FAU
FLORIDA
ATLANTIC
UNIVERSITY

**Division of Academic Affairs
New Degree Program Approval
Routing and Signature Form**

Proposed program title: _M.Ed. Educational Psychology_ CIP _42.2806_

Department: _Teaching and Learning_ _Barbara Ridener 4/12/12_
_____
                                                           Chair's signature   Date

College: _Education_ _4/12/12_
                                            Dean's signature   Date

Academic Affairs: _____
         Associate Provost of Academic Personnel and Programs' signature   Date

_____
         Associate Provost of Academic Planning and Budget's signature   Date

Undergraduate Studies: _____
                                  Dean's signature   Date

Graduate College: _____
                                  Dean's signature   Date

UFS - GPC or UPC [circle one]: _____
                                  Chair's signature   Date

UFS - Academic Planning and Budget: _____
                                  Chair's signature   Date

University Faculty Senate: _____
                                UFS President's signature   Date

Provost: _____
                        Provost's signature   Date

Florida Board of Governors

Request to Offer a New Degree Program

Florida Atlantic University
University Submitting Proposal

Fall 2013
Proposed Implementation Date

__College of Education__
Name of College or School

__Dept. of Teaching and Learning__
Name of Department(s)

__Educational Psychology__
Academic Specialty or Field

M. Ed in Educational Psychology
Complete Name of Degree
CIP Code 42.2806

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President   Date

Signature of Chair, Board of Trustees   Date

Vice President for Academic Affairs   Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	22	7	0.00	0.00	0.00
Year 2	24	7			
Year 3	26	7			
Year 4	28	7			
Year 5	30	8	0.00	0.00	0.00

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I.   Program Description and Relationship to System-Level Goals

    A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

        The proposed *Master of Education in Educational Psychology* (M.Ed.) degree is a content-oriented program that fulfills the needs of those who desire to pursue an advanced degree in educational psychology. This is not an initial certification program. It is a 36 credit hour program. In addition to specific educational psychology classes, it contains room for appropriate, rich electives. The terms of the departmental split in 2007, in which the Department of Teacher Education became the Department of Teaching and Learning and the Department of Curriculum, Culture, and Educational Inquiry, included the Department of Teaching and Learning changing its shared Master's in Social Foundations into a stand-alone degree for the educational psychology track, which is this M.Ed. in Educational Psychology. Teaching & Learning's portion of the shared Social Foundations degree will be discontinued after this M. Ed. in Educational Psychology is approved.

    B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

The proposed *Master of Education in Educationa Psychologyl (M.Ed.) degree* supports the following goals from FAU's 2006-2013 Strategic Plan (http://www.fau.edu/strategicplan/).
Goal 1: Providing increased access to higher education (especially graduate programs);
Goal 3: Building world-class academic programs and research capacity; and
Goal 7: Increasing the University's visibility.

For teachers, this also aligns with the following of Florida's Next Generation PreK-20 Education Strategic Plan adopted 2009 (http://www.fldoe.org/strategic_plan/).
The mission emphasizes seamless articulation and maximum access, skilled workforce, and efficient services. More specifically, this proposed degree is supported by the following specific areas of focus in the Next Generation Pre-K-20 plan:
Area 2: Improve quality of teaching in the educational system;
Area 4: Expand opportunities for postsecondary degrees and certificates; and
Area 6: Align resources to strategic goals.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The *No Child Left Behind* Act is still one of the most significant Federal policies seeking to address deficiencies in the American educational system. This initiative is multifaceted in emphasis, highlighting standardized assessment, quality teaching, and science-based research in education. Since its enactment in 2001, this act has been a key aspect of educational planning around the United States. It calls for a highly qualified teacher in every classroom, and this educational psychology degree is aimed at enhancing the educational credentials of participants who are teachers, as this degree will add substantially to the teacher's knowledge base, both in overall knowledge of educational psychology and in the application of psychology to the field of education. In addition, this degree prepares graduates for further graduate work in educational psychology.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

This proposed degree is currently an M. Ed. in Social Foundations with a track in Educational Psychology. As such, it has a stable enrollment of 20-24 students year after year, so numbers are expected to stay stable or grow slightly now that it will be a named degree. A large potential source of enrollment in this program is teachers already employed by county school districts. Florida Atlantic University's Pathways to Teaching program (part of the U. S. Department of Education's Transition to Teaching alternative certification program) has had over 450 participants in the past 5 years, and in response to verbal questioning in regular orientations, significant numbers of them have expressed interested in continuing on to a degree in educational psychology.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

The M.Ed. degree in Educational Psychology is offered at only one of the public universities in Florida, and that is Florida State University. University of Florida (which used to have both the master's and the doctorate in educational psychology) and University of Central Florida now have master's degree programs in "school psychology." Florida Agricultural and Mechanical University, Florida Gulf Coast University, Florida International University, University of South Florida, and University of West Florida all have programs in "school counseling/psychology," as does FAU, but not in educational psychology, which is not a counseling degree but a degree in the study of psychology as related to learning. Barry University, Palm Beach Atlantic University, South Eastern University, Stetson University, and University of Miami are all private schools that offer school counseling but not educational psychology. The for-

profit schools, Kaplan University and Argosy University, do offer educational psychology, but may not be the educational experience most graduate students are seeking, both because of reputation and because of cost. The fact that there are very few programs and that this proposed FAU program can be done largely online would allow FAU to serve a wide swath of students, not just those in the service are counties of Broward, Indian River, Martin, Okeechobee, Palm Beach, and St. Lucie.

D. **Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Educational Psychology Graduate Degree Program)

	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	22	7	0.00	0.00	0.00
Year 2	24	7			
Year 3	26	7			
Year 4	28	7			
Year 5	30	8	0.00	0.00	0.00

The College of Education graduates approximately 450 students a year, many of whom could be candidates for this master's degree. (See chart below.)

Teaching & Learning Undergrad Degrees awarded, 3 year trend (new department as of 2008)

	Year Degree Granted			All
	2008-2009	**2009-2010**	**2010-2011**	
Major	<>			
Biology Education		2.0	4.0	6.0
Chemistry Education			3.0	3.0
Elementary Education	421.0	412.0	390.0	1,223.0
English Education	9.0	17.0	17.0	43.0
Mathematics Education	4.0	3.0	5.0	12.0
Music Education	6.0	4.0	4.0	14.0
Science Education	4.0	8.0		12.0
Social Studies Education	14.0	28.0	24.0	66.0
All	458.0	474.0	447.0	1,379.0

Another potential source of enrollment in this proposed degree program are teachers already employed by county school districts and holding certification. These teachers are graduates from a variety of universities. Likely pools of students are listed below:

County	Teachers in Counties
Palm Beach County	over 12,000
St. Lucie County	over 1,100
Broward County	over 15,000

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. <u>The university's Equal Opportunity Officer should read this section and then sign and date in the area below.</u>

Headcount Enrollment by College and Ethnicity 2006-2011
College of Education

Year	2006	2007	2008	2009	2010	2011	Five year change
Hispanic	473	551	571	599	616	664	40%
Non-Hispanic							
American Indian	7	8	14	10	8	11	57%
Asian	71	86	77	113	107	92	30%
Black	506	543	571	638	650	669	32%
Pacific Islander	n/a	n/a	n/a	n/a	3	3	n/c
White	2,159	2,278	2,320	2,422	2,410	2,370	10%
Two or more races	n/a	n/a	n/a	n/a	41	75	n/c
International	33	39	40	38	30	30	-9%
Not Reported	4	5	9	18	19	17	n/c
Total	3,253	3,510	3,602	3,838	3,884	3,931	21%

The College of Education (COE) is fortunate to already have a diverse student body. According to Institutional Effectiveness & Analysis (IEA) data, as of Fall 2010, among the 3,882 students enrolled in courses in the COE, 1074 students (~27.66%) self identified as Non-White, including:

➢ 92 students (~2.37%) self identified as Asian or Pacific Islander
➢ 512 students (~13.18%) self identified as Black/Not of Hispanic Origin
➢ 470 students (~12.11%) self identified as Hispanic

Although no minority groups will be unfavorably impacted, in order to assure that current diversity practices in the College of Education transfer seamlessly to the proposed degree program, the department chair will provide appropriate recruiting, promotional, and informational materials. We will market our program to enrollment sources with diverse populations, including.

➢ The Florida Atlantic University Office for Multicultural Affairs (local)
➢ Departments throughout the FAU University Community (local)
➢ Service-area coordinators in Palm Beach and surrounding counties (regional)

The demographics in this program should be similar to those of our undergraduate programs in education, in addition to the demographic of teachers in FAU's service area. Additionally, all illustrative recruiting, promotional, and informational materials will clearly indicate the highly diverse nature of the student body.

_____   _____

Equal Opportunity Officer   Date

III.   Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Table 2
PROJECTED COSTS AND FUNDING SOURSES
[On Graduate office Website Discuss Results Here and Append Table.]

There is no Table 2 because all of the courses in the proposed M.Ed. in Educational Psychology are already offered in the Department of Teaching and Learning. Because existing courses are being utilized there should be no impact upon faculty.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

There will be no reallocation of faculty resources.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There will be no potential impacts upon other departments. Descriptions of the degree were sent to all College of Education chairs and to the deans of the other colleges: most expressed support and there were no objections.

D. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

There are no external or in-kind resources.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

FAU will gain more visibility in, and graduate students from, the service counties and state.

Students in undergraduate programs, and teachers in the service area school districts have often expressed a desire for the named degree of M.Ed. in Educational Psychology, rather than educational psychology as a track in the M. Ed. in Social Foundations. This program will have a positive benefit for them in allowing them to study educational psychology in depth.

FAU will better serve the people of Florida, and the students of the teachers who participate in enhancing their quality, with this degree specifically in educational psychology.

Access and Articulation – Bachelor's Degrees Only

A. **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)**

N/A This is not a bachelor's degree program.

A. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites ~~they~~ are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all

lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A. This is not a bachelor's degree program.

B. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A. This is not a bachelor's degree program.

C. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A. This is not a bachelor's degree program.

INSTITUTIONAL READINESS

II. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

This degree program will meet Goal 1: Providing increased assess to higher education (at the graduate level). The inclusion of technology courses from the department offering this degree will help create "innovation in teaching" as described in the University's Mission Statement.
e graduate level).

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

FAU will gain more visibility in, and graduate students from, the service counties and state.

Date	Participants	Planning Activity

Students in undergraduate programs, and teachers in the service area school districts have expressed a desire for the M.Ed. in Educational Psychology. This program will have a positive benefit for them in allowing them to study educational psychology in depth. Additionally, some counties in Florida only pay for degrees in the named field, so this degree will qualify its graduates for incentive pay.

FAU will better serve the people of Florida, and the students of the teachers who participate in enhancing their quality, with this degree specifically in educational psychology.

    C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning for the proposed Master's Degree Program in Educational Psychology has been ongoing since Fall of 2008. The process has involved faculty, staff and administrators within the FAU Community, and school personnel who have indicated interest in supporting the program. The current planning process began with interest in a Master's in Educational Psychology expressed by students and inquiries to area school districts. Internet analyses and discussions pertaining to related undergraduate and graduate degree and certificate programs offered through FAU and other institutions within the State of Florida were conducted, and culminated with the Master's Degree in Educational Psychology.

Planning Process

See charts below.

Fall 2008, Spring 2009	Department Faculty, Dr. Ridener	Discussion of initiating an M.Ed. in Educational Psychology
Fall 2009	Departmental faculty	Consensus building,
Fall 2009	Departmental faculty	Departmental capability assessment
Fall 2009	Dr. Ridener, Dr. Fritzer, Dr. Crawley, Dean Bristor	Met with Dean of the College of Education about initiating an M.Ed. in Educational Psychology
Fall 2009	Dr. Fritzer, Dr. Crawley, Educational Psychology Faculty	Discuss possible options for the M.Ed. in Educational Psychology
Fall 2009	Dr, Fritzer, Dr. Crawley, Dr. Ridener, Educational Psychology Faculty, all Dept. of Teaching and Learning faculty	Send proposals to all department faculty for input.
Spring 2010	Dr. Fritzer, Dr. Crawley, Dr. Ridener, Educational Psychology Faculty: Dr. Cruz Janzen, Dr. Gonzales-DeHass, Dr. Rhone, Dr. Willems all Department of Teeaching and Learning faculty	Continue to discuss options and formulate a proposal
Spring 2010	Dr. Fritzer, Dr. Crawley, Dr. S. Brown, Educational Psychology Faculty: Dr. Cruz Janzen, Dr. Gonzales-DeHass, Dr. Rhone, Dr. Willems all Dept. of Teaching and Learning faculty	Meetings on all campuses for faculty input
Spring 2011	Dr. Fritzer, Dr. Crawley, Educational Psychology Faculty: Dr. Cruz Janzen, Dr. Gonzales-DeHass, Dr. Rhone, Dr. Willems	Refine specifics of degree and begin to build folios.
Spring 2012	Drs. Crawley and Fritzer	Finish folios.

Events Leading to Implementation

Date	Implementation Activity
Spring 2010	Dept. of Teaching and Learning faculty at a departmental meeting further discussed proposal and voted to implement it.
Spring 2011	Continued to prepare formal proposal
Spring 2012	Department reaffirmed approval, Sent proposed degree to COE chairs and college deans for approval. Degree presented to. Dean Bristor. Faculty Assembly informed. Proposal presented to the College of Education Graduate Programs Committee.
Fall 2012	University Graduate Programs Committee, University Faculty Assembly, University Council Committee for Academic and Student Affairs
Spring 2013	University Provost, University Board of Trustees, University President

III. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

There are no recommendations to follow because this is a new degree. The M.Ed. in Educational Psychology will be reviewed by the National Council for the Accreditation of Teacher Education (NCATE/CAEP) in 2014.

IV. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The expected learning outcomes are identified in Florida's Professional Education Competencies including knowledge of:
1. Assessment strategies
2. Effective communication with students, parents, faculty, other professionals
3. Strategies for continuous improvement in professional practices
4. Strategies, materials, and technologies that will promote and enhance critical and creative thinking skills
5. Cultural, linguistic, and learning style differences
6. The Code of Ethics and Principles of Professional Conduct
7. How to apply human development and learning theories that support the intellectual, personal, and social development of all students
8. Strategies to create and sustain a safe, efficient, supportive learning environment
9. Collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students
10. The psychological foundations and how to use them to better help students

B. Describe the admission standards and graduation requirements for the program.

ADMISSION REQUIREMENTS

Admission to the **Master's Degree in Educational Psychology** requires the graduate application form and the following documentation, upon which departmental approval will be contingent:

1) Official transcripts of all undergraduate coursework

2) A bachelor's degree from a regionally accredited college or university

3) Graduate Record Examination (GRE) Scores. GRE scores must not be more than 5 years old.

Departmental approval will be contingent upon:

4) A grade point average (GPA) of 3.00 or better in all work attempted while registered as an upper division student working for a baccalaureate degree,
<div align="center">OR</div>
A minimum combined score of 1000 (quantitative and verbal) on the Graduate Record Exam (GRE).

All College of Education Programs are approved by the Florida Department of Education and the National Council for the Accreditation of Teacher Education (NCATE/CAEP). This State and NCATE approval represents the transferability of your teaching credentials from state-to-state. Please keep and consult the Florida Atlantic University catalogue from the semester that you were admitted to the program, for more details regarding your program.

Admissions standards for the program:
1) Official transcripts of all undergraduate coursework
2) A bachelor's degree from a regionally accredited college or university
3) A grade point average (GPA) of 3.00 or better in all work attempted while registered as an upper division student working for a baccalaureate degree,
OR
A minimum combined score of 1000 (quantitative and verbal) on the Graduate Record Exam (GRE) or a score of 500 on the Graduate Management Admissions Test (GMAT) when applicable and required by the individual department; or

4) A graduate degree from a regionally accredited institution.

5) Graduate Record Examination scores must not be more than 5 years old

In order to graduate, the student must have:

1. Achieved an overall grade point average of 3.0 or higher on all graduate work attempted.
2. Completed 18 credit hours of core courses (6 credit hours of this core includes educational research and statistics; a 3 credit capstone course is included)
3. Complete 6 credit hours in educational technology and/or educational psychology
4. Complete 12 credit hours of content and/or methods courses
5. There is no thesis requirement.

> **C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

PROGRAM DESCRIPTION

The **Master's Degree in Educational Psychology** provides an opportunity for students to earn a 36-credit master's degree specializing in the application of psychology to the field of education. This program includes coursework examining theoretical and applied aspects of learning and cognition, human development, motivation, and other psychological principles.

PROGRAM OF STUDIES

Educational Psychology Core Requirement (12 Credits)

EDF 6229	Educational Psychology
EDF 6142	Thinking Processes and Styles
EDF 6339	Concepts of Self
EDF 6113	Human Development: Applications to Education

Research/Statistics (9 Credits)

STA 6113	Educational Statistics
EDF 6481	Educational Research

Capstone Experiences (3 Credits)

EDF 5126 Early and Middle Childhood

Electives (15 Semester hours) at the 5000 level or above

Students will take 5 electives approved by the Program Advisor. The student and adviser should select a concentration of electives that will meet the student's professional goals and complement his or her undergraduate background. Electives will reflect a diversity of content areas pertinent to educational psychology and may include human development, learning and cognition, behavior analysis, personality and social psychology, curriculum and instruction, or educational research. Elective courses may be taken within or outside the department. Students must take at least 18 credits at the 6000 level or above during the course of their programs.

Total number of program credit hours = 36

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

The sequence of courses will be individualized to meet student needs.   There is a specific sequence of College of Education Research Courses, and the Capstone course experience is the last course in the student's program of study.

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

EDF 6229 Educational Psychology 3 credits
Application of psychological principles and related research to assist teachers in promoting academic achievement and fostering progress toward educational goals.

EDF 6142 Thinking Processes and Styles 3 credits
credits   Investigation and application of cognitive concepts, theory, research, and models to enable teachers to more effectively understand and assist students in the learning process.

EDF 6339 Concepts of Self 3 credits
The development of a personal frame of reference for better understanding of the nature of the "self" and its impact in the educational context through investigation of research and theory relevant to the nature of perception and motivation.

EDF 6113 Human Development: Applications to Education 3 credits
Explores human development from infancy through adulthood with a focus on its relevance for educational contexts. Topics include physical, cognitive, social, emotional and moral development. Implications of developmental theories for curriculum, instruction and classroom management are discussed.

EDF 5126 Early and Middle Childhood 3 credits
Focus is on the development of understanding concerning physical, social, emotional, and cognitive growth, learning skills, and special needs of children from conception to age eight.

STA 6113   Educational Statistics 3 credits
Provides the student with a broad knowledge of statistical concepts and techniques necessary for critical consumption of educational research.

EDF 6481 Educational Research 3 credits
Prerequisite or corequisite: STA 6113
Provides the student with the skills necessary to locate, interpret, and analyze educational research. Emphasis is placed on the concepts involved in the critical consumption of

educational research.

Potential Electives
M.Ed. in Educational Psychology

Electives:
To be determined with advisor but must be at 5000 or 6000 level. Students are encouraged to really round out their degrees based on their bachelor's degree and their career goals.
- Someone with an undergraduate degree in education might consider focusing the electives in the areas of psychology and advanced educational research. In contrast, someone with an undergraduate degree in psychology should consider electives in the areas of education and advanced educational research.
- If the student is someone who will continue to teach in the K12 classroom, he or she is urged to consult the school district as to whether it will offer pay incentives for this particular master's degree, as some districts may require electives chosen from the area of certification.
- While 5000 level courses are allowed with the degree, the student must take at least 18 credits at the 6000 level or above during the course of the program.
- Should the student find a 5000 or 6000 level course in either education, research or psychology not listed here, he or she can ask for advisor approval.

Psychology:
Course schedule in summer is usually of limited availability –consider mostly in fall and spring.

DEP 6067 Seminar in Cognitive Development
DEP 6098 Seminar in Personality and Social Development
DEP 6609 Parent-Child Relationships
DEP 6610 Evolutionary Developmental Psychology
DEP 6930 Special Topics in Developmental Psychology
DEP 6931 Seminar in Development of Social Cognition
DEP 6932 Seminar in Individual Differences in Children's Thinking
EXP 6208 Seminar in Human Perception
EXP 6406 Seminar in Learning and Cognition
EXP 6609 Seminar in Cognition
EXP 6930 Special Topics in Cognition
PPE 6209 Seminar in Self-Concept and Behavior
PPE 6709 Seminar in Experimental Studies of Personality
PPE 6930 Special Topics in Personality and Social Psychology
PSY 6930 Special Topics in Psychology
SOP 6079 Advanced Social Behavior
SOP 6440 Seminar in Social Cognition and Behavior

Education:

EDG 5931 Identity Development for Diverse Classrooms

EDG 5931 Adolescent and Young Adult (DTL, Educational Psychology)
EDF 7917 Instructional Policies and the Teaching Profession (CCEI)
EDG 6224 U.S. Curricular Trends and Issues (CCEI)*(offered consistently)
EEC 5730 Early Childhood Education (CCEI)
EEC 5225 Guiding Young Children in Child Care and Early Education (CCEI)
EEC 6205 Curriculum in Early Childhood (CCEI)
EEX 5017 Atypical Development Early Childhood Exceptional Student Education
EEX 5612 Applied Behavior Analysis (ESE)
EEX 6259 Cognitive and Metacognitive Learning Strategies (ESE)
EME 6051 Models of Learning and Instruction (DTL, Instructional Technology)
EME 6209 Self-Regulated Learning Systems (DTL, Instructional Technology)

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.</u>

N/A   Not a degree program in science of technology

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program.   Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

There have been no formal accreditation program reviews or accreditation visits to date. Once approved and implemented this program will be reviewed during the next NCATE (CAEP)/DOE/BOG Accrediting Visit in 2014.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program.   Are the programs accredited? If not, why?

N/A. This is not a doctoral program.

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).   If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2.   Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

This program will be delivered in the same manner that other courses in the Department of Teaching and Learning are delivered: courses are rotated on various campuses and some courses, depending upon course and instructor, will be delivered as distance learning courses.

Because these courses already exist and are already offered, the program will not require additional financial support. The proposed degree will not be offered in collaboration with other universities.

V. **Faculty Participation**

    A. **Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See Table 4 below.

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION M.Ed. Educational Psychology

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Marta Cruz-Janzen, Ph. D. Curriculum & Instruction (Ed Psych)	Professor	Tenure	Fall 2013	9	0.75	0.00	0.00	9	0.75	0.00	0.00
A	Alyssa Gonzales DeHass, Ph. D. Educational Psychology	Assoc. Profess.	Tenured	Fall 2013	9	0.75	0.00	0.00	0	0.00	0.00	0.00
A	Angela Rhone Educational Psychology	Professor	Tenure Tr	Fall 2013	9	0.75	0.00	0.00	0	0.00	0.00	0.00
A	Patricia Willems, Ph. D. Educational Psychology	Assoc. Profess.	Tenured	Fall 2013	9	0.75	0.00	0.00	0	0.00	0.00	0.00
	Total Person-Years (PY)							0.00				0.00

Faculty Code		Source of Funding	PY Workload by Budget Classification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.00		0.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00		0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00		0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00		0.00
		Overall Totals for	**Year 1** 0.00		**Year 5** 0.00

0

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Because these are existing courses and no new faculty will be required, there are no additional costs involved in offering the proposed degree program and hence no Table 2.

 C. Provide in the appendices the curriculum vitae (CV) fro each existing faculty member (do not include information for visiting or adjunct faculty).

 See appendix.

 D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Teaching & Learning

	Teaching & Learning		College Total	University Total
	2008-2009	2009-2010	2009-2010	2009-2010
Undergraduate Total	**786.8**	**811.1**	**1,588.9**	**13,567.8**
Graduate Total	**70.7**	**106.8**	**625.1**	**2,255.2**
Grad I	67.6	100.9	526.7	1,893.1
Grad II	3.2	6.0	98.4	362.1
Classroom	70.7	106.2	606.3	2,097.1
Thesis-Dissertation		0.7	18.8	158.1
Grand Total	**857.5**	**917.9**	**2,214.0**	**15,823.0**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Teaching & Learning

		Courses offered by:			
		Teaching & Learning		College of Education	University Total
		2008-2009	2009-2010	2009-2010	2009-2010
Course Level	FTE produced by students who are:				
Lower Division Undergraduate	Majors within the department	11.1	17.2	47.9	635.8
	Majors outside the department, but within the college	1.7	2.6	45.4	1,396.4
	Majors outside the college	9.5	9.6	137.9	3,279.5
	Total	**22.3**	**29.3**	**231.2**	**5,311.6**
Upper Division Undergraduate	FTE produced by students who are:				
	Majors within the department	619.0	645.6	813.4	4,533.0
	Majors outside the department, but within the college	35.6	38.8	325.3	2,359.2
	Majors outside the college	110.0	97.3	219.0	1,363.9
	Total	**764.5**	**781.8**	**1,357.7**	**8,256.1**
Graduate	FTE produced by students who are:	38.9	59.7	393.5	1,631.6

		Courses offered by:			
		Teaching & Learning		College of Education	University Total
		2008-2009	2009-2010	2009-2010	2009-2010
	Majors within the department				
	Majors outside the department, but within the college	12.6	17.9	106.9	392.8
	Majors outside the college	19.2	29.3	124.7	230.8
	Total	**70.7**	**106.8**	**625.1**	**2,255.2**
Total	FTE produced by students who are:				
	Majors within the department	669.0	722.5	1,254.8	6,800.4
	Majors outside the department, but within the college	49.9	59.3	477.6	4,148.3
	Majors outside the college	138.6	136.2	481.6	4,874.2
	Total	**857.5**	**917.9**	**2,214.0**	**15,823.0**

Source: Student Data Course File. Based On State-Fundable Credit Hour

Efficiency Data

D 1 Annualized FTE Produced Per Instructional Person-Year
Teaching & Learning

	Teaching & Learning		College Total	University Total
	2008-2009	2009-2010	2009-2010	2009-2010
Undergraduate	17.8	19.2	12.1	16.0
Graduate	1.6	2.5	4.8	2.7
Total	**19.4**	**21.7**	**16.9**	**18.6**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from all personnel categories.
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

_____

E 2 Mean Rating of Satisfaction With Instruction & Advising In Program
Teaching & Learning

			Teaching & Learning	College Total	University Total
			2008-2009	2008-2009	2008-2009
Student Level					
Undergraduate	Quality of courses in degree program	# Responses	259	349	2,211
		Mean	**3.2**	**3.1**	**3.0**
	Quality of instructors in degree program	# Responses	255	340	2,122
		Mean	**3.2**	**3.1**	**3.0**
	Quality of advising in college advising office	# Responses	222	296	1,910
		Mean	**3.0**	**3.0**	**2.8**
	Quality of advising by faculty	# Responses	206	278	1,718
		Mean	**3.1**	**3.0**	**2.9**
Graduate	Quality of courses in degree program	# Responses	58	258	675
		Mean	**3.2**	**3.2**	**3.2**
	Quality of instructors in degree program	# Responses	55	243	663
		Mean	**3.4**	**3.3**	**3.3**
	Quality of advising in college advising office	# Responses	47	191	474
		Mean	**3.0**	**2.8**	**2.8**
	Quality of advising by faculty	# Responses	53	211	536
		Mean	**3.2**	**3.0**	**3.0**

Scale 1=Poor 4=Excellent
Source: Student Satisfaction Survey

II. Research, Creative & Scholarly Activities
A Assessment Goals and Outcomes for Research (reported separately)
B 1 Faculty Person Years and FTE Devoted to Research
Teaching & Learning

				Teaching & Learning 2008-2009	Teaching & Learning 2009-2010	College Total 2009-2010	University Total 2009-2010
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	2.0	1.7	6.4	103.9
			FTE	2.6	2.3	8.6	138.5
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.1		1.3	7.5
			FTE	0.1		1.7	10.0
	Other personnel paid on faculty pay plan	--	Person-Years				12.2
			FTE				16.3
	Total		Person-Years	2.1	1.7	7.7	123.7
			FTE	2.8	2.3	10.3	164.9
Sponsored Research	.	--	Person-Years				1.5
			FTE				2.0
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.9	1.8	4.8	30.1
			FTE	2.5	2.4	6.4	40.1
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years			0.9	4.3
			FTE			1.2	5.7
	Other personnel paid on faculty pay plan	--	Person-Years				37.9
			FTE				50.5
	Total		Person-Years	1.9	1.8	5.7	73.7
			FTE	2.5	2.4	7.6	98.3

Source: Instruction and Research File

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity
Teaching & Learning

		Teaching & Learning			College Total	University Total
		2007-2008	2008-2009	2009-2010	2009-2010	2009-2010
1. Books (including monographs & compositions)	#	0	6	4	23	124
2. Other peer-reviewed publications	#	0	23	2	70	1,152
3. All other publications	#	0	6	9	26	672
4. Presentations at professional meetings or conferences	#	0	25	6	168	1,311
5. Productions/Performances/Exhibitions	#	0	0	0	0	330
6. Grant Proposals Submitted	#	0	1	5	57	607
Sponsored Research & Program Expenditures						
7. Organized Research	#	$0	$20,584	$590,876	$742,526	$18,327,467
8. Sponsored Instruction	#	$0	$0	$760	$1,354,022	$4,932,644
9. Other Sponsored Activities	#	$0	$422,310	$414,620	$1,698,982	$4,005,602

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation.
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).
Sponsored Research and Program Expenditures excludes expenditures by units outside the University's Colleges (e.g., Library, Henderson School).

Organized Research: All research and development activities of an institution that are separately budgeted and accounted for.
Sponsored Instruction: Instructional or training activity established by grant, contract, or cooperative agreement.
Other Sponsored Activities: Programs and projects financed by Federal and non Federal agencies and organizations which involve the performance of work other than instruction and organized research (e.g., health or community service projects).

III. Service
A Assessment Goals and Outcomes for Service (reported separately)
B 1-3 Service Productivity
Teaching & Learning

		Teaching & Learning			College Total	University Total
		2007-2008	2008-2009	2009-2010	2009-2010	2009-2010
1. Faculty memberships on department, college or university committees	#		80	38	602	2,507
2. Faculty memberships on community or professional committees	#		46	13	155	1,033
3. Faculty serving as editors or referees for professional publications	#		19	8	36	1,089

Source: College Dean's Office

VI.   Non-Faculty Resources

   A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level

proposals.

Ken Frankel and the library staff have provided this summary of resources available for the program.This list includes books, periodicals, DVDs and other resources. The numbers indicate the number of copies found at each campus within that range.

Educational Psychology: LB1050.9-LB1091

Boca Raton	1035
Boca Raton Media Center	2
Jupiter	231
Port St. Lucie	147
Davie	329
Total	1,744

Child Study: LB1101-LB1139

Boca Raton	894
Boca Raton Media Center	13
Jupiter	220
Port St. Lucie	151
Davie	122
Total	1,400

Psychology: BF1-BF839

Boca Raton	9042
Boca Raton Media Center	99
Jupiter	1952
Port St. Lucie	867
Davie	4403
Total	16,363

<u>Educational Psychology E-journals available via subscriptions and/or publisher journal packages.</u>

Note: These figures do not include journal titles provided through aggregator databases such as EBSCO or ProQuest.

Subject - Educational Psychology (18)
Behavioral disorders
Canadian journal of school psychology
Contemporary educational psychology
Educational psychologist
Educational psychology
Educational psychology in practice
Educational psychology review
Educational research review
Journal of behavioral education
Journal of educational psychology
Journal of educational and psychological consultation
Journal of multicultural counseling and development
Learning and individual differences
Metacognition and learning
Psychology and education.
Psychology in the schools
School psychology international
Social psychology of education

Subject - Child Study (2)
Child abuse review
Child study journal

Subject – Psychology (various aspects) (250)
Acta analytica
Acta psychological
Aggression and violent behavior
American journal of community psychology
American journal of lifestyle medicine
American psychologist
Analyses of social issues and public policy
Annals of behavioral medicine
Annual review of clinical psychology
Annual review of psychology

Applied and preventive psychology
Applied cognitive psychology
Applied developmental science
Applied psychological measurement
Applied psychology
Applied psychology: Health and well-being
Archives of women's mental health
Asian journal of social psychology
Attachment & human development
Australian journal of psychology
Australian psychologist
Basic and applied social psychology
Behavior genetics
Behavior research methods, instruments & computers
Behavioral & social sciences librarian
Behavioral and brain sciences
Behavioral disorders
Behavioral science
Behavioral sciences & the law
Brain and behavior
British journal of psychiatry
Canadian journal of behavioural science
Canadian journal of experimental psychology
Canadian journal of psychology
Canadian journal of school psychology
Canadian psychological review
Canadian psychologist
Canadian psychology
Child and adolescent mental health
Child development
Child neuropsychology
Clinical child and family psychology review
Clinical child psychology and psychiatry
Clinical gerontologist
Clinical Psychologist
Clinical psychology
Clinical psychology & psychotherapy
Clinical psychology review
Computers in human behavior
Contemporary educational psychology
Cultural diversity & ethnic minority psychology
Cultural diversity and mental health
Current directions in psychological science

Current psychology
Development and psychopathology
Developmental psychology
Developmental review
Developmental science
Dialectica
Early development and parenting
Early education and development
Ecological psychology
Educational psychologist
Educational psychology
Educational psychology in practice
Educational psychology review
Educational research review
Ethology and sociobiology
European child & adolescent psychiatry
European journal of cognitive psychology
European journal of sexual health
European journal of social psychology
European journal of work and organizational psychology
European psychologist
European review of applied psychology
European review of social psychology
Evolution and human behavior
Expert evidence
Feminism & psychology
Forensische psychiatrie, psychologie, kriminologie
Group processes and intergroup relations
Gruppendynamik und Organisationsberatung
Health psychology
Hispanic journal of behavioral sciences
History of psychology
Human performance
Humanistic psychologist
Identity
Infancy
Infant and child development
Infant behavior & development
Infant mental health journal
Infant observation
Instructional science
Integrative psychological & behavioral science
International journal of aviation psychology

International journal of behavioral development
International journal of early years education
International journal of forensic mental health
International journal of psychology
International journal of sexual health
International journal of sexuality and gender studies
Japanese psychological research
Journal for the theory of social behaviour
Journal of abnormal and social psychology
Journal of abnormal psychology
Journal of abnormal psychology and social psychology
Journal of adolescence
Journal of adult development
Journal of aging and identity
Journal of analytical psychology
Journal of animal behavior
Journal of applied behavior analysis
Journal of applied biobehavioral research
Journal of applied developmental psychology
Journal of applied psychology
Journal of applied social psychology
Journal of behavior therapy and experimental psychiatry
Journal of behavioral education
Journal of black psychology
Journal of child psychology and psychiatry and allied disciplines
Journal of child psychotherapy
Journal of college student psychotherapy
Journal of community & applied social psychology
Journal of community psychology
Journal of comparative and physiological psychology
Journal of comparative psychology
Journal of constructivist psychology
Journal of consulting and clinical psychology
Journal of consulting psychology
Journal of early childhood research
Journal of educational and psychological consultation
Journal of environmental psychology
Journal of ethology
Journal of experimental child psychology
Journal of experimental psychology. Applied
Journal of experimental psychology: General
Journal of experimental psychology: Human learning and memory
Journal of experimental psychology: learning, memory, & cognition.

Journal of experimental social psychologyanimal behavior processes.
Journal of family and economic issues
Journal of family psychology
Journal of forensic psychiatry & psychology
Journal of forensic psychology practice
Journal of gender, culture, and health
Journal of health & social behavior
Journal of health psychology
Journal of human behavior in the social environment
Journal of human development
Journal of human development and capabilities
Journal of humanistic psychology
Journal of individual differences
Journal of investigative psychology and offender profiling
Journal of loss & trauma
Journal of mathematical behavior
Journal of mathematical psychology
Journal of organizational behavior
Journal of pediatric psychology
Journal of personality
Journal of personality & social psychology
Journal of psychology and Judaism
Journal of Psychopathology and behavioral assessment
Journal of psychosocial oncology
Journal of religion, spirituality & aging
Journal of reproductive and infant psychology
Journal of research in personality
Journal of school psychology
Journal of social and personal relationships
Journal of social distress and the homeless
Journal of social issues
Journal of the experimental analysis of behavior
Journal of the history of the behavioral sciences
Journal of theoretical and philosophical psychology
Journal of transformative education
Kölner Zeitschrift für Soziologie und Sozialpsychologie
Learning & behavior
Learning and individual differences
Learning and motivation
Learning environments research
Methodology : European journal of research methods for the behavioral & social sciences
Mind

Motivation and emotion
Multivariate behavioral research
New directions for child and adolescent development
New directions for youth development
New ideas in psychology
Nonlinear dynamics, psychology, and life sciences
Organizational psychology review
Pädiatrie und pädologie
Pastoral psychology
Personality and social psychology bulletin
Personality and social psychology review
Phenomenology and the cognitive sciences
Philosophical psychology
Philosophy, psychiatry & psychology
Political psychology
Pratiques psychologiques
Professional psychology, research and practice
PSN
Psychiatry, psychology, and law
Psychological assessment
Psychological bulletin
Psychological inquiry
Psychological methods
Psychological perspectives
Psychological reports
Psychological research
Psychological review
Psychological science
Psychological science in the public interest
Psychologie du travail et des organisations
Psychologie française
Psychology & health
Psychology & neuroscience
Psychology and developing societies
Psychology and education
Psychology in the schools
Psychology of religion and spirituality
Psychology of women quarterly
Psychology, crime & law
Psychology, health & medicine
Psychotherapeut
Quarterly journal of experimental psychology
Reading and writing

Reading psychology
Review of general psychology
Scandinavian journal of psychology
School psychology international
School psychology quarterly
Self and identity
Sexualities
Sexuality & culture
Social issues and policy review
Social psychological and personality science
Social psychology
Social psychology of education
Social science & medicine
Studies in gender and sexuality
Swiss journal of psychology
Systems research and behavioral science
Teaching of psychology
The quarterly journal of experimental psychology. A
The quarterly journal of experimental psychology. B
Theory & psychology
Thinking and reasoning
Training and education in professional psychology
Transcultural psychiatry
Traumatology
Work and stress
Zeitschrift für Psychologie

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

No additional library resources will be required.

___N/A. Not a doctoral degree program___   _____

Library Director   Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Current available classrooms and teaching facilities (offices, etc.) at FAU are sufficient for all courses offered in the program.

   D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

N/A. No new facilities are needed.

   E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

N/.A. No additional specialized equipment is needed.

   F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

N/A. No additional specialized equipment is needed.

   G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

N/A. No additional specialized categories of resources are needed.

   H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

No specific fellowships, scholarships, and graduate assistantships will be specifically allocated to this proposed degree program.

   I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The College of Education has partnerships with school districts in FAU's service area. No new sites are required.

   J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

N/A. No new capital expenditure is required for instructional or research space.

Fwd: New Degree proposals for Chairs approval010612.docx

Barbara Ridener
Sent: Thursday, January 12, 2012 5:05 PM
To: Sharon Crawley; Penelope Fritzer

Begin forwarded message:

> **From:** Sharon Beyer <sbeyer2@fau.edu>
> **Date:** January 12, 2012 4:24:30 PM EST
> **To:** Barbara Ridener <BRIDENER@fau.edu>
> **Subject: FW: New Degree proposals for Chairs approval010612.docx**

Sharon H. Beyer
Program Assistant
Dept. of Teaching & Learning
ED47/RM355
Florida Atlantic University
Phone: (561)297-6588
Fax: (561)297-2925
sbeyer2@fau.edu

From: Irene Johnson
Sent: Thursday, January 12, 2012 3:57 PM
To: Sharon Beyer
Subject: RE: New Degree proposals for Chairs approval010612.docx
Importance: High

Barbara:

The degree proposals are approved. I hope they will be an additional recruitment attraction for the College and your department.

Irene H. Johnson

Chair, Counselor Education Department

From: Sharon Beyer
Sent: Tuesday, January 10, 2012 4:18 PM
To: Heather Coltman; J. Dennis Coates; Rosalyn Carter; Mohammad Ilyas; Barry Rosson; Jeffrey Buller; michael.friedland@fau.edu; Marlaine Smith; Gary Perry; Valerie Bristor; Deena Wener; Irene Johnson; James McLaughlin; Robert Shockley; Michael Brady; Sue Graves
Cc: Barbara Ridener
Subject: New Degree proposals for Chairs approval010612.docx

Sent in behalf of Dr. Ridener.

Please respond to Dr. Ridener by Monday, January 16, 2012.

From: Penelope Fritzer
ent: Tuesday, January 10, 2012 10:37 PM
To: Barbara Ridener; Sharon Crawley
Subject: RE: New Degree proposals for Chairs approval010612.docx

One down, several to go! It's begun!

From: Barbara Ridener
Sent: Tuesday, January 10, 2012 5:56 PM
To: Sharon Crawley; Penelope Fritzer
Subject: FW: New Degree proposals for Chairs approval010612.docx

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Michael Brady
Sent: Tuesday, January 10, 2012 5:13 PM
To: Sharon Beyer; Barbara Ridener
Subject: RE: New Degree proposals for Chairs approval010612.docx

I've reviewed the three proposed programs from DTL. I do not see overlap or competition with the curriculum or the programs in the ESE Department. To the contrary, I think the programs will supplement the College's array of programs, and could provide some nice course options for our graduate students. It certainly responds to needs across many professional areas.

The master's degree in Ed Psych has long been an interest of this Department, and I anticipate interest from our master's and doctoral students. Also, there are a couple of courses that students in your new program might have an interest in that would complement their EdPsy expertise, particularly EEX 6259 (Cognitive and Meta-Cognitive Strategies).

Regarding the master's degree in secondary education, I suggest at least one course in teaching students with disabilities. There are a couple of existing course options, or we could develop something if needed. But the absence of course content regarding students with disabilities seems to be a gap in a teacher education degree, particularly for the certification track.

Good luck with all three programs. The ESE Department is supportive of your efforts with all three programs.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
561) 297-3281
mbrady@fau.edu

1

FW: New Degree proposals for Chairs approval010612.docx

Barbara Ridener
Sent: Wednesday, January 11, 2012 2:03 PM
To: Sharon Crawley; Penelope Fritzer

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Sue Graves
Sent: Wednesday, January 11, 2012 6:58 AM
To: Barbara Ridener
Subject: RE: New Degree proposals for Chairs approval010612.docx

Dr. Ridener, we do not have any conflicts with the three degree proposals for Teaching and Learning. Regards,

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11
Boca Raton, Florida 33431
561-297-2938 (main office)
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From: Sharon Beyer
Sent: January 10, 2012 4:18 PM
To: Heather Coltman; J. Dennis Coates; Rosalyn Carter; Mohammad Ilyas; Barry Rosson; Jeffrey Buller; michael.friedland@fau.edu; Marlaine Smith; Gary Perry; Valerie Bristor; Deena Wener; Irene Johnson; James McLaughlin; Robert Shockley; Michael Brady; Sue Graves
Cc: Barbara Ridener
Subject: New Degree proposals for Chairs approval010612.docx

Sent in behalf of Dr. Ridener.

Please respond to Dr. Ridener by Monday, January 16, 2012.

Thank you.

Sharon

Sharon H. Beyer

FW: New Degree proposals for Chairs approval010612.docx

Barbara Ridener
Sent: Tuesday, January 10, 2012 5:56 PM
To: Sharon Crawley; Penelope Fritzer

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Michael Brady
Sent: Tuesday, January 10, 2012 5:13 PM
To: Sharon Beyer; Barbara Ridener
Subject: RE: New Degree proposals for Chairs approval010612.docx

I've reviewed the three proposed programs from DTL. I do not see overlap or competition with the curriculum or the programs in the ESE Department. To the contrary, I think the programs will supplement the College's array of programs, and could provide some nice course options for our graduate students. It certainly responds to needs across many professional areas.

The master's degree in Ed Psych has long been an interest of this Department, and I anticipate interest from our master's and doctoral students. Also, there are a couple of courses that students in your new program might have an interest in that would complement their EdPsy expertise, particularly EEX 6259 (Cognitive and Meta-Cognitive Strategies).

Regarding the master's degree in secondary education, I suggest at least one course in teaching students with disabilities. There are a couple of existing course options, or we could develop something if needed. But the absence of course content regarding students with disabilities seems to be a gap in a teacher education degree, particularly for the certification track.

Good luck with all three programs. The ESE Department is supportive of your efforts with all three programs.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
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(561) 297-3281
mbrady@fau.edu

From: Sharon Beyer
Sent: Tuesday, January 10, 2012 4:18 PM
To: Heather Coltman; J. Dennis Coates; Rosalyn Carter; Mohammad Ilyas; Barry Rosson; Jeffrey Buller; michael.friedland@fau.edu; Marlaine Smith; Gary Perry; Valerie Bristor; Deena Wener; Irene Johnson; James McLaughlin; Robert Shockley; Michael Brady; Sue Graves
Cc: Barbara Ridener
Subject: New Degree proposals for Chairs approval010612.docx

FW: New Degree proposals for Chairs approval010612.docx

Barbara Ridener

Sent: Tuesday, January 17, 2012 2:01 PM
To: Sharon Crawley; Penelope Fritzer
Attachments: New Degree proposals for ~1.docx (20 KB)

FYI

Dr. Barbara Ridener, Chair
Department of Teaching and Learning
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

From: Heather Coltman
Sent: Tuesday, January 17, 2012 1:14 PM
To: Barbara Ridener
Subject: FW: New Degree proposals for Chairs approval010612.docx

Hi Barbara,
I heard no objections from anyone in Arts and Letters. Best wishes,
Heather

Heather Coltman, DMA
Interim Dean
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

561-297-3803   phone
561-297-2752   fax

From: Sharon Beyer
Sent: Tuesday, January 10, 2012 4:18 PM
To: Heather Coltman; J. Dennis Coates; Rosalyn Carter; Mohammad Ilyas; Barry Rosson; Jeffrey Buller; michael.friedland@fau.edu; Marlaine Smith; Gary Perry; Valerie Bristor; Deena Wener; Irene Johnson; James McLaughlin; Robert Shockley; Michael Brady; Sue Graves
Cc: Barbara Ridener
Subject: New Degree proposals for Chairs approval010612.docx

Sent in behalf of Dr. Ridener.

Please respond to Dr. Ridener by Monday, January 16, 2012.

Thank you.

Sharon

Sharon Crawley

From: James McLaughlin
Sent: Tuesday, January 17, 2012 9:13 AM
To: Barbara Ridener
Cc: Gail Burnaford; Dilys Schoorman; Hanizah Zainuddin; Yashwant Bhagwanji
Subject: FW: New Degree proposals for Chairs approval010612.docx

Barbara:

I sent information to faculty members in CCEI and received feedback from them about your proposed Master's in Secondary Education, which is aimed at certified teachers and those seeking alternative certification. This response incorporates their ideas and mine.

We have in our department a program — the M.Ed. in Curriculum and Instruction — that addresses the needs of middle and secondary teachers who are certified, who have temporary certification, or who wish to take an alternative certification route. In addition to core courses about curriculum and instruction, the program includes 5 electives so that students can choose the appropriate content area coursework of their choice, such as Science Education, Mathematics Education, Reading Education, Social Science Education, and Language Arts Education. The program also affords students options for courses in areas such as educational technology, educational foundations, educational psychology, and TESOL, or the opportunity to take coursework that satisfies state requirements for temporary certification or other alternative certification.

The program that is being proposed by the Department of Teaching and Learning would compete directly for the same students who are currently in our Master's in Curriculum and Instruction. While there are some elementary education teachers in the program, the majority are either teaching at the secondary level or wish to teach there (those with temporary certification or who want alternative certification). Therefore, we find the proposed program to be in direct conflict with the M.Ed. in Curriculum and Instruction and could not support its approval.

We have no problem supporting the revised Master's in Educational Technology or the Master's in Educational Psychology. Take care.

Jim

From: Sharon Beyer <sbeyer2@fau.edu>
Date: Tue, 10 Jan 2012 16:18:12 -0500
To: Heather Coltman <coltman@fau.edu>, "J. Dennis Coates" <coates@fau.edu>, Rosalyn Carter <rcarter@fau.edu>, Mohammad Ilyas <ILYAS@fau.edu>, Barry Rosson <ROSSON@fau.edu>, Jeffrey Buller <jbuller@fau.edu>, "michael.friedland@fau.edu" <michael.friedland@fau.edu>, Marlaine Smith <msmit230@fau.edu>, Gary Perry <perryg@fau.edu>, Valerie Bristor <BRISTOR@fau.edu>, Deena Wener <wener@fau.edu>, Irene Johnson <ijohnso9@fau.edu>, Harry James McLaughlin <jmclau17@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Michael Brady <mbrady@fau.edu>, Sue Graves <SGRAVES@fau.edu>
Cc: Barbara Ridener <BRIDENER@fau.edu>
Subject: New Degree proposals for Chairs approval010612.docx

RE: New Degree proposals for Chairs approval010612.docx

Penelope Fritzer
Sent: Friday, January 20, 2012 7:28 PM
To: Barbara Ridener; Sharon Crawley

Great!!

From: Barbara Ridener
Sent: Friday, January 20, 2012 3:06 PM
To: Penelope Fritzer; Sharon Crawley
Subject: FW: New Degree proposals for Chairs approval010612.docx

From: Marlaine Smith
Sent: Friday, January 20, 2012 3:05 PM
To: Barbara Ridener
Subject: FW: New Degree proposals for Chairs approval010612.docx

I have no objections to the new degree proposals.

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN
Dean and Helen K. Persson Eminent Scholar
Christine E. Lynn College of Nursing
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Visit us at http://nursing.fau.edu

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science,
practicing the art, studying its meaning and living it day-to-day.

From: Sharon Beyer
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Sent in behalf of Dr. Ridener.

Please respond to Dr. Ridener by Monday, January 16, 2012.

Thank you.