



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

Proposed program title: M.Ed. Instructional Technology dip: 13.0501

Department: Teaching and Learning Barbara Ridener 4/12/12

College: Education Chair's signature: [Signature] Date: 4/12/12
Dean's signature: [Signature] Date: [Blank]

Academic Affairs: [Blank]

Associate Provost of Academic Personnel and Programs' signature Date

Associate Provost of Academic Planning and Budget's signature Date

Undergraduate Studies: [Blank]

Dean's signature Date

Graduate College: [Blank]

Dean's signature Date

UFS - GPC or UPC [circle one]: [Blank]

Chair's signature Date

UFS - Academic Planning and Budget: [Blank]

Chair's signature Date

University Faculty Senate: [Blank]

UFS President's signature Date

Provost: [Blank]

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

Department of Learning and Teaching  
Name of Department(s)

Instructional Technology  
Academic Specialty or Field

M. Ed. in Instructional Technology  
Complete Name of Degree  
13.0501  
( CIP Code)

**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	60	19			
Year 2	120	32			
Year 3	180	45			
Year 4	180	45			
Year 5	180	45			

(Courses taught in current track in Social Foundations, the existing degree, which the department is requesting to replace with the is new, named degree in Instruction Technology ). No new net costs to university.

## **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 degree program, Masters in Education in Instructional Technology, is currently run by the Department of Teaching and Learning as the “Masters in Education in Social Foundations” with a track in Instructional Technology.

This degree was previously offered by the Department of Instructional Technology and Research in the College of Education, which department has been disbanded. The technology faculty has been reassigned to the Department of Teaching and Learning. Prior to this reorganization, the department offered Master’s of Education in Social Foundations with a specialization in Educational Technology. The Social Foundations Department, consisting of four program areas with four specializations was dissolved in 1997 with two of the specializations going to Teacher Education (Educational Psychology and Multicultural Education) and the other two (Instructional Technology & Research) going to a new department (Instructional Technology & Research). Having one degree program with four specializations divided up between two departments has been both a governance and accreditation concern. During the previous NCATE evaluation, the evaluation team suggested the present degree program be discontinued and a new stand- alone named degree program be implemented. This proposal is designed to comply with this recommendation.

- (1) The degree program under consideration is at the master’s level.
- (2) The emphasis of this degree is to prepare professionals who are current in the systematic analysis of and the design and development of effective instruction.
- (3) The total number of credit hours required is 36 semester hours.
- (4) Program graduates will have employment opportunities in several areas including:
  - Traditional K-12 schools
  - Instructional design firms
  - Consulting firms
  - Corporate training departments
  - Government agencies
  - Military units
  - Health related training agencies
  - Technical schools
  - Institutions of higher education.
  -

- 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 <http://www.flbog.org/StrategicResources/>)**

### **State University System**

The proposed program is listed in the current State University System Master Plan (CIP: 13.0501). The proposed program is listed in the current State University System Master Plan (CIP: 13.0501). This program is also consistent with the State University System (SUS) Strategic Planning Goals by:

Goal 1: Access to a production of degrees: This proposal will update a previous degree already listed in the current State University System Master Plan. This degree will be offered completely online increase access to the degree to students outside of the residential area of South Florida to rural areas and by offering classes at time convenient for working professionals.

Goal 2: Meeting statewide professional and workforce needs: This program is producing teachers and instructional design professionals who are technology literate. The program provides an avenue for teachers to develop advance technical skills that can be taken back to their classrooms producing students who will have the technology skills they need for whatever career they choose. Professionals in the business community will have access to instructional designers that can develop instructional material that will be delivered though distance learning.

Goal 3: Building world-class academic programs and research capacity: This aspect of FLBOG's mission is embedded in the core curricular focus on theory and application of research methods and strategies for responding to human performance and development needs at the same time students are interacting with instructional technology programs to develop high caliber instruction for both business and educational settings.

Goal 4: Meeting community needs and fulfilling unique instructional responsibilities: The proposed program has been designed to foster ample opportunities for student and faculty collaboration with such entities, thereby extending the potential contribution of FAU to regional, national, and international development. Currently, the department has a partnership with Broward County School District to offer master level courses to their teachers. These teachers are participating in a lifelong learning experience while enhancing their technology skills.

- C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

n/a

- D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

It is offered online as well at the Boca campus. Some courses may be available in Davie or Jupiter.

## **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.

#### **Societal Needs**

Technology and research integration from the classroom to the boardroom is becoming the most important innovation connecting our present and future leaders to the rapidly-changing and technology-based world. Education institutions, businesses, and industry are recognizing the growing need for well-prepared graduate level professionals to fill the variety of positions that require specific skills and knowledge founded in a strong research-based and technology-skilled framework.

#### **Legislation and Policy Needs**

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.

The notion of science-based research in education has significant ramifications for policy and practice in research. A report titled *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide* notes, “The field of K-12 education contains a vast array of educational interventions – such as reading and math curricula, school wide reform programs, after-school programs, and new educational technologies – that claim to be able to improve educational outcomes and, in many cases, to be supported by evidence. This evidence often consists of poorly-designed and/or advocacy-driven studies” (Institute of Education Sciences, 2003, p.1).

The need for a more research-oriented education work force cannot be understated. “The federal *No Child Left Behind* Act of 2001, as well as many federal K-12 grant programs, call on educational practitioners to use “scientifically-based research” to guide their decisions about which interventions to implement” (Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide, Institute of Education Sciences, 2003, p.1). According to H.R. 3801, the term *scientifically valid research* implies “applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with scientifically based research standards” (HR 3801, p.5). The emphasis on scientifically valid research has been welcomed by many of the professional associations linked to the fields of instructional technology including the American Educational Research Association (AERA), and the Association for Supervision and Curriculum Development (ASCD).

## **Educational Needs**

The U.S. Department of Labor recognizes the central role of this industry for the current and future economy: “In recent decades the Nation has focused attention on the educational system because of the growing importance of producing a trained and educated work force. Many institutions, including government, private industry, and research organizations, are involved in improving the quality of education. States have introduced performance standards in an effort to raise academic achievement among students and set standards for graduation ... Businesses also collaborate with educators to develop curricula that will provide students with the skills they need to cope with new technology in the workplace” (<http://www.bls.gov/oco/cg/cgs034.htm>).

**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.**

The proposed program is a conversion from a track in the approved Masters Degree in Social Foundations. The Foundations track already has several students matriculated in the program with many more in process. These students all will be transferred to the new program. From October 2007 to September 2011, over 200 individuals have inquired about a masters or doctorate program in the instructional technology field. This interest has been generated without proactively advertising for the program. Since the program was again offered to students, students are enrolling in the program with this number growing quickly. The number of students will also increase as the new marketing begins. Beginning in the Spring 2011, the masters in instructional technology program was marketed as completely online, opening the program to students in Miami-Dade county and further south that were unable to enroll in an instructional technology program before. Recent conversations with business leaders, who are members of the American Association of Training and Development from the Fort Lauderdale and Boca Raton areas in the field of human resources, training and development have indicated a need for individuals with expertise in designing training that also have a knowledge web design and multimedia development. School districts are interested in hiring professionals who understand how to integrate technology in the curriculum while supporting the technology needs of the schools. The technology faculty have partnered with Broward County School District to offer two courses in their Digital Teacher Academy program which has now taught over 5000 teachers in the district how to use technology in the classroom. Also in the past two years, the department has received approximately ten announcements for students about instructional design positions available at local community colleges, universities, and businesses.

**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.**

Several academic programs in the South Florida region offer degrees in related areas, including Instructional Systems and Educational Technology. These programs carry a certain degree of similarity to the proposed degree program in Instructional Technology. The proposed program is unique in that it includes both research courses and advanced technology courses in the core curriculum. This allows the department to address a broader range of needs in the K-12, higher education, and business communities. It is also the only instructional technology program offered

by a public institution serving the metropolitan areas of Broward, Palm Beach, Martin, Port St. Lucie, Indian River, and Okeechobee counties.

Below is a brief review of the related programs in the State of Florida, as well as an analysis of the differences between these programs and the proposed degree program in Instructional Technology

### **State Universities**

***University of Central Florida:*** UCF currently offers a M.Ed. and an M.A. in Instructional Technology and Media. The M. Ed track targets K – 12 teachers. The M. A. track focuses on instructional designer. The similarity between the UCF program and the proposed program for FAU is in the emphasis on Instructional Technology. The following are substantial *differences* between the UCF program and the proposed program for FAU:

- The UCF M.Ed. program is offered in fully online format where the proposed program will be offered in both online and traditional formats.
- Neither the UCF M.A. nor the M.Ed. offers courses in computer programming.
- It does not serve the metropolitan areas of Broward, Palm Beach, Martin, Port St. Lucie, Indian River, and Okeechobee counties.
- Our program will address a broader range of instructional settings.

***Florida Gulf Coast University:*** FGCU offers an M.A. and a M.Ed. in Curriculum and Instruction with a concentration in Educational Technology.. The following are substantial *differences* between the FGCU program and the proposed program for FAU:

- The FGCU program is oriented to school-based educational technology applications whereas the proposed program for FAU addresses technology in both school-based and non-school-based settings.
- The FGCU program does not require students to take a statistics course.
- The FGCU program offers no courses in instructional design, programming or distance learning.
- It does not serve the metropolitan areas of Broward, Palm Beach, Martin, Port St. Lucie, Indian River, and Okeechobee counties.

***Florida State University:*** FSU offers an M.S. and a Ph.D. in Instructional Systems. These programs are similar to the proposed program in their focus on instructional settings. The following are substantial *differences* between the FSU program and the proposed program for FAU:

- The FSU program does not require students to complete research and statistics courses at the graduate level.
- The FSU program does not offer courses in emergent technologies, or computer programming.
- It does not serve the metropolitan areas of Broward, Palm Beach, Martin, Port St. Lucie, Indian River, and Okeechobee counties.

**Florida International University:** Does not offer an instructional or educational technology program.

***For Profit Institutions***

**Nova Southeastern University:** Nova currently offers a M.Ed. and an Ed.D. in Instructional Technology and Distance Education. The similarity between the Nova program and the proposed FAU program is in the two programs' orientation toward instructional technology. The Nova program is offered in fully online format where the proposed program will be offered in both online and traditional formats.

- The Nova Master's program does not require students to take any courses in research or statistics.
- The Nova program requires that students remain employed while attending the program.
- Nova Southeastern is a private university, charging significantly higher tuition for graduate education than Florida Atlantic University.

The **University of Miami** does not have a Master's degree in instructional technology.

**Barry University** previously offered the degree but is not currently offering the courses.

This brief review and presentation of related academic programs at other educational institutions is significant for several reasons. First, it demonstrates a conceptual difference between the existing programs and the proposed academic program. The programs at the other universities focus exclusively on K-12 settings or instructional design. Through the development of new technology tools, the field of instructional design has broadened. The same technology tools used in the educational settings can also be used in higher education and in training environments of both business and industry. Instructional designers need to have technology skills and knowledge of instructional design to be successful in the business environment. This degree supports both the needs of instructional designers and educators in both K-12 and higher education. This degree allows us to offer a unique approach to preparing individuals for all educational and training environments and broadens the base of students which will utilize this program. Again, it is important to note that the proposed program will be the only instructional technology program offered by a public university in the South Florida area.

**D. Use Table 1 B (graduate) to categorize projected student headcount (HC) and Full Time Equivalent (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.**



Implementation  
Timeframe

Projected Student  
Enrollment (From Table 1)

Projected Program Costs  
(From Table 2)

	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	60	19			
Year 2	120	32			
Year 3	180	45			
Year 4	180	45			
Year 5	180	45			

The College of Education graduates approximately 450 students a year, many of whom would 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	
<b>Major</b>	<>			
<b>Biology Education</b>		2.0	4.0	6.0
<b>Chemistry Education</b>			3.0	3.0
<b>Elementary Education</b>	421.0	412.0	390.0	1,223.0
<b>English Education</b>	9.0	17.0	17.0	43.0
<b>Mathematics Education</b>	4.0	3.0	5.0	12.0
<b>Music Education</b>	6.0	4.0	4.0	14.0
<b>Science Education</b>	4.0	8.0		12.0
<b>Social Studies Education</b>	14.0	28.0	24.0	66.0
<b>All</b>	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
Broward County	over 15,00
St. Lucie County	over 1,100



**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. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

Data from FAU's Office of Institutional Effectiveness and Analysis for the academic years 2006-2011 is presented in the following Table:

**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
<b>Total</b>	<b>3,253</b>	<b>3,510</b>	<b>3,602</b>	<b>3,838</b>	<b>3,884</b>	<b>3,931</b>	<b>21%</b>

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 Director of the program will provide appropriate recruiting, promotional, and informational materials, including information pertaining to a scholarship for masters degree students in environmental education, to:

- 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)
- Officers of the North American Association for Environmental Education (national)

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.)**

No new costs are projected, as the courses and faculty are all existing and the degree will take the place of the existing Master's in Social Foundations with a track in Instructional Technology degree. Hence, there is no Table 2.

- 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 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. (See appendix.)

The proposed program is a conversion from a track in the currently approved Masters Degree in Social Foundations to the stand-alone M.Ed. in Instructional Technology. When the Department of Instructional Technology and Research was reorganized, all of the faculty and resources supporting the technology track were transferred to the Department of Teaching and Learning. As a result no other programs are expected to be impacted by a reallocation of resources for the proposed program, or create a negative impact on any other programs and the Department of Teaching and Learning will not require any additional resources to effectively implement this proposed degree.

- 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).**

No additional resources are needed to effectively implement the proposed program.

- 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.**

The College of Education had a partnership 2003-2011 with Broward County School District to provide two Instructional Technology classes for each teacher participating in the Digital Education Teacher Academy program. Since its inception, nearly 5000 teachers from the School District have taken the classes through FAU. The teachers earned graduate credit that can be applied to some of the Master's or Doctorate degree programs offered at FAU in the College of Education. Teachers who have passed through DETA are an obvious source of candidates for this new named degree.

#### **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.**

The University will benefit as this master's program continues to grow. With the expansion of the totally online program, the counties to the north (Martin, Indian River, Okeechobee, Brevard and St. Lucie) will now have access to the program, as will out of area students.

The local and state community will benefit from the expansion of the program as more teachers develop an awareness of how to best utilize technology to improve academic outcomes and better prepare those students to compete in a business world driven by computer and internet software packages and for communications. We will also be supporting local human resource departments as the number of graduates capable of developing instructional and training materials for delivery online to improve their employee productivity grows.

#### **V. 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)**

Not applicable to this master's program.

- B. 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.

Not applicable to this program.

- C. 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.

Not applicable to this program.

- D. 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.

Not applicable to this program.

## **Institutional Readiness**

### **VI. 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.

*SUS Goal 1, FAU Goal 1:* This program will increase access to Master’s level degrees in Instructional Technology because it will be available completely online.

*SUS GOAL 2, FAU Goal 2:* This program meet statewide professional workforce needs. This program will commit academic and fiscal resources to meeting Florida’s need for trained professionals in nursing, training, instructional design, teaching and advanced technology. FAU will demonstrate its commitment to recruiting and preparing students in these vital professions and to identifying emerging trends in the labor force.

**SUS Goal 3, FAU Goal 3:** This program will build on the existing world-class program Instructional Technology. This program integrates technical skills with instructional design principles producing individuals that are capable of developing instruction for both the academic and business environments.

**FAU Goal 5:** This program builds on FAU's commitment to building a state-of-the-art information technology environment. The program uses state-of-the-art distance learning technology to reach a wider audience while at the same time modeling the best distance learning educational practices. The students also learn how to use the technology to develop and support distance learning initiatives for educational needs and business training.

**FAU Goal 7:** This program will increase the University's visibility, particularly in local school systems and in the training and instructional development departments of area businesses

This program is also aligned with specific College of Education Strategic Plan:

- Objective 1: Increase the annual production of Graduate FTE. This program will help the COE meet this objective
- Objective 5: Addressing Workforce Shortages. This program is designed to address professional shortages that currently exist in Instructional Technology
- Objective 11: Development of International, Community and Professional Relations. The proposed program will prepare students for professions employing instructional technology in training and human resources departments of business and industry, the military, and public and private education institutions; and to integrate technology into instructional settings within schools and training.

**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.**

The proposed Master's degree program in Instructional Technology will be offered through the Department of Teaching and Learning. This will allow the existing faculty members to participate in the delivery of this program. This program is structured to strengthen and emphasize existing institutional programs in teacher training and professional development.

**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 Masters Degree Program in Instructional Technology has been ongoing since the technology faculty joined the Department of Teaching and Learning. The process has involved faculty, staff and administrators within the FAU Community, as well as other universities and associations, who have indicated interest in supporting and contributing to this program.

## Planning Process

Activity	Date	Participants	Planning Activity
1	Fall,2003	Dean Chairs	Former Dean Aloia initiated conversation with Chairs regarding the need for Master's in Instructional Technology.
2	Fall, 2003	ITR Department	Department consensus building
3	Fall, 2003	ITR Faculty	Analysis of needs
4	Fall, 2003	ITR Faculty	Departmental capability assessment
5	Spring, 2004	ITR Faculty School Board members	Consultation with School Districts, College and University Administration
6	Spring, 2004	ITR Faculty	Benchmarking of extant programs
7	Summer, 2004	ITR Faculty	Review of Literature
8	Fall, 2004	ITR Faculty	Curriculum design
9	Spring, 2009*	Department of Teaching & Learning Department	Approval of degree proposal by department
10	Spring, 2010	College of Education	Presented to faculty assembly
11	Spring 2011	ITR faculty	Program refined
12	Spring 2012	Dept. Chairs & Deans	Approval of program, Present for College GPC approval
13	Fall 2012	Administration & GPC	Approval of program by central administration and university GPC
14	Spring 2013	Administration	Provost, Board of Trustees, President

## Emphasis on IT at College Level

The College of Education dean initiated conversations with chairs regarding program reviews and potential cost saving measures. Low enrolled programs and efficient program delivery were topics discussed. Instructional Technology was cited as a potential growth area and a revised master's degree was included on the list of College Goals. The master's degree was already on the University's Strategic plan.

A preliminary discussion took place to determine the level of motivation and commitment on the part of departmental faculty in proposing a Master's of Instructional Technology designed to extend beyond the current M.Ed. in Social Foundations of Educational Technology. This meeting established that there is substantial motivation among the faculty to build a new Master's program. In addition, it was determined that the FAU College of Education has the infrastructure to support a Master's program, and that the development of such a program is supported by the Dean of the College of Education.

## Curriculum Design Process

The curriculum for the proposed Master's program was designed through a thorough and iterative process. The following were considered in the design of the curriculum:

1. The competency models selected to underscore the proposed Master's program.
2. The recommendations of Instructional Design faculty
3. The existing curricula and related academic departments in the university.



## VII. 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 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.

All departments within the COE have been provided with a copy of the program proposal and given the opportunity to make comments and recommendations. Additionally, departments outside of the COE offering technology related programs and/or courses have been provided with a copy of the program proposal and given the opportunity to provide recommendations. No-conflict documentation regarding overlap in curricular content received from relevant department chairs, directors and deans is attached to this proposal. As with all new degree programs at FAU, this proposal will be reviewed by the Office of the Provost, as well as the University Council Committee for Academic and Student Affairs before requesting final approval by the FAU Board of Trustees.

## VIII. 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.**

### *Professional Foundations*

1. Communicate effectively in visual, oral and written form.
2. Apply current research and theory to professional practice,.
3. Update and improve one's knowledge, skills and attitudes pertaining to instructional technology and related fields.
4. Comply with established legal and ethical standards.
5. Apply fundamental research skills to instructional technology projects.
6. Identify and resolve ethical and legal implications of instructional technology in the work place.

### *Planning and Analysis*

1. Select and use a variety of techniques for determining instructional content.
2. Conduct a needs assessment, identify and describe target population characteristics, and analyze the characteristics of the environment.
3. Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.
4. Reflect upon the elements of a situation before finalizing design solutions and strategies.
5. Develop and monitor a strategic training plan.
6. Plan and promote organizational change.

## *Design and Development*

1. Select, modify, or create a design and development model appropriate for a given project.
2. Select and use a variety of techniques to define and sequence the instructional content and strategies.
3. Develop instructional materials and select or modify existing instructional materials.
4. Design instruction that reflects an understanding of the diversity of learners and groups of learners.
5. Use technology to enhance the training function.

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

Applicants to the Master's degree program must possess a baccalaureate degree from an accredited college or university. In addition grade point average and graduate record exam requirements are described below.

#### **Admission standards for the program:**

- Bachelor's degree from a regionally accredited college or university;
- Grade point average (GPA) of 3.00 or higher in the last 60 semester hours of undergraduate work attempted prior to the granting of the bachelor's degree or 1,000 on the verbal and quantitative portions of the Graduate Record Examination (GRE).
- Graduate Record Examination scores that are not more than 5 years old; and
- Admission to the Department of Teaching and Learning.

#### **Graduation requirements for the program:**

- Completed at least 18 semester hours of credit at the 6000-level in courses open only to graduate students. An additional 6 semester hours of credit must be completed at the graduate level. If approved by assigned faculty advisor, these additional 6 semester hours of graduate credit may be completed at the 5000-level.
- Completed an approved program of study as certified by the advisor, department chair and graduate dean.
- Achieved a grade in each of the courses in instructional technology and each of the education courses of at least a B.
- Achieved a grade point average of at least 3.00 on all graduate work attempted.
- Completed the statistics and research core satisfactorily.
- Been recommended for the degree by the faculty of the College of Education.

### **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.**

- **The curricular framework for the proposed program:**
- **Number of credit hours and composition of required core courses and electives:**

College of Education Core:	6 hours
Program Core:	15 hours
Instructional Technology Electives:	<u>15 hours</u>
Total:	36 hours

There are 36 semester credit hours required for completion of this degree.

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

<b>Area</b>	<b>Hours</b>
College of Education Core Curriculum	<b>6</b>
Instructional Technology (Program Core)	<b>15</b>
Instructional Technology Electives	<b>15</b>
Total Credit Hours	<b>36</b>

**COURSE OF STUDY:**

The majority of the targeted population for the Masters are employed professionals who will pace their academic pursuits relative to their individual situation. Most prospective students will take an academic load that will enable them to complete the degree within 2-3 academic years.

**INSTRUCTIONAL TECHNOLOGY (Program Core) REQUIREMENTS (15 Hours)**

EME 4411	Educational Programming I	3
EME 6716	Organization and Management of Learning Technologies	3
EME 6051	Models of Learning	3
EME 6601	Instructional Design	3
EME 6607	Instructional Evaluation and Multimedia Portfolio	3

**INSTRUCTIONAL TECHNOLOGY ELECTIVES (15 Hours)**

EDG 6255	Instructional Program Development	3
EME 6209	Self-Regulated Learning Systems	3
EME 6413	Educational Programming II	3
EME 6415	Courseware Design	3
EME 6623	Technology and Theoretical Foundations of Learning	3
EME 6816	Authentic, Standards Based Assessment	3
	Additional Electives as approved by advisor	

## **COLLEGE CORE REQUIREMENTS (6 Hours)**

EDF 6481	Educational Research	3
STA 6113	Educational Statistics	3

Total semester hours required for degree: 36

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

## **INSTRUCTIONAL TECHNOLOGY (Program Core) REQUIREMENTS (15 Hours)**

### **EME 4411 Educational Programming I**

Introduction to educational programming. Hypertext; Procedural, Declarative and Object oriented Computer Languages; Hypermedia; Designing interactive learning systems; Writing intelligent CAI instruction-learning systems.

### **EME 6716 Organization and Management Learning Technologies**

Organization and management principles, models, and contemporary ideas that point to a redefinition, rebuilding, and reorganization of traditional educational environments. Emphasis is on Total Quality Learning.

### **EME 6051 Models of Learning**

Prerequisite: EME 6623 or permission of instructor. Models for designing instruction with emphasis on interface design, feedback mechanisms, new instructional paradigms, trends, issues, and current research.

### **EME 6601 Instructional Design**

Prerequisite: EME 6051 or permission of instructor. An introduction to the systems approach to designing instruction, based on the Dick, Carey, and Carey model (2000). Upon completion of the course, students will have designed, developed, and evaluated a sixty-minute standalone instructional module.

### **EME 6607 Multimedia Portfolio**

Course provides practical and professional experiences in instructional product creation and instructional effectiveness evaluation under qualified supervision and in specific areas of educational media and technology.

## **INSTRUCTIONAL TECHNOLOGY ELECTIVES (15 Hours)**

### **EME 6209 Self-Regulated Learning Systems**

An in-depth examination of the development of instructional materials and the design of instructional systems based upon contemporary learning theories and the evolving view of a technological future.

### **EDG 6255 Instructional Program Development**

Prerequisite: EME 6601 or permission of instructor Specific methods for organizing knowledge based upon contemporary ideas of how humans think and learn. Examines the latest ideas and research in instructional program development.

### **EME 6413 Educational Programming II**

Prerequisite: EME 4411 or permission of instructor. Educational programming techniques using object-oriented-programming languages for the development of interactive, self-regulated learning environments.

### **EME 6415 Courseware Design**

Prerequisites: EME 6601 or permission of instructor. An introduction to design, development, implementation, and assessment of technology-based learning environments.

### **EME 6623 Technology and Theoretical Foundations of Learning**

An examination of the role of learning theories, including behaviorist, cognitivist and constructivist perspectives, in the context of technology-rich and technology-infused classroom settings. The integrative use of computer- and internet-based technology to support each of the learning theory perspectives is presented and examined.

### **EME 6816 Authentic, Standards-Based Assessment for 21st Century Learners**

Prerequisite: EME 6623. A comprehensive overview of the theory and practice of assessment emphasizing the role of technology in conducting assessments, analyzing data, and using assessment data to improve student achievement. Technology-based assessment tools are explored, including online standardized testing tools, constructivist-based alternative assessment tools, and other web-based technologies.

## **COLLEGE CORE (6 hours)**

### **EDF 6481 Educational Research**

Prerequisite 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.

### **STA 6113 Educational Statistics**

Provides the student with a broad knowledge of statistical concepts and techniques necessary for critical consumption of educational research.

**Other electives as approved by the advisor.**

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

Not Applicable

- 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.**

Instructional Technology does not require specialized accreditation. As a College of Education program, it is subject to state and national accreditation. Once approved and implemented, the College of Education will begin the process for initial program approval. The University will seek accreditation for the program during the next NCATE(CAEP)/DOE/BOG Visit scheduled for Spring 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?**

This program is not at the doctoral level.

- 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.**

The Instructional Technology faculty of the Department of Teaching and Learning has taken a leadership role in implementing a broad range of instructional technologies in the delivery of its courses. Class sections are taught by the Instructional Technology Content Area as fully web-based courses or web-assisted courses. These offerings speak to the strong commitment already shown by the Department of Teaching and Learning and by the Instructional Technology faculty in offering a flexible and diverse set of technology-assisted methods for delivering instruction.

With the instructional technology faculty transferred to the Department of Teaching and Learning, that expertise and leadership will continue. While the Department of Teaching and Learning is deeply dedicated to the use of alternate delivery methods, it also acknowledges that certain courses are best delivered through traditional on-campus delivery. Decisions about the delivery modality for courses are therefore made on a course-by-course basis, such that sound media selection principles are integrated into the design of the curriculum and the

individual courses. It is anticipated that the proposed Master's degree programs will carry forward the tradition of offering courses in a wide variety of modalities, thereby affording students the greatest degree of flexibility in selecting and scheduling coursework. The intent of the department is to ensure that the courses in the proposed Master's program are delivered through a variety of different formats, so as to best meet the needs of the student population.

## **IX. 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

**TABLE 4  
ANTICIPATED FACULTY PARTICIPATION M.Ed. Instructional Technology**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	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	Ray Amirault, Ph. D. Instructional Technology	Assis. Professor	Tenure Tr	Fall 2013	9	0.75	0.00	0.00	9	0.75	0.00	0.00
A	Victoria Brown, Ed. D. Curr. & Inst. (Educational Technology)	Assis. Professor	Tenure Tr	Fall 2013	9	0.75	0.00	0.00	0	0.00	0.00	0.00
A	Ray Cafolla, Ed. D. Community College	Professor	Tenured	Fall 2013	9	0.75	0.00	0.00	0	0.00	0.00	0.00
<b>Total Person-Years (PY)</b>								<b>0.00</b>				<b>0.00</b>

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
<b>Overall Totals for</b>			<b>Year 1</b> 0.00	<b>Year 5</b> 0.00



- 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.**

There is no Table 2 because there are no additional costs. Faculty are already in place and courses are already being offered. This degree is a change from M.Ed. in Social Foundations with Instructional Technology track to M.Ed. in Instructional Technology.

- C. Provide in the appendices the curriculum vitae (CV) for 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	<b>786.8</b>	<b>811.1</b>	<b>1,588.9</b>	<b>13,567.8</b>
Graduate Total	<b>70.7</b>	<b>106.8</b>	<b>625.1</b>	<b>2,255.2</b>
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	<b>857.5</b>	<b>917.9</b>	<b>2,214.0</b>	<b>15,823.0</b>

**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
	<b>Total</b>	<b>22.3</b>	<b>29.3</b>	<b>231.2</b>	<b>5,311.6</b>
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
	<b>Total</b>	<b>764.5</b>	<b>781.8</b>	<b>1,357.7</b>	<b>8,256.1</b>
Graduate	FTE produced by students who are:				
	Majors within the department	38.9	59.7	393.5	1,631.6
	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
	<b>Total</b>	<b>70.7</b>	<b>106.8</b>	<b>625.1</b>	<b>2,255.2</b>
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
	<b>Total</b>	<b>857.5</b>	<b>917.9</b>	<b>2,214.0</b>	<b>15,823.0</b>

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
<b>Total</b>	<b>19.4</b>	<b>21.7</b>	<b>16.9</b>	<b>18.6</b>

*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**

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

**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		College Total	University Total
				2008-2009	2009-2010	2009-2010	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
Total		Person-Years	2.1	1.7	7.7	123.7	
Sponsored Research	Total		FTE	2.8	2.3	10.3	164.9
			Person-Years				1.5
	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	
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

**X. 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.**

The proposed program is not at the doctoral level, it is at the Master’s degree level. Since this program and other related technology disciplines have been offered for years, thousands of resources are available in this and related disciplines. The resources are specifically outlined below.

**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.**

Through a thorough review of the resources and capacities of the FAU library system, the faculty of the Department of Instructional Technology & Research has determined that the University library is positioned extremely well for providing the support needed for the implementation of the proposed academic program. This section provides information on library funding, library facilities, and library resources.

**Library Volumes Directed Related to Instructional Technology**

This information has been compiled with the assistance from staff at the FAU library. A review of the library collections in relation to subject matter specific to instructional technology was conducted. The purpose of this review was to evaluate the readiness of the library to support the proposed academic program in Instructional Technology.. This review determined that there are a significant number of books currently in the library that relate to the various subject areas under the instructional technology umbrella. Table 3 provides more detail on the results from this review. In addition to a robust collection of books on instructional technology, the University/College Library maintains 196 print/microfilm/microfiche periodical titles in the field of education.

Table 3: 2006-07 Number of print library volumes in Instructional Technology

Category	
Instructional Design	5026 everywhere /4126 online
Instructional Technology	6085 everywhere /4872 online
Social Science Research Methods	828 everywhere /107 online
Educational Research Methods	462 everywhere /67 online
Assessment, Education	3543 everywhere /569 online
Performance Improvement	548 everywhere /115 online
Distance Learning	597 everywhere /107 online
Psychometrics, General	49 everywhere /5 online
Educational Psychology	1679 everywhere /200 online
Statistical Methods, Education	202 everywhere /72 online
Human Performance Technology	226 everywhere /34 online
Training Design	938 everywhere /158 online
Educational Evaluation	2244 everywhere/ 343 online
Educational Measurement	1531 everywhere/ 209 online
Online Learning	4931 everywhere/ 4203 online
Grand Total	5,0283,863Everywhere 15,187 online

## Library Collection of Journals in Instructional Technology

The following is a list of major journals available in the FAU library and that publish materials of direct relevance to the fields of Instructional Technology. This list of journals is broken down by FAU campus.<sup>1</sup>

### *1. Journals available at the FAU/Boca Raton Campus:*

American Educational Research Journal  
British Journal of Educational Technology  
Cognition and Instruction  
Cognitive Neuropsychology  
Cognitive Psychology  
Comparative Education  
Computers and Education  
Computers in the Schools  
Contemporary Educational Psychology  
Distance Education Quarterly  
Educational Measurement: Issues And Practice  
Educational Psychologist  
Educational Research  
Educational Research Quarterly  
Educational Review  
Educational Technology  
Educational Technology, Research &  
History of Education Quarterly  
Human Development  
Intelligence  
International Review of Education  
Journal of Adult Development  
Journal of American Indian Education  
Journal of Educational Computing Research  
Journal of Educational Measurement  
Journal of Educational Research  
Journal of Educational Technology Systems  
Journal of Experimental Child Psychology  
Journal of Instructional Psychology  
Journal of Negro Education  
Journal of Research on Computing In Education  
Learning and Leading With Technology  
Learning and Motivation  
Multiple Linear Regression Viewpoints  
Performance Improvement  
Performance Improvement Quarterly  
Research in Higher Education  
Technology and Learning

---

Technology Teacher  
TechTrends  
Training Magazine

2. *Journals available at the FAU/Davie Campus:*

Education Technology News  
Educational Media and Technology Yearbook  
Journal of Educational Measurement  
Journal of Research and Development  
Journal of Research on Computing In Education  
Technology and Learning  
TechTrends  
Florida Journal of Educational Research  
Learning and Leading With Technology

3. *Journals available at the FAU/Jupiter Campus:*

Adult Learning  
American Journal of Education  
Childhood Education  
Chronicle of Higher Education  
Clearing House  
Communicator  
Education Digest  
Education Week  
Educational Administration Quarterly  
Educational Leadership  
Educational Researcher  
Educational Technology Research and Development  
Elementary School Journal  
Exceptional Children  
Florida Media Quarterly  
Harvard Educational Review  
High School Journal  
High School Magazine  
Instructor  
International Journal of Instructional Media  
Journal of Research in Childhood Education  
Language Arts  
Mathematics Teacher  
Mathematics Teaching in the Middle School  
Mental Measurements Yearbook  
NASSP Bulletin  
PC Computing  
Phi Delta Kappan  
Psychological Bulletin  
Psychology in the Schools



Reading Research Quarterly  
Reading Teacher  
Review of Educational Research  
School Science and Mathematics  
Science and Children  
Science Teacher  
Smart Computing  
Social Studies  
Teacher's College Record  
Teaching Children Mathematics  
TechTrends  
Young Children

3. *Journals available at the FAU/Port St. Lucie Campus:*

American Educational Research Journal  
Book Links  
Educational Leadership  
Journal of Applied Behavior Analysis  
Language Arts  
Mathematics Teacher  
Mental Measurements Yearbook  
Science and Children  
Science Scope  
Science Teacher  
Teaching Children Mathematics  
Teaching Exceptional Children

4. *Journals available electronically to students and faculty on all FAU campuses:*

American Educational Research Journal  
Computers and Education  
Education Technology News  
Educational Researcher  
Educational Technology Research and Development  
Electronic Education Report  
Heller Report on Educational Technology and Telecommunications  
Information Technology in Childhood Education  
Journal of Computer Assisted Learning  
Journal of Computers in Mathematics and Science Teaching  
Journal of Educational Multimedia and Hypermedia  
Journal of Information Systems Education  
Journal of Research on Technology in Education  
Journal of Special Education  
Journal of Technology and Teacher Education  
Learning and Leading with Technology  
MultiMedia  
Review of Educational Research  
Technology & Learning  
Technos

## **Electronic databases**

All FAU students have access through the FAU library web page to the full electronic collection of databases and electronic journals.

The library includes the following electronic database systems with refereed and non-refereed writings related to instructional technology:

ArticleFirst | 1990-present | Some Full Text | Vendor: FirstSearch: Contents/Info: Contains bibliographic citations with some full text from more than 13,000 journals in science, technology, medicine, social science, business, the humanities, and popular culture. Incorporates OCLC's ContentsFirst as of 10/15/01.

Cambridge Scientific Abstracts | Some Full Text | Vendor: CSA:Contents/Info: Content coverage includes the life sciences, environmental, aquatic sciences, social sciences, computer technology and engineering.

Computer and Information Systems Abstracts | 1981-present | Vendor: CSA: Contents/Info: Comprehensive database of the research and applications in the field.

Computer Database | 1980-present | Some Full Text | Vendor: Gale Group:  
Contents/Info: This database provides access to computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology.

Computer Technology | Vendor: CSA: Contents/Info: Search multiple databases covering computer technology.

Current Research@ Florida Atlantic University | Full Text | Vendor: ProQuest  
Contents/Info: A digital library of dissertations and theses from Florida Atlantic University.

Education Full Text | 1983-present | Some Full Text | Vendor: H. W. Wilson  
Contents/Info: Subject areas include adult education, arts, athletics, comparative education, competency-based education, computers in education, continuing education, educational technology, elementary education, government funding, higher education, instructional media, language arts, library science, literacy standards, multicultural/ethnic education, parent-teacher relations, prayer in public schools, preschool education, religious education, school administration, science and mathematics, secondary education, special education, student counseling, teacher education, teacher evaluation, teaching methods, vocational education. Full-text coverage begins in January 1996.

ERIC (Ask ERIC) | 1966-present | Vendor: ERIC Clearinghouse on Information & Technology  
Contents/Info: Ask ERIC is a personalized Internet-based service providing education information to teachers, librarians, counselors, administrators, parents, and anyone interested in education throughout the United States and the world.

ERIC | 1966-present | Vendor: CSA  
Contents/Info: Covers education-related research from conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs.

ERIC | 1966-present | Vendor: FirstSearch  
Contents/Info: Covers education-related research from conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs.

ERIC Document Reproduction Service - E\*Subscribe | 1996-present | Full Text | Vendor: DynEDRS, Inc.  
Contents/Info: Covers education-related research from conferences, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs. [When accessing

Elsevier Science Direct | Full Text | Vendor: Elsevier  
Contents/Info: 1,100+ scholarly journals in engineering, science, and social science disciplines (Group-wide login is no longer necessary to access this database).

Expanded Academic ASAP | 1980-present | Some Full Text | Vendor: Gale Group  
Contents/Info: Includes scholarly journals, news magazines and newspaper articles regarding arts and humanities, social sciences and science and technology disciplines.

FactSearch | 1984-present | Full Text | Vendor: FirstSearch  
Contents/Info: A guide to statistical statements on current social, economic, political, environmental and health issues, derived from some newspapers, periodicals, newsletters, and documents.

FirstSearch | Vendor: FirstSearch  
Contents/Info: A collection of databases provided by OCLC via WebLUIIS Web Gateway for FAU.

IEEE Xplore:IEEE/IEL Electronic Library | 1988-present | Full Text | Vendor: IEEE  
Contents/Info: IEEE/IEE Journals, Conference Proceedings, and Standards from 1988 to the present.

Gale Group/InfoTrac Databases | Full Text | Vendor: Gale Group  
Contents/Info: Includes access to Associations Unlimited, Biography & Master Genealogy Index, Custom Newspapers and Literature Resource Center among other databases.

InfoTrac OneFile | 1980-present | Some Full Text | Vendor: Gale Group

Contents/Info: A one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.

InfoTrac Professional Collection | Some Full Text | Vendor: Gale Group

Contents/Info: A collection of educational journals picked for their relevance in the modern world for today's professional.

InfoTrac Student Edition - K12 | Some Full Text | Vendor: Gale Group

Contents/Info: Formerly SuperTOM, this database is designed for high school students, with access to a variety of indexed and full-text magazines, newspapers and reference books for information on current events, the arts, science, popular culture, health, people, government, history, sports and more.

JSTOR | Full Text | Vendor: JSTOR

Contents/Info: Journal Storage (118 scholarly journals in education, humanities, mathematics, science [including the General Science Collection and Ecology and Botany Collection], and social science disciplines)

Kraus Curriculum Development Library (KCDL Online) | Full Text | Vendor: The Kraus Organization Limited

Contents/Info: This searchable database of curricula, frameworks, and standards brings together educational objectives, content, instructional strategies, and evaluative techniques for all subjects covered in PreK-12 and Adult Basic Education.

LexisNexis Academic | Full Text | Vendor: LexisNexis

Contents/Info: Accesses over a billion full text news, magazine, legal, and business articles and reports, including newspapers, magazines and government documents, state and federal laws and regulations, case law, newsletters, company and industry information.

LexisNexis Statistical | 1973-present | Some Full Text | Vendor: LexisNexis

Contents/Info: Search summaries of U.S. government statistical publications, then link to the full-text of selected publications on LexisNexis Statistical and U.S. government web sites.

Library Literature and Information Science Full Text | 1980-present | Some Full Text | Vendor: H. W. Wilson

Contents/Info: Subject areas include automation, cataloging, censorship, children's literature, circulation procedures, classification, copyright legislation, education for librarianship, government aid, information brokers, internet software, library associations and conferences, library equipment and supplies, personnel administration, preservation of materials, public relations, publishing, and web sites. Full-text coverage begins in 1997.

OmniFile Full Text Mega Edition | Some Full Text | Vendor: H. W. Wilson

Contents/Info: Wilson OmniFile Full Text, Mega Edition is a multi-disciplinary database providing the complete content - indexing, abstracts, and full text - from six of Wilson's full-text databases: Education Full Text, General Science Full Text, Humanities Full Text, Readers' Guide Full Text, Social Sciences Full Text, and Wilson Business Full Text. Full-text articles from five additional periodical databases are also included when available: Applied Science & Technology Full Text, Art Full Text, Biological & Agricultural Index, Index to Legal Periodicals & Books, and Library Literature & Information Science Full Text. Full-text coverage begins in 1994. Each database has its own start dates for indexing, abstracting, and full text; start dates for full-text rights to individual journals vary within a database.

Periodicals Contents Index Full Text (PCI Full Text) | Full Text | Vendor: ProQuest

Contents/Info: PCI Full Text is a major online periodical archive which makes the full image of periodical articles, from 1770 to 1995, available in digital form.

Peterson's.com | Full Text | Vendor: Petersons

Contents/Info: Petersons.com provides information about educational opportunities at all levels, and gives individuals the ability to search Peterson's databases, as well as to request more information, apply to a school or program, and interact in other ways with faculty and administrators at educational institutions.

ProQuest Digital Dissertations | 1861-present | Vendor: ProQuest

Contents/Info: Covers every doctoral dissertation completed in the U.S. at accredited institutions for the last 150 years. Includes some master's theses and foreign language dissertations.

PsycARTICLES | 1988-present | Full Text | Vendor: APA

Contents/Info: Contains the full text of articles from APA journals and selected EPF journals, most from 1988 to the present.

PsycINFO | 1887-present | Vendor: ProQuest

Contents/Info: PsycINFO contains more than 1.5 million references to journal articles, books, book chapters, technical reports and dissertations dealing with mental health, neuroscience, psychology, psychometrics, and related disciplines. This resource provides links to full text dissertations within the ProQuest Digital Dissertations database.

Safari Tech Books Online | Full Text | Vendor: ProQuest

Contents/Info: An online, searchable database of top IT books from leading technology publishers.

Web of Knowledge | Vendor: Institute for Scientific Information

Contents/Info: Provides access to the Web of Science databases and Current Contents Connect.

Web of Science | 1945-present | Vendor: Institute for Scientific Information

Contents/Info: Three unique citation databases which allow searching cited references as well as traditional searches independently or in combination: the Science Citation Index Expanded, Social Sciences Citation Index, and Arts and Humanities Citation Index.

Wiley InterScience | 1999-present | Some Full Text | Vendor: Wiley

Contents/Info: Provides access to 194 full-text journals plus 121 titles with abstracts only

Wilson Science Complete | Some Full Text | Vendor: H. W. Wilson

Contents/Info: Searches all three H. W. Wilson science databases: Applied Science and Technology Full Text, General Science Full Text, and Biological and Agricultural Index Plus.

WilsonSelectPlus | 1986-present | Full Text | Vendor: FirstSearch

Contents/Info: Provides indexed and abstracted records with accompanying full text from over 1300 periodicals from H.W. Wilson General Science Abstracts, Humanities Abstracts, Readers' Guide Abstracts, and Wilson Business Abstracts, and many other Wilson databases. Some topics covered include accounting, advertising, auditing, banking, broadcasting, computers, economics, engineering, environment, general science, health care, human resources, international trends, investment analysis, management, and marketing.

- 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.**

Since the Educational Technology track has been offered for several years, no additional classrooms, teaching laboratories or research laboratories will be needed.

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

Since the Instructional Technology track has been offered for several years and is even completely offered online to those who chose that mode, no additional classrooms, teaching laboratories or research labs will be needed.

- E. 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.**

Since the Instructional Technology track has been offered for several years the expenses will not be changing.

**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.**

Since the Instructional Technology track has been offered for several years the expenses will not be changing.

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

The department currently has access to several graduate assistants (GA's). The department is not requesting additional fellowships, scholarships or graduate assistantships.

**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.**

Not Applicable

**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.**

No additional capital expenditures for instruction or research are anticipated.

**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](mailto:sbeyer2@fau.edu)>

**Date:** January 12, 2012 4:24:30 PM EST

**To:** Barbara Ridener <[BRIDENER@fau.edu](mailto: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](mailto: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](mailto: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.



## Sharon Crawley

---

**From:** Penelope Fritzer  
**Sent:** 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](mailto:mbrady@fau.edu)

**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)  
561-297-2839 (fax)  
Website: <http://www.coe.fau.edu/eshp>  
Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

**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*

<https://exchange.fau.edu/owa/?ae=Item&t=IPM.Note&id=RgAAAADJ9v1xu6wJQppot4a...> 1/20/2012

**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  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto: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:** Penelope Fritzer  
**Sent:** Friday, March 30, 2012 2:58 PM  
**To:** Sharon Crawley  
**Subject:** FW: New Degree proposals for Chairs approval010612.docx

---

**From:** James McLaughlin  
**Sent:** Tuesday, January 17, 2012 9:13 AM  
**To:** Barbara Ridener  
**Cc:** Gail Burnaford; Dilya 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](mailto:sbeyer2@fau.edu)>  
**Date:** Tue, 10 Jan 2012 16:18:12 -0500  
**To:** Heather Coltman <[coltman@fau.edu](mailto:coltman@fau.edu)>, "J. Dennis Coates" <[coates@fau.edu](mailto:coates@fau.edu)>, Rosalyn Carter <[rcarter@fau.edu](mailto:rcarter@fau.edu)>, Mohammad Ilyas <[ILYAS@fau.edu](mailto:ILYAS@fau.edu)>, Barry Rosson <[ROSSON@fau.edu](mailto:ROSSON@fau.edu)>, Jeffrey Buller <[jbuller@fau.edu](mailto:jbuller@fau.edu)>, "michael.friedland@fau.edu" <[michael.friedland@fau.edu](mailto:michael.friedland@fau.edu)>, Marlaine Smith <[msmit230@fau.edu](mailto:msmit230@fau.edu)>, Gary Perry <[perryg@fau.edu](mailto:perryg@fau.edu)>, Valerie Bristor <[BRISTOR@fau.edu](mailto:BRISTOR@fau.edu)>, Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>, Irene Johnson <[ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)>, Harry James McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>, Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>, Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, Sue Graves <[SGRAVES@fau.edu](mailto:SGRAVES@fau.edu)>  
**Cc:** Barbara Ridener <[BRIDENER@fau.edu](mailto: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

Florida Atlantic University

777 Glades Road

Boca Raton, FL 33431

561-297-3206

561-297-0293

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

**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.