Chancellor Dr. Thomas F. George, with input from all campus academic and non-academic units, developed a strategic plan that provides a blueprint for the institutional mission and future growth of the university. This plan identifies the following as critical success factors associated with the institutional mission: student learning and achievement, program access and quality, research and scholarship, response to state, national and international needs, and meeting the educational needs of the St. Louis metropolitan region.

UMSL remains committed to strengthening and expanding educational program offerings at all levels, enhancing the research capabilities of its faculty and students, and serving the region's needs through research and technology transfer, cooperative educational outreach programs, and workforce development.

The absence of a master's-level educational psychology program in the most populous region of the state is a glaring omission that has adversely impacted local districts' ability to find and

recruit qualified personnel. Furthermore, the proposed program is an exceptionally low-cost, high-impact, and high-demand program that meets the educational, economic, and professional needs of the community while simultaneously providing educational opportunities for graduate students and university faculty.

#### UMSL Strategic Priorities:

- A. Enhance the quality and delivery of undergraduate and graduate / professional education.
- B. Recruit and retain an outstanding and diverse student body.
- C. Enhance research, scholarship and artistic/creative activity.
- D. Enhance civic engagement for economic and social benefit of the region.
- E. Increase financial base and continue to enhance the stewardship of resources.

#### **2.B. Duplication and Collaboration Within Campus and Across System**

The only option for students in the St. Louis region who want to pursue a master's-level degree in Educational Psychology is a newly created M.A. in Applied Educational Psychology at Webster University. An M.A. in Education with a certificate in Character Development is available at Lindenwood University in St. Charles, MO, but this degree is not in Educational Psychology.

Statewide, the University of Missouri-Columbia offers a M.A. and M.Ed. in Educational Psychology with two emphasis areas: (1) cognition and development, or (2) measurement and statistics. Since most of our master's-level students are locally employed educators who attend part time, only Webster's degree approaches a broad-based M.Ed. in Educational Psychology option for them. No other higher education program in the state offers a master's-level educational psychology program with the range of flexibility and specializations that is proposed here.

In regard to collaboration, UMSL is a leader in this area. The Center for Character and Citizenship is an UMSL-led initiative that involves collaboration with nine other area institutions of higher education including Washington University, Saint Louis University, Missouri Baptist University, Southern Illinois University-Edwardsville, Principia College, Maryville University, Lindenwood University, and St. Louis Community College-Meramec.

### **3. Business-Related Criteria and Justification**

#### **3.A. Market Analysis**

##### **3.A.1. Need for Program:**

Professional educators with specializations outside of schoolroom teaching are increasingly in demand. The U.S. Department of Labor indicates that the number of instructional coordinators is expected to grow by 22 percent over the 2006-16 decade. Missouri's Employment Outlook lists elementary and secondary schools among the top 10 industries with the largest employment

growth projected for the state from 2006-2016. In higher education, the U.S. Department of Labor projects that there will be available a considerable number of part-time or renewable, term appointments at four-year institutions and at community colleges. Opportunities for master's degree holders are also expected to be favorable.

UMSL is particularly well suited to address this growing need. We attract local students who typically remain in the St. Louis community after graduation as part of the work force. In order to attract and retain students interested in Educational Psychology careers, students must have access to high quality education that will prepare them for careers in this expanding field.

The Department of Educational Psychology, Research and Evaluation currently supports a Ph. D. in Education with an emphasis area in Educational Psychology; a 60-hour Educational Specialist in School Psychology (Ed. S.) degree as required for Missouri DESE requirements for School Psychologist certification; and a graduate certificate in Program Evaluation. A full array of graduate-level courses in Educational Psychology (Ed Psy) and Education Research Evaluation and Measurement (Ed Rem) support these programs within the Department as well as all other graduate degree programs across the College of Education.

Current master's-level options in the College of Education do not adequately address the needs of potential Master's of Education students who want a degree focused in Educational Psychology. The Department of Educational Psychology, Research and Evaluation awards doctoral and specialist degrees, but currently it offers no master's degree program in Educational Psychology. The absence of a master's-level program at UMSL represents a gap both in local higher education degree offerings and between the UMSL College of Education's Bachelor of Education degrees, and Doctoral studies focusing on areas of Educational Psychology and a gap in the progression of Educational Psychology study for potential new doctoral students in the St. Louis region.

For example, over the last three years, 24 of 30 students admitted into the Educational Specialist in School Psychology degree program did not hold a prior master's degree. The proposed program will increase the number of master's-level students at UMSL, and presumably, will provide additional qualified applicants for the Department's existing specialist and doctoral programs.

### **Market Demand:**

The two optional program emphasis areas (Character and Citizenship Education, and Educational Research and Program Evaluation) were developed in direct response to current and emerging postsecondary growth and K-12 educational improvement issues addressed in public policy at the state and national levels. These issues include demands for all students to achieve higher academic standards, widespread standardized testing, the development and assessment of individual school improvement plans, and data-driven instruction and school reform. Other current education issues, addressed chiefly in the Character and Citizenship Education emphasis area, are also deemed critical by policymakers and education leaders (but not mandated by law). However, Missouri has invested heavily in Character Education for its schools across the state, and the proposed Character and Citizenship Education emphasis area will invite a variety of students as well as future collaboration with neighboring institutions. Furthermore, the UMSL-

led Center for Character and Citizenship represents the strongest set of academic expertise in this area in the world, with 28 scholars from 9 area institutions of higher education.

Nearly 80 percent of UMSL graduates stay and find jobs in the St. Louis area. With the College of Education's NCATE and DESE accreditation, we have a commitment and vested interest in maintaining the College's leadership in meeting current and emerging educational needs of the region. Alumni surveys consistently indicate our graduates' high regard for our quality faculty and programming.

UMSL certifies more educators than all other St. Louis area educator preparation programs combined. Employer demand for Educational Psychology specialists is clearly on the rise, and our College has the resources and existing faculty to provide this new program on a much larger scale than any other area institution. In addition, the proposed strands for this new program represent unique opportunities, particularly in character and citizenship education by virtue of endowed professorships in both areas. Since most students will be working full time in the St. Louis area, it is not feasible for them to relocate to another area of the state to benefit from master's-level studies in Educational Psychology.

Additionally, the cost benefit to potential students is exceptional and in the current economy, a considerable factor for many working adults. The proposed degree program offers a less expensive alternative such as attending the University of Missouri-Columbia or Webster University with the additional on-site benefits of various specialist and doctoral degree programs for those students interested in continuing their education.

***Employment opportunities for educational psychologists include:***

- Post-Secondary Educators (University, Community College, or Adjunct Instructors at the M.Ed. Level)
- Educational Research and Evaluation (K-12 public schools, state agencies, regional laboratories, or universities)
- Character and Citizenship Educators (consultants to the public and private sectors for program development, training, and evaluation)
- Professional work in test development, evaluation, and assessment
- Text publishing

**Post-Secondary Educators:** With the exception of community colleges, the majority of full-time faculty in higher education has attained a terminal degree in their field. The most common path for earning a Ph. D. or Ed. D. is through post-graduate study beginning at the master's-level.

Nationally, faculty retirement projections and increases in college enrollments will contribute to increased job opportunities for post-secondary educators. The Department of Labor's Employment Opportunities Handbook describes the landscape as follows:

***Employment change.*** Postsecondary teachers are expected to grow by 23 percent between 2006 and 2016, much faster than the average for all occupations. Because of the

size of this occupation and its much faster than average growth rate, postsecondary teachers will account for 382,000 new jobs, which is among the largest number of new jobs for an occupation. Projected growth in the occupation will be primarily due to increases in college and university enrollment over the next decade.

Although competition will remain tight for tenure-track positions at 4-year colleges and universities, there will be available a considerable number of part-time or renewable, term appointments at these institutions and at community colleges. **Opportunities for master's degree holders are also expected to be favorable** because there will be **considerable growth** at community colleges, career education programs, and other institutions that employ them.

**Educational Research and Evaluation:** The need for specialization in educational research has grown. State and federal mandates such as No Child Left Behind have established higher academic standards, standardized testing and assessment programs, and more rigorous accountability measures to track student academic progress. Public K-12 school districts subsequently have created positions for instructional coordinators, research and evaluation directors, and specialists with expertise in measuring best practices to help teachers and school leaders understand student learning outcomes and reach higher academic standards. Missouri's Employment Outlook lists elementary and secondary schools among the top 10 Industries with the largest employment growth projected for 2006-2016.

([http://www.missourieconomy.org/pdfs/missouri\\_employment\\_outlook\\_lt2006-2016.pdf](http://www.missourieconomy.org/pdfs/missouri_employment_outlook_lt2006-2016.pdf). MO Department of Economic Development).

Instructional coordinators held about 129,000 jobs in 2006. Almost 40 percent worked in public or private elementary and secondary schools, while more than 20 percent worked in public or private junior colleges, colleges and universities, and professional schools. Other employing industries included State and local government; individual and family services; child day care services; scientific research and development services; and management, scientific, and technical consulting services.

The number of instructional coordinators is expected to grow by 22 percent over the 2006-16 decade, much faster than the average for all occupations, as they will be instrumental in developing new curricula to meet the demands of a changing society and in training teachers. ... [A] continuing emphasis on improving the quality of education should result in an increasing demand for these workers. The emphasis on accountability also should ... cause more schools to focus on improving standards of educational quality and student performance. Growing numbers of coordinators will be needed to incorporate the new standards into existing curricula and make sure teachers and administrators are informed of changes." Occupational Handbook: U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2008-09 Edition

**Character and Citizenship Education:** The ability to determine psychological effects of methods, organization and non-school experience on the educational process is critical in the diverse classrooms of the 21<sup>st</sup> century. Schools have traditionally played a major role in developing character as well as social and civic responsibility in our nations' youth. That role has

become more complicated as globalization, multiculturalism, growth in information technologies and fast-paced change is taking place. Additionally, growing concern in our schools revolves around issues of bullying, gangs and school violence – all are problems that educational psychology experts can help schools and educators to assess and address.

Additionally, the St. Louis region is an exemplar of Character Education due to the presence of CHARACTER<sup>plus</sup>, the Center for Character and Citizenship at UMSL, and the Leadership Academy for Character Education. We therefore have become a region where a multitude of organizations expect us to fulfill their demand for well-trained character educators, so they can meet their goals. The State of Missouri and Missouri-based foundations has contributed considerable funding to UMSL-sponsored programming in these areas. For example, Missouri Foundation for Health has accorded the Center for Character and Citizenship \$637,134 in research grants and the State has granted \$90,000, just to name two. Other local grants and funds total over \$700,000, for an approximate combined total of over 1.4 million dollars. This is a clear indication of the support of the community and a need that must be fulfilled. Although the State sponsors CCC through funding, there is, again, no structured mandate.

The Character Education Partnership (CEP) serves as a Washington DC-based national advocate and leader for the character education movement. In her article, *Character Education in the United States: Striving for Effective Practice*, Merle Schwartz, CEP's former Director of Education and Research described the need for high quality character education specialists as follows:

“There is no national mandate for character education that sets standards for outcomes or inspects the efforts of schools. State mandates do not carry penalty for non-implementation. There is a growing need, however, for effective character education.

**Employers are finding that young graduates may be missing the moral or performance values necessary for success in the work place.** In addition, the lack of ethical decision making and behavior in some US executives has resulted in federal policing laws for how businesses operate. **Schools are turning to character education to help with a host of behavior issues, including cyber bullying, and to address intolerance among an increasingly multi-cultural community.”**

<http://www.eetika.ee/orb.aw/class=file/action=preview/id=421365/Character+Education+in+the+United+States.+Striving+for+Effective+Practice.pdf> website accessed 9/30/08.

Merle J. Schwartz, Ed.D. *Character Education in the United States: Striving for Effective Practice*;

Schools serve as places that assist students in developing an understanding of society and commitment to political and civic engagement. In this role, schools can help foster the knowledge, skills and dispositions that young people need to develop into politically aware and socially responsible individuals (Torney-Purta & Vermeer, 2004).

### **Societal Need:**

A major goal of this program is to fulfill a societal need for well-qualified educators who will improve achievement for all students and prepare them to become productive and engaged citizens in a democracy. Schools and educational institutions play a critical role in preparing

students as moral, civically engaged citizens in our communities, our country, and the world, as well as productive members of our labor force.

UMSL attracts local students who typically remain in the St. Louis community after graduation as part of the workforce. In order to attract and retain students interested in Educational Psychology careers, students must have access to high quality education that will prepare them for careers in this expanding field. Most graduate students in the College of Education work full time in the St. Louis area. They return to graduate school in order to change careers or to advance in their current position. These students can help fulfill the workforce needs of the St. Louis region as the projected occupational growth in all areas of Educational Psychology will provide graduates of the proposed M.Ed. program with ample opportunities for career growth and advancement. The proposed program will enrich the educational community by increasing the numbers of highly qualified educators who play a major role in meeting the complicated socioeconomic, educational and technological pressures of 21<sup>st</sup> century learning.

Without a master's degree program in the Department of Educational Psychology, Research and Evaluation, the College of Education's degree offerings do not fully address the expanding critical areas in Educational Psychology that are in demand by employers. Local employers include an extensive community college system, four-year higher education institutions with needs for full-time faculty as well as adjunct and contract instructors, and over 90 St. Louis area school districts in Missouri and Illinois.

It is clear from socioeconomic and political pressures that educators must have opportunities for more in-depth study in the educational psychology fields. Graduates from this program will represent a group that is dedicated to being a part of the solution to pressing needs in our educational system.

### **Meeting Missouri's academic and economic needs:**

The new M.Ed. will help fulfill the following goals for the state of Missouri, the UM-System, and the UMSL campus:

- Fulfilling the market need for graduates in the growing applied fields of Educational Psychology to serve in Missouri's 21<sup>st</sup> century schools, businesses, government agencies and institutions
- Supporting federal and state mandates for establishing rigorous academic standards and measurement systems for improving Missouri schools and the students they serve
- Providing students in Missouri with the finest educational opportunities in multiple areas of the Educational Psychology field, including instructional coordinators and specialists in teaching and learning in multicultural classrooms, character and civic education, student academic performance measurement, and best practices research
- Furnishing Missouri's largest metropolitan area with qualified professionals to support improvement in public and private education and training
- Fulfilling the University of Missouri System goal to grow overall enrollment and prepare graduates to assume leadership roles in our communities, state and nation

- Meeting the UMSL Action Plan goal of adding master's and certificate degree programs in response to regional needs
- Satisfying a societal need for well-qualified educators who will improve achievement for all students and prepare them to become productive and engaged citizens in a democracy
- Meeting Missouri certification requirements

### **3.A.2 Student Demand for Program:**

The St. Louis metropolitan area employs about one-third of Missouri's teachers and serves about one-third of the state's students. The most educator certifications in Missouri are issued to UMSL graduates. Additionally, the new M.Ed. in Education Psychology program benefits those who are seeking to increase earning potential, generate a stronger competitive edge and perform better in their careers without necessitating a doctoral degree. For those who are on the specialist or doctoral track, this is an excellent transitional degree that in most cases will increase earning potential, credibility, and strengthen the emphasis on their interest area. Because school district pay scales generally reward educators for attaining advanced degrees, the opportunity for students to earn a master's degree can be a plus in terms of income potential.

The Educational Psychology Program Committee, comprised of Department faculty and members of the Center for Character and Citizenship, has met over the last three years to address the problem of access to an in-depth master's degree program in Educational Psychology. To serve the needs of graduate students, it was determined that a new Master's of Education in Educational Psychology degree program was needed to allow students to continue their education in the area of educational psychology. Furthermore, incorporated within the structure of the proposed degree are two optional emphasis areas that capitalize of the unique strengths of Department faculty and represent growing areas in demand regionally and statewide. The two emphasis areas are:

- 1. Character and Citizenship Education**
- 2. Educational Research and Program Evaluation**

To determine student demand for a M.Ed. in Educational Psychology degree, Department faculty surveyed 122 teachers from area school districts. 50% of respondents already held master's degrees and were not interested in obtaining additional degrees. The remaining 61 respondents indicated a strong general interest in a M. Ed. in Educational Psychology in the specific program UMSL is proposing. In particular, 79% considered the program's fitting their career needs as very important, while another 21% considered it somewhat important. More than 98% of the respondents considered the fit between their intellectual and scholarly interests and the program's courses as important.

Potential applicants identified factors in support of the proposed program. A full 90% believed that the program would enhance the stability of their current employment. More than 98% of the respondents believed such a program would enhance their productivity and effectiveness.

In addition to the teachers, school administrators were polled to obtain an estimate of potential applicants from their schools to the proposed M.Ed. program as well as potential for employing our graduates. Of the 26 administrator respondents, a majority said that getting an M.Ed. is

required of their employees to receive an increase in pay. Respondents are aware that an advanced degree is required to receive a promotion with either an increase in pay or an increase in responsibility or both:

- Nearly 58% considered that it is important to have an M.Ed. in order to receive an increase in pay
- Nearly 43% considered that it is important to have an M.Ed. in order to receive a promotion with either an increase in pay or an increase in responsibility or both

In addition to annual cost-of-living wage increases, the various degrees correspond to differential pay increases each year (see table below). Furthermore, the salary increases for each degree level (BA, BA+15, MA, etc.) are capped after a period of time and require the completion of additional education before future raises will occur as an incentive. To receive permanent certification, Career Continuous Professional Certificate (CCPC) requires a master’s degree, 4 consecutive years of professional development, and 10 years of teaching experience. Such certification also ensures ongoing wage and promotional increase opportunities.

**Table 1: 2011-12 St. Louis Public Schools Teacher Salary Schedule\***

	BA	BA+15	MA	MA+15
First Year	37,500	37,700	40,000	41,800
Second Year	38,500	38,600	40,500	42,600
Third Year	39,000	40,000	41,477	43,579

\*Each district has its own categories and salary schedule

A majority of the administrators, nearly 62%, said that they would recommend the proposed M.Ed. program to their employees and that they would support the proposed program by writing letters of recommendation. About 73% said they would consider graduates of the proposed program for employment.

Based on the responses from the potential applicants as well as administrators who would support the program, recommend it to their employees, as well as consider the graduates of the program for employment in their organizations, it can be said that there is a strong market need as well as employer support for the proposed program.

Although they would not be new students, candidates in the 60-hour Ed. S. in School Psychology degree program have expressed interest in completing the proposed M.Ed. degree. A recent survey of the School Psychology Program revealed that 20 of the 24 candidates who were admitted without a master’s degree would have completed the proposed M.Ed. degree had it been available. Sample comments from students include: “Some states require a master’s degree for certification during internship,” and, “This degree would give people a choice to stay local and get the experience they need to for getting into another advanced degree program.” As such, at least 7 of the 8-12 Ed. S. in School Psychology candidates admitted each year are expected to complete the M.Ed. in Educational Psychology degree. Furthermore, the M.Ed. degree will

provide a degree alternative for the 20+ Ed.S. applicants who are not admitted each year. Of these students, two new students are expected to enroll in the M.Ed. degree program annually.

### **Academic Viability:**

The academic viability of the program will be evaluated via annual review of formative assessment data as well as every five years as part of the University's Five-Year Review of academic programs. Evaluation procedures will include comparisons of the program's productivity, course-embedded assessment data, scores on standardized assessments, results of biennial alumni and employer surveys, and tracking of the number and academic quality of the student applicant pool. The total number of applicants and annual graduates will be among the primary indicators of the strength of the program.

To make the public aware of the new programs, we will use targeted marketing through advertising and faculty networking. Faculty who teach in these areas reach over 1000 potential new students locally and statewide through partnerships with area school districts, regional workshops, seminars and school leadership training programs. Our faculty's national and international presentations will increase program awareness to thousands of additional potential new students. In fact, over the past decade, we have received numerous informal inquiries about our educational psychology graduate offerings from prospective students across the U.S. and internationally.

In sum, the proposed program offers the following opportunities for candidates:

- Gain a graduate degree in Educational Psychology as a prerequisite for entering the Ph. D. program in Educational Psychology
- Earn a graduate degree with an emphasis in Character and Citizenship Education
- Specialize in Educational Research and Program Evaluation for all levels of education
- Obtain a master's-level degree en route to the Ed. S. in School Psychology degree

### **Financial Viability:**

Because the program will use existing courses and faculty, the M.Ed. program will be financially viable at its inception. By utilizing existing courses and the faculty who are currently teaching them, and considering the gap between degrees at the undergraduate and doctoral levels, academic viability will be immediate and ongoing. Thus, expenditures for the proposed M.Ed. in Educational Psychology degree program are limited to the costs to revising marketing materials. A significant advantage of the new program is its potential to attract new students and increase credit hour production for just the cost of marketing materials.

Four assumptions are primary for financial viability. First, the College of Education will continue its support of the salary, benefits, and other employee expenses necessary to teach the existing graduate courses in Educational Psychology and Educational Research Evaluation and Measurement. Second, while new credit hour production is not critical to keep the program financially viable, we do expect a gradual increase in new credit hours over the first three years of the program. Third, recurring expenditures for marketing the program will be contained at the levels anticipated. And finally, the cost benefit of our program is substantial, which is a critical component to student choice during economic downturn.

The projected total enrollment is shown in Table 4. Please note that this table does not reflect the seven Educational Specialist in School Psychology degree candidates who are expected to complete the M.Ed. degree en route to the Ed.S. degree. Thus, the figures below only reflect new students and underestimate the actual number of expected annual graduates.

**Form SE**  
**STUDENT ENROLLMENT PROJECTIONS**

**Table 4: Total Projected Enrollment and Credit Hours\***

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-time	2	5	7	8	8
Part-time	2	6	11	17	20
<b>Total First-Year Enrollment*</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>14</b>	<b>14</b>
<b>Total Second-Year Enrollment*</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>14</b>
<b>TOTAL ENROLLMENT</b>	<b>4</b>	<b>11</b>	<b>18</b>	<b>25</b>	<b>28</b>
<b>TOTAL CREDITS</b>	<b>72</b>	<b>186</b>	<b>303</b>	<b>417</b>	<b>462</b>

\*Both full- and part-time students take 18 credits during the first year and 15 credits in the second year

**Estimate of the projected number of students who would be new to campus**

New enrollment will come from two primary sources. The majority will be full-time professional educators in the region who are seeking to advance their careers and areas of expertise by earning a master’s degree while continuing to work. It is estimated that up to 10 new part-time students from this category will enter the program each year. A second category consists of full-time students who wish to complete a master’s en route to another advanced degree. The School Psychology Program admits 8-12 of its 30-40 applicants each year, so there is a ready pool of potential applicants who either missed the February 15 application deadline, or otherwise were denied admission. Similarly, some students may want or need to obtain research experience or establish a graduate grade point average to enhance their applications to other specialist or doctoral programs. It is estimated that four full-time students will enter the program each year.

**Enrollment Cap:** Enrollment M.Ed. in Educational Psychology degree program will be capped at 30 FTE across all students in the program.

with the CSD in the CHARACTERplus program both locally and across the state. These relationships will be exploited as a rich source for potential new students.

Academic advisors throughout the college in both the undergraduate and graduate offices, and appropriate units of the UMSL campus will receive information and materials to distribute about the program. Program information with online registration will be published on the College of Education website.

Marketing mostly will be carried out through regular UMSL academic marketing. In addition an informational and marketing brochure will be developed. The costs for designing and printing are listed as one-time costs of \$4,500 in Year 1, \$4,000 in Year 2, and eventually are phased out by Year 5 once the program is established. A recurring cost of \$500 is included to support ongoing mailing of these marketing materials.

To help ensure successful matriculation and attainment of program goals, a formal unit assessment system, consisting of formative and summative assessments, will be developed. A combination of targeted course-embedded assessments, capstone assessments, and biennial employer and alumni interviews and surveys will be reviewed annually to support data-based decisions regarding program effectiveness. Although the proposed M.Ed. degree program does not have any specific accreditation pertaining to it, all UMSL programs in the College of Education must meet standards for the Higher Learning Commission, the National Council for Accreditation of Teacher Education, and the National Association of School Psychologists. One or more of these accreditations apply across all baccalaureate, masters, specialist, and doctoral-level degrees at the university. The Higher Learning Commission recently approved the UMSL campus without exceptions, and the UMSL Ed. S. in School Psychology has been the only National Association of School Psychologists Approval-Full (National Recognition) school psychology program in Missouri since January 2009.

#### **4. Institutional Capacity**

There is no projected burden on institutional capacity. All courses in the degree program currently are taught by department faculty. Class size will increase to make the classes more financially productive. The infrastructure of the College of Education and Department of Educational Psychology Research and Evaluation already supports graduate programs like the proposed M.Ed.

#### **5. Program Characteristics**

##### **5.A. Program Outcomes**

###### *Learning Outcomes and Special Skills*

M.Ed. graduates will develop advanced knowledge and skills regarding the application of educational and psychological theories and research. Additionally, graduates opting for one of the optional emphasis areas will have acquired highly specialized skills in the areas of character education, citizenship education, or program evaluation.

**FORM PS**

**Program Structure**

**5.B.**

- A. Total credits required for graduation:** 33 graduate semester hours
- B. Residency (Master’s) requirements:** The final two-thirds (22 hours) of a master's degree program must be completed in residence at UMSL.
- C. General education credits:** 0 hours
- D. Major Requirements (total Credits):** 15 graduate semester hours

Course	Hrs	Course	Hrs	Course	Hrs
ED PSY 6111 – Psychology of Education	3	ED PSY 6210 - Life Span: Individual and Family Development	3	ED REM 6735 - Statistical Analysis for Educational Research	3
OR		OR			
ED PSY 6530 - Foundations of School Psychology		ED PSY 6215 - Psychology of Early Childhood Development		ED REM 6750 - Advanced Research Design in Education	3
		OR			
ED PSY 6310 - Psychology of Learning Processes	3	ED PSY 6220 - Psychology of the Elementary School Child			
		OR			
		ED PSY 6225 - The Psychology of Adolescence			

**E. Free elective credits:** 15 graduate semester hours from ED PSY or ED REM or other 6000-level courses from other disciplines as approved by advisor (up to six hours may be from disciplines other than Ed Psy or Ed Rem). Varying degrees of freedom in electives exist among the degree options. The M.Ed. in Educational Psychology degree allows maximum flexibility with its choice of any five ED PSY or ED REM electives to be determined in consultation with an advisor from the Department. In contrast, the electives for each of the optional two emphasis areas include two or three required courses and assorted forced choice alternatives for the remaining electives.

**F. Requirement for thesis, internship or other capstone experience:**

3 graduate semester hours from one of the following courses:

- ED PSY 6590 - School Psychology Practicum I
- ED REM 6990 - Internship

- ED PSY 6990 – Internship
- EDUC 6998 - Thesis Research

A capstone experience consisting of a field placement, internship or thesis is required for the proposed M.Ed. degree. Candidates interested in pursuing a doctoral degree will be encouraged to use EDUC 6998 - Thesis Research for their capstone experience.

**G. Unique Features:** The College of Education has working partnerships with over 200 schools, other institutions of higher education, youth service agencies, and cultural and informal science learning institutions throughout the region. Resources for our students include the following programs, organizations and scholarly expertise:

- Center for Character and Citizenship Education
- Sanford N. McDonnell Endowed Professor of Character Education
- Teresa M Fischer Endowed Professor of Citizenship Education
- Citizenship Education Clearing House Local Government student education program
- Kids Voting Missouri K-12 student voter education program
- Formal partnership with CHARACTER*plus* and its local and statewide programs

These partnerships increase employment opportunity due to the leadership, sponsorship and supportive roles UMSL has in the community through these programs and organizations.

The new program will use existing courses and faculty; therefore, the university will incur no new costs for the program, except for some marketing efforts and possibly offering additional sections of some courses. In fact, it is expected that the proposed no-cost degree program will generate substantial new revenue for UMSL. Program growth will come from additional sections of existing courses.

The general structure of the proposed M.Ed. in Educational Psychology and curriculum are presented below. The degree requires 33 graduate credit hours comprised of 15 hours of Foundations courses (Educational Foundations, Learning and Cognition, Human Development, and Research Methods), 15 hours of Electives in Educational Psychology (ED PSY), Educational Research and Evaluation Methods (ED REM), and/or up to six hours of 6000-level courses from other disciplines chosen in consultation with the advisor, and a 3-hour Capstone Experience (field experience/internship or thesis). All of the ED PSY and ED REM courses listed below are existing courses currently taught by Department faculty. The curricula for the two optional emphasis areas consist of two or three specific required courses and assorted choices for the remaining electives.

## Master of Education (M.Ed.) in Educational Psychology

<b>Degree Requirements</b>	<b>Hours</b>
<b>Foundations</b>	<b>15</b>
<b>Electives</b>	<b>15</b>
<b>Capstone Experience</b>	<b>3</b>
<b>Total Credit Hours</b>	<b>33</b>

### M.Ed. in Educational Psychology

<b>Foundations</b>	<b>Hours</b>
<i>Educational Foundations</i> <i>One of the following</i> ED PSY 6111 – Psychology of Education ED PSY 6530 - Foundations of School Psychology	<b>3</b>
<i>Learning and Cognition</i> ED PSY 6310 - Psychology of Learning Processes	<b>3</b>
<i>Human Development</i> <i>One of the following:</i> ED PSY 6210 - Life Span: Individual and Family Development ED PSY 6215 - Psychology of Early Childhood Development ED PSY 6220 - Psychology of the Elementary School Child ED PSY 6225 - The Psychology of Adolescence	<b>3</b>
<i>Research Methods</i> ED REM 6735 - Statistical Analysis for Educational Research ED REM 6750 - Advanced Research Design in Education	<b>6</b>

**Electives**

*Five of the following\*:*

- ED PSY 6030 - Instruction, Learning and Assessment
- ED PSY 6109 – Learning & Development in Secondary School Settings
- ED PSY 6111 - Psychology of Education
- ED PSY 6113 - Psychopathology and Diagnosis
- ED PSY 6115 - Personality and Social Development
- ED PSY 6210 - Life Span: Individual and Family Development
- ED PSY 6215 - Psychology of Early Childhood Development
- ED PSY 6217 - Foundations of Citizenship Education
- ED PSY 6218 - Coaching Sports for Character
- ED PSY 6220 - Psychology of the Elementary School Child
- ED PSY 6225 - The Psychology of Adolescence
- ED PSY 6404 - Seminar
- ED PSY 6417 - Current Perspectives on Citizenship Education
- ED PSY 6440 - Moral Development and Education
- ED PSY 6444 - Cognition and Technology
- ED PSY 6445 - Character Education and Development
- ED PSY 6448 - Technology-Supported Inquiry Learning
- ED PSY 6450 - Advanced Methods in Character Education
- ED PSY 6497 - Problems
- ED PSY 6530 - Foundations of School Psychology
- ED PSY 6532 - Psychoeducational Differences
- ED PSY 6536 - Biological Bases of Behavior
- ED PSY 6540 - Psychoeducational Interventions
- ED PSY 6542 - Psychotherapeutic Interventions in School Psychology
- ED PSY 6545 - Consultation in Schools and Related Settings
- ED PSY 6550 - Professional Issues in School Psychology
- ED REM 6040 – Educational Research for Teachers
- ED REM 6497 - Problems
- ED REM 6707 - Classroom Measurement and Evaluation
- ED REM 6709 - Educational and Psychological Measurement
- ED REM 6712 - Survey Research Methods in Education
- ED REM 6714 - Action Research in Education
- ED REM 6716 – Academic Assessment and Intervention
- ED REM 6718 – Psychoeducational Assessment and Intervention
- ED REM 6719 – Advanced Psychoeducational Assessment and Intervention
- ED REM 6730 - Educational Program Evaluation
- ED REM 6732 - Advanced Theory and Practice in Educational Program Evaluation

<b>Capstone Experience</b> <i>One of the following:</i> ED PSY 6590 - School Psychology Practicum I ED PSY 6990 – Internship ED REM 6990 - Internship EDUC 6998 - Thesis Research	<b>3</b>
<i>*Electives may include up to six hours of 6000-level courses from other Disciplines</i>	<b>33</b>

### Optional Emphasis Areas

By completing specific courses to fulfill the M.Ed. in Educational Psychology degree requirements, candidates may earn one of two emphasis areas: Character and Citizenship Education or Educational Research and Program Evaluation. Each emphasis area consists of a specific subset of graduate courses offered in the Department of Educational Psychology, Research, and Evaluation.

#### M.Ed. in Educational Psychology with an Emphasis in Character and Citizenship Education

<b>Foundations</b> <i>Educational Foundations</i> ED PSY 6111 – Psychology of Education	<b>3</b>
<i>Learning and Cognition</i> ED PSY 6310 - Psychology of Learning Processes	<b>3</b>
<i>Human Development</i> <i>One of the following:</i> ED PSY 6210 - Life Span: Individual and Family Development ED PSY 6215 - Psychology of Early Childhood Development ED PSY 6220 - Psychology of the Elementary School Child ED PSY 6225 - The Psychology of Adolescence	<b>3</b>
<i>Research Methods</i> ED REM 6735 - Statistical Analysis for Educational Research ED REM 6750 - Advanced Research Design in Education	<b>6</b>

<p><b>Electives</b></p> <p><i>Required</i></p> <p>ED PSY 6217 – Foundations of Citizenship Education ED PSY 6445 - Character Education and Development</p> <p><i>One of the following:</i></p> <p>ED PSY 6215 - Psychology of Early Childhood Development ED PSY 6225 - The Psychology of Adolescence</p> <p><i>Two of the following:</i></p> <p>ED PSY 6115 - Personality and Social Development ED PSY 6218 - Coaching Sports for Character ED PSY 6417 - Current Perspectives on Citizenship Education ED PSY 6440 - Moral Development and Education ED PSY 6450 - Advanced Methods in Character Education</p>	<b>15</b>
<p><b>Capstone Experience</b></p> <p><i>One of the following:</i></p> <p>ED PSY 6990 - Internship ED REM 6990 - Internship EDUC 6998 - Thesis Research</p>	<b>3</b>
	<b>33</b>

**M.Ed. in Educational Psychology with an Emphasis in Educational Research and Program Evaluation**

<p><b>Foundations</b></p> <p><i>Educational Foundations</i></p> <p>ED PSY 6111 – Psychology of Education</p>	<b>3</b>
<p><i>Learning and Cognition</i></p> <p>ED PSY 6310 - Psychology of Learning Processes</p>	<b>3</b>
<p><i>Human Development</i></p> <p><i>One of the following:</i></p> <p>ED PSY 6210 - Life Span: Individual and Family Development ED PSY 6215 - Psychology of Early Childhood Development ED PSY 6220 - Psychology of the Elementary School Child ED PSY 6225 - The Psychology of Adolescence</p>	<b>3</b>
<p><i>Research Methods</i></p> <p>ED REM 6735 - Statistical Analysis for Educational Research ED REM 6750 - Advanced Research Design in Education</p>	<b>6</b>

<p><b>Electives</b></p> <p><i>Required</i></p> <p>ED REM 6712 - Survey Research Methods in Education ED REM 6730 - Educational Program Evaluation</p> <p><i>Three of the following:</i></p> <p>ED REM 6707 - Classroom Measurement and Evaluation ED REM 6709 - Educational and Psychological Measurement ED REM 6714 - Action Research in Education ED REM 6716 – Academic Assessment and Intervention ED REM 6732 - Advanced Theory and Practice in Educational Program Evaluation</p>	<b>15</b>
<p><b>Capstone Experience</b></p> <p><i>One of the following:</i></p> <p>ED REM 6990 - Internship EDUC 6998 - Thesis Research</p>	<b>3</b>
<b>33</b>	

### 5.C. Program Design and Content

The proposed M.Ed. in Educational Psychology was developed collaboratively within the Department of Educational Psychology, Research and Evaluation in part to address the absence of a degree program option between the bachelors and specialist or doctorate. Comparison of the existing structure and curricula for the Educational Specialist in School Psychology and Doctor of Philosophy in Education degrees identified three categories of courses within the M.Ed. curriculum: Foundations, Electives, and Capstone.

The shared Foundations courses ensure that all M.Ed. in Educational Psychology candidates develop advanced knowledge and skills in educational and psychological theory and research, whereas the flexibility regarding electives and the capstone experience allows candidates to meet their individual curricular needs. The following sample programs reflect the intended sequence of courses for the various degree options (please see Appendix A for course descriptions from the Bulletin).

#### M.Ed. in Educational Psychology Sample Program (part-time candidate)

**Fall I** (6 hours)  
ED PSY 6111 Psychology of Education  
ED REM 6735 Statistical Analysis for Education Research

**Winter I** (6 hours)  
ED PSY 6310 – Psychology of Learning Processes  
ED REM 6750 – Advanced Research Design in Education

**Summer I** (6 hours)

ED PSY/ED REM 6000-level course  
ED PSY 6220 - Psychology of the Elementary School Child

**Fall II (6 hours)**

ED PSY/ED REM 6000-level course  
ED PSY/ED REM 6000-level course

**Winter II (6 hours)**

ED PSY/ED REM 6000-level course  
ED PSY/ED REM 6000-level course

**Summer II (3 hours)**

EDUC 6998 Thesis Research

**Character and Citizenship Education Sample Program (full-time candidate)**

**Fall I – (9 hours)**

ED PSY 6111 – Psychology of Education  
ED REM 6735 – Statistical Analysis for Education Research  
ED PSY 6445 – Character Education and Development

**Winter I – (9 hours)**

ED PSY 6310 – Psychology of Learning Processes  
ED REM 6750 – Advanced Research Design in Education  
ED PSY 6220 – Psychology of the Elementary School Child  
or 6450 – Advanced Methods in Character Education

**Fall II – (9 hours)**

ED PSY 6217 – Foundations of Citizenship Education  
ED PSY 6215 – Psychology of Early Childhood Development  
or 6225 – The Psychology of Adolescence  
ED PSY 6115 – Personality and Social Development  
or 6218 – Coaching Sports for Character  
or 6440 – Moral Development and Education

**Winter II – (6 hours)**

ED PSY 6115– Personality and Social Development  
or 6218 – Coaching Sports for Character  
or 6417 - Current Perspectives in Citizenship Education  
or 6440 – Moral Development and Education  
or 6450 – Advanced Methods in Character Education  
EDUC 6998 – Thesis Research  
or ED PSY 6990 – Internship

**M.Ed. in Educational Psychology: Educational Research and Program Evaluation  
Emphasis Area Sample Program (part-time candidate)**

**Fall I (6 hours)**

ED PSY 6111 - Psychology of Education

ED REM 6735 - Statistical Analysis for Education Research

**Winter I (6 hours)**

ED REM 6712 – Survey Research Methods in Education

ED REM 6750 – Advanced Research Design in Education

**Summer I (6 hours)**

ED PSY 6210 - Life Span: Individual and Family Development

ED REM 6000-level course

**Fall II (6 hours)**

ED REM 6730 – Educational Program Evaluation

ED REM 6000-level course

**Winter II (6 hours)**

ED PSY 6310 – Psychology of Learning Processes

ED REM 6732 – Advanced Theory and Practice in Educational Program Evaluation

**Summer III (3 hours)**

ED REM 6990 - Internship

**FORM PG**

**Program Characteristics and Performance Goals**

**5.D. Program Goals and Assessment**

The M.Ed. in Educational Psychology degree is designed to:

- (1) Provide advanced knowledge of educational and psychological theory and research,
- (2) Develop skills in the application of educational and psychological theories and research, and more broadly,
- (3) Support candidates' ability to advance their careers or pursue advanced graduate study.

*Process for assessing learning outcomes*

The M.Ed. Program is committed to ongoing program improvement via formative and summative assessments. In addition to monitoring applicant credentials, candidate matriculation

and retention, and post-graduation outcomes, targeted course-embedded assessments will be used to document candidates' knowledge and competence in applying educational and psychological theories and research in educational and related settings. To this end, the program database will be created and maintained by the program coordinator. Annual reviews of program assessment data will be carried out and used to make any revisions that may be indicated. Similarly, the progress of individual students will be monitored as well.

*Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on norm-referenced tests; percent of students achieving minimal cut scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.*

Although no nationally standardized exit test exists for Educational Psychology, candidates in the Ed. S. in School Psychology degree program will be taking the Praxis II School Psychologist Examination shortly after completion of the proposed M.Ed. degree. An overall score of 157 is required for School Psychologist certification in Missouri, whereas 165 is needed for the Nationally Certified School Psychologist credential. The Praxis II also contains the following six subscales which will serve as outcome measures for the M.Ed. degree: Data-Based Decision Making, Research Based Academic Practices, Behavior & Mental Health Practices, Consultation and Collaboration, Psychological Foundations, and Ethical and Legal Foundations. One hundred percent of candidates are expected to meet or exceed the state cutoff on the Praxis II. As such, 100 percent of UMSL candidates will achieve scores of 157 and above.

*Projected number of graduates*

Approximately 14 graduates (3 full- and 4 part-time M.Ed. students plus 7 Ed.S. candidates) are projected at the end of the third year. This figure should increase over the following two years as M.Ed. students matriculate through the program. By the end of five years, graduation rates are expected to stabilize at 21 graduates each year (4 full- and 10 part-time M.Ed. students plus 7 Ed.S. candidates).

*Proportion of graduates who will achieve licensing or certification*

Not applicable

*Placement rates, in related fields, in other fields, unemployed*

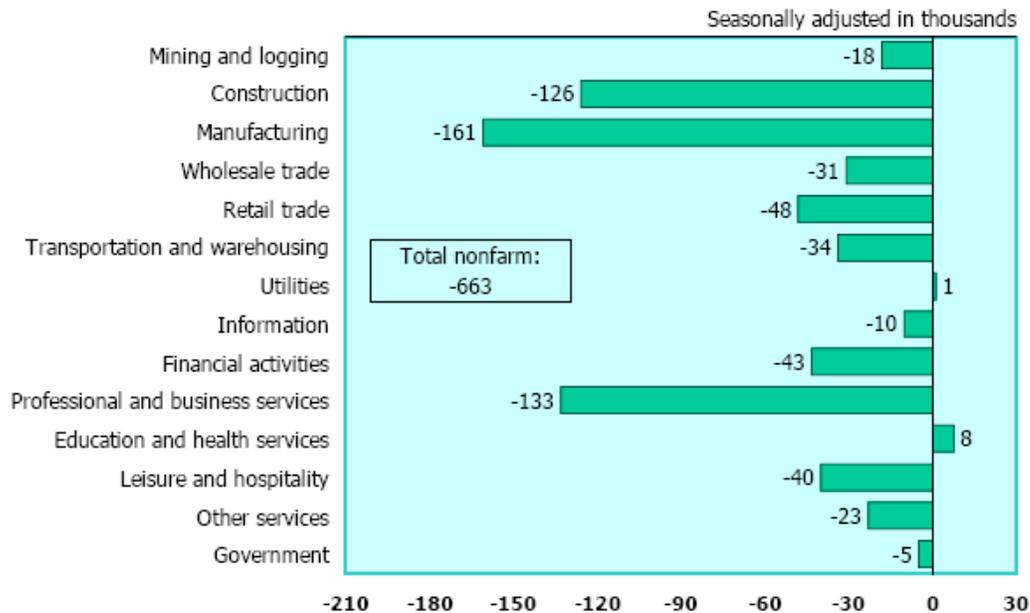
Because of the broad range of areas that this degree would serve in education and specific data on job placement could not be located, the following graph is being included to show the different rates of national employment trends in the U.S. as of March, 2009.

As indicated in the following chart, Education and Health Services is one of just two growing industries of significance at this time. From this it can be determined that a master's degree program will only serve to benefit the growing market, increasing pay and competition for staff, and increase teacher and classroom quality.

Additionally, according to the Bureau of Labor Statistics, unemployment for educators is about half the national average as of March 2009 at 4.6% and in February 2009, in the midst of the

current economic crisis, there were 46 job openings and 68 hires in Missouri (<http://data.bls.gov/cgi-bin/print.pl/iag/tgs/iag61.htm>). This is one of the few industries that is not only stable but also shows growth opportunity. The market will become more competitive as economic shrinkage impacts other industries and it also bears out that teachers now have the opportunity to control their value by increasing their knowledge base, professional training and educational background, redefining their professional roles in the industry by setting the standard. This will increase the stability, security and integrity of the teaching profession and up the stakes for the communities in which they teach.

## Employment in total nonfarm Over-the-month change, March 2009



Source: Bureau of Labor Statistics, Current Employment Statistics survey, April 3, 2009.

Note: Data are preliminary.

### 5.E. Student Preparation

All application materials will be considered in making admissions decisions, but preference will be given to students with degrees in education, psychology, or a closely related area with at least a 2.75 undergraduate GPA. Admission requirements for the M.Ed. in Educational Psychology program require completion of a Bachelor's degree. Applicants are required to submit undergraduate and graduate transcripts, three letters of reference, and a personal statement that describes their professional goals. Credit for coursework completed by students transferring into the M.Ed. program will be considered on an individual basis, but at least the last two-thirds of the hours used for the degree must be completed in residence at UMSL. Admissions will be determined on a rolling basis. There are no special admissions procedures or student qualifications that exceed university admissions standards.

*Characteristics of a specific population to be served*

The program will serve full- and (mostly) part-time students in the St. Louis region who are interested in advancing or changing their careers. The majority of candidates will be certified teachers and school leaders who are employed in districts across the St. Louis area. The degree emphasis areas represent rapidly growing fields and educational specialties in the St. Louis region that are anticipated to provide a large number of jobs in the next decade. Working students are expected to comprise most of the students in this program.

## **5.F. Faculty and Administration**

### **Faculty Characteristics**

*Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate program*

Faculty are already on staff, and all teaching requisites are met.

*Estimated percentage of credit hours that will be assigned to full-time faculty*

It is expected that the program will utilize all existing classes and faculty with no new additions to either.

*Expectations for professional activities, special student contact, teaching/learning innovation.*

Not Applicable.

*Primary Responsibility*

Matthew W. Keefer, Ph.D., Associate Professor and Chair of the Department of Educational Psychology Research and Evaluation. As Department head, Dr. Keefer will have primary responsibility for the proposed program. He will dedicate 5% of his time to this program. However, he will be assisted by the Department Graduate Coordinator and the School Psychology Program Coordinator.

*Meeting Instructional Needs*

All of the courses comprising the curricular offerings of the proposed degree already exist and have been taught. They are taught by all of faculty within the Department of Educational Psychology Research and Evaluation. All also will be eligible to advise students in the proposed program. Because there will be no new courses added, and in most cases no new sections of existing courses added, it is anticipated that the change in faculty responsibilities will be mainly focused on increased enrollment within existing courses.

*Special Requirements for Teaching in the Proposed Program*

Program faculty are required to hold a doctoral degree in Educational Psychology, Psychology, or closely related field.

*Percentage of Credits Hours Assigned to Full-time Faculty*

Over 75% of all M.Ed. in Educational Psychology courses will be taught by full-time faculty.

*Expectations for Faculty Involvement in Professional Activities, Special Student Contact, Teaching/Learning Innovation.*

Expectations for faculty involvement in professional activities are already set at the appropriate level for doctoral faculty. No new faculty or new expectations are required. Advising of student capstone experiences will be a new form of special student contact. However, it parallels current work with doctoral student research internships, school psychology field placements, comprehensive exams, and doctoral dissertation. Hence, no new expertise is required.

#### **5.G. Alumni and Employer Survey**

*Expected satisfaction rates for alumni including timing and method of surveys:*

All M.Ed. in Educational Psychology students will complete an exit interview upon graduation, and follow up surveys will be carried out biennially in the spring of odd numbered years. At least 85% of alumni are expected to report satisfaction that the education they received in the UMSL M.Ed. in Educational Psychology program prepared them for their present employment.

*Expected satisfaction rates for employers including timing and method of surveys:*

Similarly, employer surveys will be carried out every other year in the spring of odd numbered years. At least 85% will be satisfied that our graduates are performing effectively.

#### **5.H. Program Accreditation**

No specialized accreditation applies to the proposed M.Ed. in Educational Psychology degree program.

## References

Department of Elementary and Secondary Education (DESE).

[www.dese.mo.gov](http://www.dese.mo.gov)

Lindenwood University:

[www.lindenwood.edu](http://www.lindenwood.edu)

Missouri's Employment Outlook,

[http://www.missourieconomy.org/pdfs/missouri\\_employment\\_outlook\\_It2006-2016.pdf](http://www.missourieconomy.org/pdfs/missouri_employment_outlook_It2006-2016.pdf)

Schwartz, Merle. (Website accessed 9/30/08).

*Character Education in the United States: Striving for Effective Practice.*

(<http://www.eetika.ee/orb.aw/class=file/action=preview/id=421365/Character+Education+in+the+United+States.+Striving+for+Effective+Practice.pdf>)

St. Louis Public Schools (SLPS). Teacher Salary. <http://www.slps.org/humanresources/index.asp>

Torney-Purta, J., & Vermeer, S. (2004). *Developing citizenship competencies from kindergarten through grade 12: A background paper for policymakers and educators*. Denver, CO: National Center for Learning and Citizenship, Education Commission of the States

University of Missouri-Columbia:

[www.mizzou.edu](http://www.mizzou.edu)

U.S. Department of Labor Employment Opportunities Handbook

Webster University:

<http://www.webster.edu/>

## **Appendix: Course Descriptions**

Courses in this section are grouped as follows: Educational Psychology (ED PSY) and Educational Research and Evaluation Methods (ED REM). All courses for the proposed M.Ed. program are existing courses that are taught by full-time and adjunct faculty.

### **Educational Psychology (ED PSY)**

#### **ED PSY 6030 Instruction, Learning and Assessment (3)**

Prerequisites: Admission into Graduate School. Same as TCH ED 6030. Uses learning as the basis for the design of classroom instruction. By applying learning theories, teachers can improve their own unit development, lessons plans, assessment strategies, and the use of technology for effective teaching. Deals with the impact of cognitive Educational research on the subject content and what is known about how people learn. Teachers will learn to critically evaluate and improve their own Educational practices, design principled and appropriate assessments based on their instructional goals, and to assess their own professional development.

#### **ED PSY 6109 Learning & Development in Secondary School Settings (4)**

Prerequisites: Graduate standing and admission to the secondary teacher Education program. Investigation of teaching and learning theories and research on the developmental needs of pre-adolescent and adolescent students. Issues of cognition, moral and social development, motivation, and assessment will be analyzed and debated. Emphasis will be on theoretical and practical approaches to constructing and analyzing a learning system. Includes field experiences.

#### **ED PSY 6111 Psychology of Education (3)**

Current psychological theories and research that guide inquiry and decision making in Education. Topics surveyed include behavior, development, learning, instruction.

#### **ED PSY 6113 Psychopathology and Diagnosis (3)**

Prerequisites: Graduate standing. Covers etiology, assessment and diagnosis of mental disorders using contemporary diagnostic systems. Course materials and assignment address the dynamics of adjustment and treatment implications for counselors, school psychologists, and others in the helping professions.

#### **ED PSY 6115 Personality and Social Development (3)**

A foundational course integrating major theoretical perspectives on personality and social development. Emphasis is on the dynamic interplay of social influences on personality development and personality influences on social processes. Particular consideration is given to the impact of social contexts, including the school, on development.

#### **ED PSY 6210 Life-Span: Individual and Family Development (3)**

Prerequisites: Graduate standing. Critical analysis of theories of human development including readings from empirical research and cross-cultural comparisons focusing on strategies to enhance developmental outcomes through relationship and environmental opportunity.

#### **ED PSY 6215 Psychology of Early Childhood Development (3)**

Prerequisite: ED PSY 6111 or consent of instructor. A survey of the theories, concepts, and research which inform the field of early childhood development to help caregivers and teachers understand the cognitive, social, and emotional changes that take place from birth through the primary years of schooling.

**ED PSY 6217 Foundations of Citizenship Education (3)**

Prerequisites: Graduate standing. Introduction to citizenship Education providing a range of knowledge of civic participation, concepts of democracy, the democratic purposes of Education, and the developmental of civic identity and political thinking, attitudes, and engagement. Comparison of historical and contemporary approaches to democratic citizenship.

**ED PSY 6218 Coaching Sports for Character (3)**

Prerequisites: Graduate Standing. Interdisciplinary examination of relevant theory, research and pedagogical practices related to character development through sports. Drawing from both academic and professional.

**ED PSY 6220 Psychology of the Elementary School Child (3)**

Prerequisite: ED PSY 6111 or consent of instructor. Current research on the psychological changes which occur during the school age years of childhood. Includes attention to how development proceeds and to the processes that may alter its progress.

**ED PSY 6225 The Psychology of Adolescence (3)**

Prerequisite: ED PSY 6111 or consent of instructor. Current research on the psychological changes which occur during adolescence. Attention is paid to the family, school, peer groups, and contemporary settings that practitioners must understand to help young people meet the psychosocial challenges of adolescence.

**ED PSY 6310 Psychology of Learning Processes (3)**

Prerequisite: ED PSY 6111. Advanced study of learning and instructional theories. The historical and theoretical bases of instructional practice are examined.

**ED PSY 6404 Seminar (1-10)**

**ED PSY 6417 Current Perspectives on Citizenship Education (3)**

Prerequisites: ED PSY 6217. Seminar extends students' understanding of theory and research in citizenship Education by applying it to practical programs in the US and abroad. Analysis of assumptions underlying methods of citizenship Education and its goals. Exploration of research on methods that promote, facilitate, or inhibit civic participation and citizenship competence.

**ED PSY 6440 Moral Development and Education (3)**

Prerequisites: ED PSY 6210 or ED PSY 6220 or ED PSY 6225 or consent of the instructor. An introduction and overview of moral psychology and its implications for creating learning environments. Questions of human morality are by nature cross-disciplinary, and readings and discussions will involve questions of epistemology, human nature, conceptions of "the good

life,” evidence for the malleability of human development, and research regarding the foundation, nature, and complexity of moral development.

**ED PSY 6444 Cognition and Technology (3)**

Prerequisites: ED PSY 6111 or consent of instructor. Same as ED TECH 6444. Examines cognitive theories and computer-based tools for learning. Students will gain a critical understanding of the relationship between the design of technological tools, the use of those tools in Educational settings, and their implications for learning.

**ED PSY 6445 Character Education and Development (3)**

Prerequisites: ED PSY 6111 and ED PSY 6220 or ED PSY 6225. Critical survey of theories of character development and models for character Education in childhood and adolescence. Includes empirical and conceptual study of the nature of moral character, how it develops, and how it can be fostered in schools.

**ED PSY 6448 Technology-Supported Inquiry Learning (3)**

Prerequisites: ED TECH 5340 & ED PSY 6310, or consent of instructor same as ED TECH 6448. Educational technology such as networked computers and software can play a supportive role in inquiry-based learning. Students will explore the theoretical background, design issues, and pragmatic realities of technology-supported inquiry learning environments. Such learning environments are best understood as systems involving social, cultural, material and psychological aspects. Consideration will be given to the important properties of settings, activities and technologies, as well as to the role of instructors.

**ED PSY 6450 Advanced Methods in Character Education (3)**

Prerequisite: ED PSY 6445. Advanced exploration of methods for promoting character development in schools: class meetings, democratic processes, cross-age learning and character curriculum development. Methods will be critically examined for their empirical and theoretical justifications.

**ED PSY 6497 Problems (1-10)**

**ED PSY 6530 Foundations of School Psychology (3)**

Prerequisite: Admission to the School of Psychology Program or consent of instructor. Examines the professional roles, responsibilities, and functions of psychologists in schools. Focuses on educational foundations of school psychology including the history of the profession, organization and operation of schools, and emergent technologies.

**ED PSY 6532 Psychoeducational Differences (3)**

Prerequisite: Graduate standing. Examination of classification systems used with children and adolescents in the diagnosis and treatment of Educational and physical disabilities, mental disorders, and other developmental challenges.

**ED PSY 6536 Biological Bases of Behavior (3)**

Prerequisite: Admission to School Psychology Program or consent of instructor. Examination of biological factors affecting human behavior. Includes an overview of neuroscience, developmental psychophysiology, and basic psychopharmacology. Implications for psychological and Educational interventions are considered.

**ED PSY 6540 Psychoeducational Interventions (3)**

Prerequisite: Grade of B or better in ED REM 6718 or consent of instructor. Examines academic and instructional interventions, both preventive and remedial, that are delivered in schools and related settings with children and adolescents. Emphasizes linking assessment and intervention via use of direct and indirect service delivery.

**ED PSY 6542 Psychotherapeutic Interventions in School Psychology (3)**

Prerequisites: Grade of B or better in ED PSY 6540 and ED REM 6719 or consent of instructor. Instruction and practice developing and implementing intervention plans for common social, emotional, and behavior problems found in schools and related settings. Special emphasis on prevention and early intervention within a systems perspective.

**ED PSY 6545 Consultation in Schools and Related Settings (3)**

Prerequisite: Admission to the School Psychology or Special Education Program, or consent of instructor. Examines the theories, research, and legal/ethical issues related to consultation in schools and related settings. Emphasis on understanding the process of consultation using a problem-solving approach. Includes instruction in interviewing, observation, and development and evaluation of interventions.

**ED PSY 6550 Professional Issues in School Psychology (3)**

Prerequisite: Grade of B or better in ED PSY 6530 or consent of instructor. Advanced examination of professional issues facing school psychologists including legal and ethical considerations, standards of practice, models of service delivery, and emergent technologies.

**ED PSY 6590 School Psychology Practicum I (3)**

Prerequisites: Grade of B or better in ED PSY 6550 and ED REM 6718. Introductory supervised experience in psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

**ED PSY 6591 School Psychology Practicum II (3)**

Prerequisite: Grade of B or better in ED PSY 6590. Advanced supervised experience in consultation, problem solving, psychoeducational assessment and interventions for academic and behavior problems in schools and related settings. Settings and responsibilities determined in consultation with program faculty and site supervisor.

**ED PSY 6598 School Psychology Internship I (3)**

Prerequisite: Grade of B or better in ED PSY 6591. Supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credential school psychologist. Course is eligible for grade equivalency credit.

**ED PSY 6599 School Psychology Internship II (3)**

Prerequisite: Grade of B or better in ED PSY 6598. Advanced supervised field-based placement in an approved school or educational setting under the supervision of an appropriately credentialed school psychologist. Course is eligible for graduate equivalency credit.

**ED PSY 6990 Internship (1-10)**

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.

**ED PSY 6991 School Psychology Internship (3)**

Prerequisites: Grade of B or better in ED PSY 6591 and consent of instructor. Full-time field-based placement in an approved school or Educational setting supervised by an appropriately credential school psychologist. Course may be repeated for credit.

**Educational Research and Evaluation Methods (ED REM)****ED REM 5730 Educational Statistics (3)**

Prerequisite: Meet the university standard for proficiency in basic mathematical skills. Statistical methods for advanced undergraduate and beginning graduate students: descriptive statistics, probability and sampling, and introduction to hypothesis testing and inferential statistics.

**ED REM 6040 Educational Research for Teachers (3)**

Prerequisites: TCH ED 6010 and TCH ED 6020. This course provides the knowledge, skills, and practice for experienced practitioners to engage reflectively in a process of systematic study of their own practice with Educational systems and situated contexts. Educators will learn both analytic and practical tools to document multiple factors that can impact student learning and become more sophisticated consumers of research in order to engage in student advocacy and influence policy decision-making.

**ED REM 6497 Problems (1-10)**

Prerequisites: At least one previous ED REM course and consent of course supervisor. Individual study on topics pertaining to Educational measurement, evaluation, statistics, and research design.

**ED REM 6707 Classroom Measurement and Evaluation (3)**

Prerequisites: Graduate admission or consent of instructor. An introductory graduate course to classroom testing and evaluation. Topic areas include comparison of criterion-and norm-, validity and associated descriptive statistics; derived referenced theory and technique; classical test theory, reliability and transformed scores; preparation of instructional objectives for use in developing the classroom test; performance evaluations, and portfolio rubrics.

**ED REM 6709 Educational and Psychological Measurement (3)**

Prerequisite: Graduate admission or consent of instructor. An introductory graduate course in testing and measurement theory: reliability, validity, and associated descriptive statistics;

correlation and simple regression; derived and transformed scores; interpretation of test scores; measurement of aptitude, vocational interests, and personal-social adjustment.

**ED REM 6710 Educational Research Methods and Design (3)**

Prerequisite: An introductory statistics course or ED REM 6707, or 6709, or consent of instructor. An introductory course in Educational research methodology: comparison of various types of qualitative and quantitative Educational research, threats to internal/external validity, sampling methods, data analysis, and components of research reports.

**ED REM 6712 Survey Research Methods in Education (3)**

Prerequisite: ED REM 6735 or consent of instructor. Same as POL SCI 6406 and SOC 5432. A course on the principles and procedures for conducting survey research. Topics include forming questions and scales, survey design, sampling methods, data preparation and analysis, and presentation of results.

**ED REM 6714 Action Research in Education (3)**

Prerequisite: ED REM 6710 or consent of instructor. A course that engages the participants in systematic qualitative inquiry into their own practice: framing appropriate questions; gathering and interpreting data; analyzing culture, subjectivity and multiple perspectives; and reporting the results ("telling the story"). Readings will address the methods, politics, and ethics of action research. Enrollment requires access to a field setting.

**ED REM 6716 Academic Assessment and Intervention (3)**

Prerequisite: Graduate standing. Provides instruction in measurement concepts, interpretation of cognitive ability tests, and use of norm-referenced and curriculum-based assessment techniques in developing academic interventions. Special attention is given to data-based decision making and the links among instruction, assessment, and intervention.

**ED REM 6718 Psychoeducational Assessment and Intervention (3)**

Prerequisites: Grade of B or better in ED PSY 6530 or CNS ED 6050, or consent of instructor. Reviews measurement concepts and covers administration, scoring, interpretation, and reporting of individually administered tests of academic and cognitive abilities. Special attention is given to the link between assessment and intervention.

**ED REM 6719 Advanced Psychoeducational Assessment and Intervention (3)**

Prerequisite: Grade of B or better in ED REM 6718 or consent of instructor. Instruction is provided in advanced and specialized assessment, diagnostic, and intervention techniques for individuals with intellectual disabilities, emotional or behavior disorders, and other low incidence disabilities experienced by children and youth.

**ED REM 6730 Educational Program Evaluation (3)**

Prerequisites: ED REM 6750 or consent of instructor. A course on the principles and procedures for assessing the quality and effectiveness of programs, projects, and materials related to planned interventions and system changes in Educational settings.

**ED REM 6732 Advanced Theory & Practice in Educational Program Evaluation (3)**

Prerequisites: ED REM 6730 or consent of the instructor. Extension of the principles, attributes, and practices of program evaluation to contemporary problems and settings. Study will include the comparison of examples of the program evaluation process. Focus will be on adherence to the Program Evaluation Standards endorsed by leading professional research and evaluation associations.

**ED REM 6735 Statistical Analysis for Education Research (3)**

Prerequisites: Graduate standing. Provides students with a fundamental and intermediate understanding of quantitative methods and their relationship to social science research in Education. This course is designed to provide statistical background to students who will pursue advanced degrees in Education. Students will conduct lab data analysis based on the topics covered in the class and learn how to generate specific research questions and conduct basic statistical analyses.

**ED REM 6750 Advanced Research Design in Education (3)**

Prerequisites: ED REM 6735 or consent of instructor. This course is designed to provide students with a thorough background in the fundamental principles of research design in Education, and the knowledge and skills necessary to design and carry out studies appropriate to a wide variety of research problems. It focuses on tailoring the research design and methodology to most effectively address the problem or issue of concern, including qualitative, quantitative, and mixed-method designs. This is an experiential course designed around active discussion by students each week, and requires each student to develop a detailed research proposal for conducting a study to examine an appropriate Educational research problem.

**ED REM 6990 Internship (1-10)**

Prerequisite: Consent of instructor. Closely supervised experience in a field setting under the direction of a graduate faculty member. An appropriate level of competence and evidence of growth in the professional role must be demonstrated by the intern. The internship will include planning, research, evaluation, and related professional activities.