

**PROPOSAL**

**GRADUATE CERTIFICATE  
IN  
QUANTITATIVE RESEARCH,  
ASSESSMENT, AND EVALUATION**

**SUBMITTED BY THE DEPARTMENT OF  
EDUCATIONAL STUDIES**

**PURDUE UNIVERSITY  
WEST LAFAYETTE**

**Proposal for New Certificate Program  
Educational Studies: Educational Psychology**

**Graduate Certificate Title:**

Certificate for Quantitative Research, Assessment, and Evaluation in Education

**Name of Department and College/School Offering the Graduate Certificate:**

Department of Educational Studies  
College of Education

**Campus:**

West Lafayette

**Approvals:**

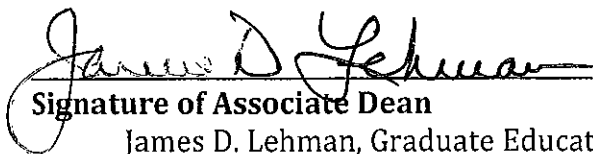


**Signature of Department Head**

Ala Samarapungavan  
Educational Studies Department

4/28/15

Date

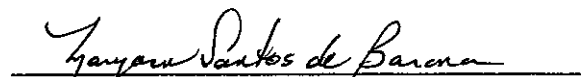


**Signature of Associate Dean**

James D. Lehman, Graduate Education  
College of Education

4/28/15

Date



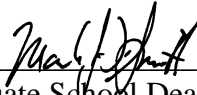
**Signature of Academic Dean**

Maryann Santos de Barona  
College of Education

4/29/15

Date

Signature Page Continued....

  
\_\_\_\_\_  
Graduate School Dean

9/25/15  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Provost

\_\_\_\_\_  
Date

## **New Certificate Program**

### **A. Title Page**

- a. Title of the Proposed Certificate Program Offered By(Name(s) of Department(s)/School(s) and College(s) Offering the Certificate)

Certificate for Quantitative Research, Assessment, and Evaluation in Education  
By Department of Educational Studies, College of Education

- b. Campus Offering the Certificate  
West Lafayette

- c. Proposed Date of Initiation of the Certificate Program  
Fall 2015

- d. State Whether the Certificate is Graduate or Postbaccalaureate  
Graduate

- e. Method(s) of Delivery:  
Hybrid\*

\*Some elective courses will be offered through online

- f. Suggest a CIP code for the new program. The final determination of the CIPcode is up to the Indiana Commission for Higher Education (ICHE).  
130101: Education, General

## **B. Overview**

### 1. Provide an overview of the certificate program proposal.

This certificate program is designed to help students become proficient with research methods and procedures often required for data analyses, assessment and evaluation in educational and social science research and practices. The certificate is offered to both off- and on-campus students through the Department of Educational Studies at Purdue University. The certificate will serve as evidence that a student has achieved a significant level of expertise in measurement, evaluation and quantitative analyses of education data.

2. Briefly describe the purpose of the program, why it is needed, the target audience, the number of students expected to participate in the program, and the relation to relevant existing certificate programs, if any. Indicate whether the certificate is available to currently enrolled degree seeking students and/or non-degree seeking students. If certificate will be available to non-degree seeking students, provide demonstration of student demand. Indicate what percentage of the students who are expected to participate in the certificate program will be concurrently working toward a graduate degree at Purdue University.

The purpose of this certificate program is to provide graduate students (Master's and Doctoral students) professional preparation and appropriate research skills often required for measurement, design of test data, evaluation and quantitative data analyses in educational and social science research and practices.

A variety of quantitative analysis methods are currently available and widely used in educational and social science research. In particular, variants of structural equation modeling and multilevel modeling are now becoming standard for use in large-scale quantitative research projects investigating interrelationships among latent constructs behind human behaviors, opinions, and attitudes in dynamic and cultural contexts (e.g., Dedrick, Ferron, Hess, Hogarty, Kromrey, Lang, et al., 2009). Acquiring a variety of quantitative research skills will increase the flexibility of methodological choices for conducting research to approach identified research problems.

On the other hand, the increased emphasis on data use as a result of No Child Left Behind (NCLB) in 2002 and Race to the Top in 2010 has led to the development and implementation of state and local data systems to collect and manage a variety of student and institutional data. The increasing capacity of computers to collect and store educational data likewise increases the demand for professionals with quantitative skills to analyze them to improve learning processes and target outcomes. For example, student test scores on both local school tests and state-wide exams are increasingly stored on school computers and shared with teachers to better diagnose their students' needs and adapt instruction accordingly. As most teachers lack sufficient skills or knowledge to examine this data, this responsibility often falls to a select few (often a mathematics teacher or local computer/technology expert), who may or may not have the needed skills of translating raw data into useable information and actionable knowledge.

Hence, the proposed certificate is designed to guide students in acquiring and strengthening these needed skills applicable to research and practices. The certificate is offered to both on-campus and off-campus students (via some online courses) in education or social sciences through the Department of Educational Studies at Purdue University. The number of candidates who will

likely participate in the program is approximately 25 per year. This number will likely increase as the program continues.

This certificate does not duplicate the focus of pre-existing programs (See Appendix B) , and the program will provide unique opportunities to advance students' analytical skills and knowledge that are often required for conducting educational assessment, evaluation and research. In the process of developing the current proposal, Maeda met with faculty members and staff across campus who are engaged and invested in quantitative analysis, assessment, and evaluation.

### 3. How does the program fit into the department's/school's strategic and/or academic plan?

This certificate dovetails with the two strategic areas in the College of Education: (a) Science, Technology, Engineering and Mathematics (STEM) Education and (b) Diversity and Social Justice. Equipped quantitative research, measurement and evaluation skills should be directly applicable to enhancing the quality of quantitative research in STEM contexts and in Diversity/Social Justice. In addition, adequate use of assessment and evaluation of phenomena and issues are the first critical step in making a fair/objective decisions on a variety of agenda in Educational research and practice. For example, quantitative evidence of differences and inequalities within and across groups and individuals are critical to improving our understanding of diversity and social justice. This program can help equip researchers and practitioners to understand, assess, and evaluate the problems and issues involving teaching and learning with objective data.

The Department of Educational Studies (EDST) seeks to contribute to the discovery and development of human potential in diverse learning environments. The proposed certificate will contribute accomplishing the EDST mission by creating systematic learning opportunities to foster professionals with advanced quantitative research knowledge and skills.

### 4. Briefly describe the nature of the certificate and any contractual or cooperative agreements with this certificate program.

The purpose of this certificate program is to provide graduate students (Master's and Doctoral students) professional preparation and appropriate research skills often required for measurement, design of test data, evaluation and quantitative data analyses in educational and social science research and practices. The certificate is offered to both on-campus and off-campus students (via some online courses) in education or social sciences through the Department of Educational Studies at Purdue University. The certificate program will leverage already existing courses so that no new course unique to this certificate program will be developed. However, the certificate program will give students the flexibility for designing the program for their needs and interests by choosing courses from electives.

No contractual or cooperative agreement with this certificate program.

5. Attach a completed Purdue University Gainful Employment (GE) Certificate Worksheet (Appendix N).

See attached as Appendix A

6. Describe any specific licenses or certifications which graduates of the program will be eligible to pursue, including the agency that issues the license or grants the certification. Indicate whether the license or certification is required for entry into the profession, and the extent to which it will help graduates find jobs or earn higher salaries.

The proposed certificate shall neither be used to pursue any specific licenses/certification nor be required for entry into a specific profession. However, the proposed certificate provides a proof for advanced quantitative research skills and should help communicate with potential hiring agencies and research collaborator about their professional research skills.

### **C. Admission Requirements**

1. If admission requirements exceed these required by the Graduate School,

- You must have a bachelor's degree from an accredited institution with an undergraduate GPA of 3.0/4.0.
- Minimum TOEFL score of 550 or higher on the paper-based test, or 77 or higher on the Internet-based test (iBT) for international applicants whose native language is not English.

Applicants who take the TOEFL iBT must achieve the following minimum test scores, in addition to the overall required score of at least 77: reading, 19; listening, 14; speaking, 18, and writing, 18. Applicants taking the IELTS must score at least 6.5 on the Academic Module. Applicants taking the PTE must score at least 58.

2. Proposal must specify whether or not students who are currently admitted to a degree program are eligible to earn a certificate.

- a. Students who are currently admitted to a degree program are eligible to earn a certificate.
- b. Students may complete the certificate if it is not in their major.

### **D. Completion Requirements**

1. Total number of credit hours required: 12 credits

2. Total number of credit hours that must be taken for a letter grade: 12 credits

3. Specific course requirements, including any not-for-credit courses. (For any not-for-credit courses, the method of determining and signifying satisfactory completion of course requirements should be stated, e.g., pass/fail, or other, such as "excellent", "very good", or "good", but not "fair".) See below for the required courses.

a. Include course numbers, titles, and a brief description of each.

*Prerequisites\**

- Introductory statistics courses that cover inferential statistical analyses (e.g., EDPS 5XX-XX sequences or equivalent)
- EDPS 533-00 Introduction to Educational Research I: Methodology (or equivalent)  
An introductory course in educational research methodology that considers the various methods of educational research, the formulation of research hypotheses, and the preparation of research reports.

\*Satisfactory completion of prerequisite course requires receiving a letter grade of B or above.

*Electives*

- EDPS 531-00 Introduction to Measurement and Evaluation  
An introduction to the basic concepts and principles of measurement and evaluation with special emphasis on descriptive statistics, and teacher-made and standardized tests.
- EDPS 635-00 Psychometric Theory and Application  
Advanced classical test theory and application of psychometric methods to study technical properties of tests. Prerequisite: EDPS 53100, (PSY 60100 or STAT 50200 or 51200).
- EDPS 636-00 Item Response Theory  
Models and model-data fit, estimation of ability and item parameters, item and test information, test construction, obtaining evidence of test reliability and validity, differential item functioning, norming, and equating. Prerequisite: EDPS 53100, (PSY 60100 or STAT 50200 or 51200).
- EDPS 637-00 Data analytic procedures for applied research  
Strategies for analyzing data with general statistical software used in social science research, including data management, application of various statistical procedures, and advanced programming useful for conducting quantitative analyses in social science. Prerequisite: PSY 60100 or STAT 50200 or 51200
- EDPS 638-00 Factor Analytic Procedures  
Introduction to exploratory and confirmatory factor analysis techniques and examination of the use of factor analysis in social sciences. Emphasis on application of methods. Students will develop skills to conduct factor analytic research and critically review use of factor analysis in research. Prerequisite: STAT 51200, 52400.
- EDPS 632-00\*\* Seminar in Research Procedures in Education  
Experimental, field study, scientific survey, and prediction study methods in



education. Internal and external validity, identification and development of research problems, criteria development, common methodological errors, strategies of analysis, and sources of acceptable educational research literature will be reviewed. Critical analyses of the research methodology of educational research reports in the student's field. Prerequisite: EDPS 63000 or 53300 and course work in Statistics.

\*\*various topics. Repeated enrollment is allowed when the topics differ.  
 Example of seminar topics: Introduction to Multilevel Modeling in Education, Introduction to Meta-analysis in Education, Introduction to Structural Equation Modeling in Education, Conceptual Introduction to Advanced Statistics

**Course offering for the proposed certificate**

<b>Maymester*</b> (Pre-requisites)	EDPS 5XX-XX* Introduction to Quantitative Analysis Methods I & II EDPS 533-00* Introduction to Educational Research I: Methodology
<b>Fall</b>	EDPS 531-00 Introduction to Measurement and Evaluation EDPS 533-00* Introduction to Educational Research I: Methodology EDPS 632-00 Seminar in Research Procedures in Education EDPS 638-00 Factor Analytic Procedures (every other year) EDPS 636-00 Item Response Theory
<b>Spring</b>	EDPS 533-00* Introduction to Educational Research I: Methodology EDPS 632-00 Seminar in Research Procedures in Education EDPS 635-00 Psychometric Theory and Application EDPS 637-00 Data analytic procedures for applied research

\*indicate the courses prerequisite for the proposed certificate program.

- c. Identify any courses that were developed specifically for this certificate.

None of the listed courses was developed for this certificate

4. GPA requirements

- a. Minimum overall GPA for courses that are to be used to fulfill certificate requirements:  
GPA of 3.0/4.0
- b. Minimum grade for any course to be applied toward the certificate: B

5. Maximum number of credits that may be transferred from another institution: 3

6. Maximum number of credits from undergraduate-level courses that may be used toward the certificate: 0

7. Maximum time allowed for completion of the certificate: Five years

8. Whether or not courses may be applied for credit toward more than one certificate: NO

9. Number of credit hours taken prior to admission to the certificate program that may be counted toward completion of the certificate: 6

E. Student Learning and Assessment Outcomes – Briefly describe any specific learning outcomes, skills, and competencies students will learn after completing the certificate program.

After the completion of the program, students should be able to develop competency in one or more areas in quantitative research methods, measurements and evaluation.

After completion of the certificate program, students are able to:

- Design a wide range of quantitative or measurement research and policy/ program evaluations;
- Select and apply appropriate statistical models and methods to various social science and education data sets for descriptive and inferential purposes;
- Acquire skills to use various computer software to run a wide variety of statistical analyses;
- Develop and validate measurements that are designed to measure social or psychological constructs by applying classical and modern psychometric theories, models, and techniques;
- Interpret and translate assessment results appropriately for practical application for stakeholders;
- Understand theories and techniques in evaluation;
- Apply appropriate strategies and theoretical concepts to research methodology in program evaluations
- Use findings of evaluations to provide meaningful information for future policy and program reform.

Example of quantitative research methods- focus course options

Semester	Courses
Fall	EDPS 632-00 Seminar in Research Procedures in Education EDPS 638-00 Factor Analytic Procedures (every other year)
Spring	EDPS 632-00 Seminar in Research Procedures in Education EDPS 637-00 Data analytic procedures for applied research

Example of *measurement* –focus course options

Semester	Courses
Fall	<b>EDPS 531-00 Introduction to Measurement and Evaluation*</b> EDPS 632-00 Seminar in Research Procedures in Education EDPS 638-00 Factor Analytic Procedures (every other year) EDPS 635-00 Psychometric Theory and Application
Spring	EDPS 632-00 Seminar in Research Procedures in Education EDPS 636-00 Item Response Theory

Example of evaluation –focus course options

Semester	Courses scheduled to offer by department
Fall	<b>EDPS 531-00 Introduction to Measurement and Evaluation*</b> EDPS 632-00 Seminar in Research Procedures in Education EDPS 638-00 Factor Analytic Procedures (every other year)
Spring	EDPS 632-00 Seminar in Research Procedures in Education

## F. Administration

1. Based on Graduate School policies described in this document (IV. Administration) describe how the responsible graduate program(s) will administer the certificate. Pay particular attention to IV. Administration numbers 3, 6, 7, and 8.

1. Admission process – The admission process will parallel that for degree-seeking students at the graduate level. Application Fee will be applied.
2. To facilitate tracking of students who are enrolled in certificate programs, the Office of the Registrar will establish a special admission status for such individuals.
3. When a student completes requirements for a certificate, the graduate program responsible for that certificate and will notify the Graduate School. The Graduate School will then notify the Office of the Registrar.
4. Transcribing
  - a. Will be consistent for all graduate certificate programs throughout the Purdue system.
  - b. Each certificate earned will be posted separately upon completion of the requirements.
  - c. Graduate certificates will be recorded in the following manner:  
GRADUATE CERTIFICATE  
FIELD OF STUDY: **Department of Educational Studies**  
SPECIALIZATION: **Quantitative Research, Assessment, and Evaluation in Education**
  - d. Credits earned toward a certificate will be included in the computation of the overall GPA posted on the transcript.
5. The certificate, itself, will be printed by the Office of the Registrar. All certificates under the purview of the Graduate School that are awarded by Purdue University will share a common format and style.
6. The certificate will be awarded jointly by the appropriate academic unit and the Graduate School. It will bear the signature of the head of the academic unit and the dean of the Graduate School.
7. Certificates will be awarded at the normal times when degrees are awarded.
8. **College of Education** offering the certificate must submit an annual report to the Graduate Council containing the following information:
  - a. The number of students currently admitted to the certificate program.

- b. For each admitted student: date admitted, whether or not the student is also currently admitted to a degree program at Purdue, and if so, which degree number of credits completed toward fulfillment of certificate requirements.
- c. The number of certificates awarded annually.  
The Office of the Registrar will assist in generating this information.

## Appendices

- A: Purdue University Gainful Employment (GE) Certificate Worksheet
- B. Similar certificate programs offered by other departments at Purdue
- C. Similar certificate programs offered by other institutions

B. Similar certificate programs offered by other departments at Purdue

	Psychological Science	Statistics	Sociology
Title of the certificate	Graduate Certificate in Psychological Statistics	Graduate Certificate in Applied Statistics	Graduate Certificate in Survey Research
Objectives	Students earning the certificate will demonstrate a broad theoretical understanding of advanced quantitative methods. They will also learn the technical skills (e.g., software; computer programming) necessary to integrate these advanced methods into their substantive research programs.	This four-course program provides and documents formal expertise in statistics at the graduate level beyond introductory regression courses	to credential students who have a baccalaureate degree and who have mastered a sufficient number of courses in survey research at the graduate level beyond those required for a bachelor's degree.
Certificate level	the graduate level only, not the post-baccalaureate level	students who already have a bachelor's degree in some field and who are not enrolled in the Statistics M.S. or Ph.D. program. (Certificate students are often enrolled in a graduate program other than Statistics.)	students who are currently admitted to a Purdue graduate degree program
Admission/Prerequisites	<ul style="list-style-type: none"> <li>• Bachelor's degree from an accredited institution.</li> <li>• Minimum undergraduate GPA of 3.0/4.0 with the possibility of conditional admission for applicants who do not meet this requirement.</li> <li>• Minimum TOEFL score of 550 or higher on the paper-based test, or 77 or higher on the Internet-based test (iBT) for applicants whose native language is not English. Applicants who take the TOEFL iBT must achieve the following minimum test scores, in addition to the overall score of at least 77: reading, 19; listening, 14; speaking, 18; and writing, 18. Applicants taking the IELTS must score at least 6.5 on the Academic Module. Applicants taking the PTE must score at least 58.</li> <li>• A two-course introductory statistics sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Cumulative Grade Point Average: 3.0 or equivalent required</li> <li>• Academic resume</li> <li>• Proof of a B.S. Degree - official transcript</li> <li>• Background Courses taken: STAT 511 and STAT 512, or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor's degree from an accredited institution</li> <li>• Minimum undergraduate GPA of 3.0/4.0 with the possibility of conditional admission for applicants who do not meet this requirement</li> <li>• Minimum TOEFL score of 550 for applicants whose native language is not English, with the possibility of allowing exceptions, including substitution of alternate criteria.</li> <li>• A minimum TWE score of 5.0 for applicants whose native language is not English, with the possibility of allowing exceptions, including substitution of alternate criteria.</li> <li>• SOC 581 or equivalent, which must be completed prior to enrollment in SOC 680. Possible exceptions may be approved by the Department of Sociology and Anthropology</li> </ul>
Required number of	9 credits hours (+ 2 introductory stat courses as prerequisites)	12 credits (+ 2 introductory courses)	12 credits (+ 1 prerequisite)

credits				
Fee	\$60 for domestic students, \$75 for international student	--	--	--
Website	<a href="http://www.purdue.edu/hhs/psy/graduate/prospective_students/GraduateCertificateinPsychologicalStatistics.php">http://www.purdue.edu/hhs/psy/graduate/prospective_students/GraduateCertificateinPsychologicalStatistics.php</a>	<a href="http://www.stat.purdue.edu/academic_programs/graduate/nondegree.php#certificate">http://www.stat.purdue.edu/academic_programs/graduate/nondegree.php#certificate</a>	<a href="http://www.purdue.edu/gradschool/documents/certificate/westlafayette/02-24a-WL.pdf">http://www.purdue.edu/gradschool/documents/certificate/westlafayette/02-24a-WL.pdf</a>	

### C. Quantitative Research Certificates offered by Other Institutions

Summarized below are some examples of quantitative research certificates offered by education departments in other institutions.

	Stanford	Georgia State University	University of Alabama	University of Memphis
<b>Title</b>	Certificate Program in Quantitative Research Methods	Graduate Certificate in Quantitative Research in Education	Graduate Certificate in Quantitative Educational Research	Graduate Certificate in Quantitative Methods (GCQM)
<b>Objectives</b>	The Certificate Program, unlike a Master's Program, is not a degree program, but rather provides students with a certificate indicating that they have completed a set of training requirements in methods of conducting rigorous quantitative research in education.		This 15 credit-hour certificate prepares students from various disciplines to conduct research that documents the effects of educational programs and school outcomes	This 15-credit-hour certificate program is constructed to provide students with formal training in quantitative research methods and data analysis in the social sciences and prepare them for a variety of employment opportunities in private and public sectors
<b>Certificate level</b>		students enrolled in a doctoral program at Georgia State University	Students must have a Masters degree in education (or a related field)	all graduate students at The University of Memphis and graduate students from other institutions
<b>Required credits</b>	21 credits	21 credits	15 credits	15 credits
	<a href="https://ed.stanford.edu/academics/doctoral/other/qrm">https://ed.stanford.edu/academics/doctoral/other/qrm</a>	<a href="http://coeweb.gsu.edu/coshima/Certificates/Graduate%20Certificate%20in%20Quantitative%20Research%20in%20Education.pdf">http://coeweb.gsu.edu/coshima/Certificates/Graduate%20Certificate%20in%20Quantitative%20Research%20in%20Education.pdf</a>	<a href="http://education.ua.edu/academics/esprmc/ber/quancert/">http://education.ua.edu/academics/esprmc/ber/quancert/</a>	Graduate Certificate in Quantitative Methods (GCQM)



# Purdue University Gainful Employment (GE) Certificate Worksheet

**TO BE COMPLETED BY DEPARTMENT HEAD TO DETERMINE TITLE IV FEDERAL STUDENT AID ELIGIBILITY FOR CERTIFICATE PROGRAMS**

**NAME OF PROGRAM:** Quantitative Research, Assessment, and Evaluation in Education  
**DEPARTMENT:** Edst **SCHOOL/COLLEGE:** Education

The following checklist includes the requirements of certificate programs at postsecondary institutions that could be considered Gainful Employment Programs. A program eligible to participate in Title IV federal student aid would be considered a Gainful Employment Program if it is a certificate only and prepares students for "gainful employment in a recognized occupation." A review and documentation of GE requirements for each certificate program is essential prior to awarding federal student aid. Failure to comply may jeopardize Purdue University's eligibility to award federal student financial aid or take part in other programs under the Higher Education Act. Final approval for eligibility is determined by the U.S. Department of Education.

QUESTION	ELIGIBILITY CRITERIA
<p>1. Is this a certificate program?</p>	<p>1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                      ***If you answered "No" to this question, STOP HERE. Sign and return this document as instructed.</p>
<p>2. Would this certificate alone prepare a student for gainful employment in a recognized occupation?</p>	<p>2. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                      E- Yes, list the Standard Occupation Code(SOC): <u>19-4061.00</u>  <i>(The Department of Labor's Standard Occupational Code (SOC) must be provided to show the occupation that the program prepares students to enter and can be found on the Department of Labor's O*NET website - <a href="http://www.onetonline.org">http://www.onetonline.org</a>)</i></p>
<p>3. Is the program a one-year minimum training program that leads to a degree (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation?</p>	<p>3. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Certificate only)                      Circle ONE: <input type="checkbox"/> Degree ONLY <input type="checkbox"/> Degree PLUS Certificate  <input type="checkbox"/> Certificate ONLY                      If YES, describe how this program prepares the student for gainful employment:                      _____                      _____                      CIP Code of certificate program: _____                      ***If you answered "No" to all of the above - STOP HERE. Sign and return document as instructed. Certificate is not eligible for Gainful Employment***</p>

If you answered "Yes" to No. 2 on page one, please complete the detailed program eligibility information requested below. When completed, sign and return as instructed. If you have any questions, you may contact Stephanie Fiddler in the Division of Financial Aid by email at [sfiddler@purdue.edu](mailto:sfiddler@purdue.edu) or by phone at 49-450690.

Detailed Program Eligibility Information	
ELIGIBILITY CRITERIA	
<p><b>AREA OF REVIEW</b></p> <p>Academic Year Definition Requirements</p>	<p>Number of weeks of instructional time per academic year for this program: <u>31</u> In an academic year, a full-time student must complete at least <u>16</u> semester hours.</p> <p>(NOTE: Federal regulations define academic year as a period of a minimum of 30 weeks of instructional time. In an academic year, a week of instructional time is any week in which at least one day of regularly scheduled instruction or examination occurs, or at least one day of study for exams if it occurs after the last scheduled day of classes for the semester. Instructional time does not include periods of cessation, consulting, vacation, or any other activity not related to class preparation or examinations. Internships, cooperative education, and independent study are forms of instruction that may be included in the definition of academic year. For an undergraduate educational program, an academic year is a period a full-time student must complete at least 24 semester hours.)</p> <p>The length of the program is <u>1</u> academic years. (Federal regulations require that the program length is at least two academic years and provides an associate, bachelor, graduate, or professional degree or a one-year training program that leads to a degree or certificate (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation.)</p> <p>Department Head (please attach a Program of Study documenting the following):</p> <ul style="list-style-type: none"> <li>Each course within the program is acceptable for full credit toward Purdue University's associate, bachelor, graduate, or professional degree.</li> <li>-OR-</li> <li>This program is a minimum of 9 credit hours (not to exceed 30 credit hours) and prepares students for gainful employment in the same or related recognized occupation as an educational program that has previously been designated as an eligible program at Purdue University, West Lafayette.</li> </ul> <p>Attach a copy of the program of study, the program certificate approval by the Faculty Senate or Grad Council and Provost's Office, and the approval from the Indiana Commission for Higher Education (ICHE) and/or Higher Learning Commission (HLC), if applicable. (Approvals on file in the Office of the Provost, Dean of Graduate School, or Grad Council)</p>
<p>Document(s) Required</p>	<p>1/28/15 Date</p> <p>Signature: Department Head</p> <p>When Completed Return to: Executive Director Division of Financial Aid, Purdue University 475 Stadium Mall Drive, Schlemmer Hall 305 West Lafayette, IN 47907-2050</p>

Office Use: This program is  eligible  ineligible for Title IV funding as a GE Program.

Signature: Executive Director of Financial Aid  
Date: 5/20/15