Proposed program title: <u>M.Ed. in Instructional Technology</u>          CIP: <u>13.0501</u>

Department: <u>Teaching & Learning</u>          *Barbara Ridener  9/2/14*

Chair's signature          Date

College: <u>Education</u>          *Valerie Bristor*          9/2/14

Dean's signature          Date

Academic Affairs: _____          _____

Associate Provost of Academic Personnel and Programs' signature          Date

_____          _____

Associate Provost of Assessment and Instruction's signature          Date

Undergraduate Studies: _____          _____

Dean's signature          Date

Graduate College: _____          *10-15-14*

Dean's signature          Date

UFS - GPC or UPC [circle one]: _____          *10/8/14*

Chair's signature          Date

UFS - Academic Planning and Budget: _____          _____

Chair's signature          Date

University Faculty Senate: _____          _____

UFS President's signature          Date

Provost: _____          _____

Provost's signature          Date

# Board of Governors, State University System of Florida
# Request to Offer a New Degree Program

| | |
|---|---|
| Florida Atlantic University | Fall 2015 |
| University Submitting Proposal | Proposed Implementation Term |
| Education | Teaching & Learning |
| Name of College(s) or School(s) | Name of Department(s)/ Division(s) |
| Instructional Technology | M.Ed. in Instructional Technology |
| Academic Specialty or Field | Complete Name of Degree |
| 13.0501 | |
| Proposed 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 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

| Implementation Timeframe | Projected Enrollment (From Table 1) | | Projected Program Costs (From Table 2) | | | | |
|---|---|---|---|---|---|---|---|
| | HC | FTE | E&G Cost per FTE | E&G Funds* | Contract & Grants Funds | Auxiliary Funds | Total Cost |
| Year 1 | 20 | 11.250 | $13,062 | $146,952 | $0 | $0 | $160,014 |
| Year 2 | 30 | 16.875 | | | | | |
| Year 3 | 45 | 25.3125 | | | | | |
| Year 4 | 65 | 36.5625 | | | | | |
| Year 5 | 90 | 50.625 | $2,903 | $146,952 | $0 | $0 | $149,855 |

*E&G funds listed represent a reallocation of funds from program-to-program within the same department. No additional costs are projected for Year 1 and Year 5.

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.*

## 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.**

a) **Level:** Graduate (Master's Degree)

b) **Emphases:** Systematic analysis, design and development of effective instruction

c) **Total number of credit hours:** 36 credits

d) **Overall purpose:** This program is requested in order to comply with Florida Department of Education (FLDOE) recommendations to offer a stand-alone degree in instructional technology in lieu of the currently offered Master's Degree in Social Foundations in multiple subject areas. Completion of this degree program will prepare graduates for a wide range of employment opportunities. Examples include K-12 and technical schools, instructional design and consulting firms, corporate training departments, government and health related agencies, military units, colleges and universities. In addition, students will be prepared for admission to graduate programs in technology related fields at the specialist and doctoral levels.

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

The proposed program directly supports all three current SUS Strategic Planning Goals by:
- Promoting teaching and learning at the graduate and professional levels through a strong academic approach that increases degree productivity in instructional technology, as well as other programs preparing well qualified technology educators and prospective students for graduate study at the specialist and doctoral levels in technology related content areas in colleges and universities state-wide.
- Strengthening scholarship; increasing research, collaboration, external support and innovation by developing and modeling exemplary instructional technology programs that provide training in content areas to support productivity in Florida's most critically challenging subject areas that directly lead to jobs and strong linkages to local, regional, and state development entities.
- Providing a source to increase the supply of knowledgeable technology professionals in the workforce, who stimulate commitment and higher levels of civic engagement by enhancing public and private sector understanding that focuses on collaboration between universities and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

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.**

The Areas of Programmatic Strategic Emphasis:
1. Critical Needs:
   - Education
   - Health Professions
   - Security and Emergency Services

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2. Economic Development:
   - Globalization
   - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

- **Categories:** The proposed program in Instructional Technology is to be included in all three Areas of Programmatic Strategic Emphasis as described in the SUS Strategic Plan: 1. Critical needs (education, health professions, and security and emergency services); 2. Economic development (globalization and regional workforce demand); 3. Science, technology, and math.
- **Justification:** Completion of this degree program will prepare students for global and regional workforce employment, as well as further graduate level study in instructional technology related fields. In addition, the proposed degree will serve the community by providing a source to increase the supply of knowledgeable and highly qualified technology professionals in a variety of content areas, including the critically needed fields of science, technology, and math.

**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.**

The proposed program is expected to be offered on established sites located on the FAU Jupiter, Boca and Davie Campuses, as well as online.

## 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.**

There is growing concern that the United States is not preparing students, teachers and practitioners in the areas of science, technology, engineering and math . . . (*CRS Report for Congress, 2008*). As our future economy depends on a workforce with knowledge and skills across the STEM disciplines, effective math and science education is extremely important . . . (*From the Lab to the Classroom: Institute of Education Sciences Research to Improve Our Nation's Math and Science Achievement, IES 2012*).

In recent decades the Nation has focused attention on the educational system because of the growing importance of producing a trained and educated workforce. 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.

Instructional Technologists focus on integrating technology into all content areas in order improve student learning capabilities at all levels. Although often introduced at the undergraduate level, studying the in-depth body of knowledge related instructional technology is considered appropriate major content at the graduate level. Completion of this versatile degree will fill the need to provide instructional technology professionals in a variety of fields like postsecondary administrators (http://www.bls.gov/soc/2000/soc_a9d3.htm), educational support services (http://www.bls.gov/oes/current/naics4_611700.htm), and instructional coordinators (http://www.bls.gov/opub/ooq/2001/spring/art03.pdf, please enter by hand).

**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.**

In support of the assumption that students will enroll in the proposed program: Over the past few years, more than 200 prospective students have inquired about a stand-alone graduate degree in instructional technology that is designed to provide them with the skills and practical experiences required to compete both locally and in a technologically-driven global marketplace.
South Florida business leaders have indicated a need for graduates with expertise in web design and multimedia development. School districts are actively seeking professionals with the ability to integrate technology into the K-12 curriculum and support technology needs of their educators and administrators. The Department of Teaching and Learning continues to receive announcements for positions in instructional design at local state colleges, universities and businesses.

**C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

A recent internet search of institutions in Florida offering graduate programs indicated that no private universities within the FAU service area offer substantially similar (blended online and traditional delivery) programs. Among the public SUS institutions offering graduate degrees, three share the four-digit CIP Code (0501) with the proposed degree. Universities sharing the 0501 CIP with FAU include FSU in Tallahassee, UCF in Orlando, and UWF in Pensacola.

All three universities sharing the 0501 CIP Code are located a considerable distance from the FAU service area. The proposed FAU program will serve Palm Beach, Broward, St. Lucie, Indian River, Martin, and Okeechobee counties. All of these counties are located within the FAU service area. Due to the geographic locations of the other universities offering instructional technology related degrees, no potential impact on their enrollment is anticipated. At this time, there are no plans for collaboration pertaining to instruction or research.

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

The majority of students projected to enroll in the proposed program are prospective students interested in pursuing a stand-alone *Master's Degree in Instructional Technology*. Regarding shifts from disciplines that will likely occur, it is anticipated that the only shifts within the institution will involve students who are currently completing the instructional technology track in the Master's of Education in Social Foundations. This degree is split between two departments and includes four tracks. The instructional technology track is offered by the same department proposing the new degree (Teaching and Learning). This request is submitted in compliance with suggestions from a previous NCATE evaluation team. The team recommended that the multi-tracked degree program be discontinued and stand-alone degree programs be implemented by the appropriate departments. This proposal is submitted in compliance with this recommendation.

**E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an**

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impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. <u>The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.</u>

The College of Education is fortunate to already have a diverse student body. The proposed program in *Instructional Technology* does not substantially duplicate a program at FAMU or FIU. Although no minority groups will be unfavorably impacted, in order to assure that current diversity practices transfer seamlessly to the proposed degree program, appropriate recruiting, promotional, and informational materials will be forwarded to:

- The Florida Atlantic University (FAU) Office for Multicultural Affairs (local)
- Departments throughout the FAU University Community (local)
- Service-area coordinators in Palm Beach and surrounding counties (regional)
- The International Society for Technology in Education (ISTE, international)

According to the *Institutional Effectiveness & Analysis (IEA)/Final Updated Semester Headcount Enrollment*, as of fall 2013, among the 3,936 (100%) students enrolled in the COE, students self-identified as: 4 American Indian or Alaskan Native (.102%); 77 Asian (1.956%); 720 Black or African American (18.293%); 793 Hispanic or Latino (20.147%); 6 Native Hawaiian or Pacific Islander (.152%); 2,174 White (55.234%); 91 of two or more races (2.312%); 34 nonresident alien (.864%); and 37 are listed as race and ethnicity unknown (.940%).

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**Signature of Equal Opportunity Officer**      **Date**

III.    **Budget**

A.  Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A 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.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

Although Table 2 indicated a reallocation of $146,952 for Year 1 and Year 5, no additional costs and associated funding sources are projected. Existing Education and General Funds will be shifted from program-to-program within the same department to support the new program in Year 1 (Table 3). The university does not intend to operate the program through continuing education.

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).

No other programs will be impacted by a reallocation of resources for the proposed program. Implementation of the proposed program will have a positive effect by providing departmental

faculty with the option to offer well qualified students with the opportunity to complete a stand-alone *Master's Degree in Instructional Technology.*

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 other potential impacts on related programs or departments are anticipated.

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.**

No financial, in-kind or external resources are available to support the proposed program.

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

Use information from Tables 1 and 2 in Appendix A, 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 most significant projected benefits to the university include enhanced visibility as an institution recognized for preparing quality technology professionals.  Students regularly indicate interest in applying for admission to a stand-alone *Master's Degree in Instructional Technology* program that is designed to provide them with the skills and experiences necessary to complete in the global market place.  They are disappointed to hear that this option is not available at FAU.

Tables 1 and 2: Significant potential sources of enrollment (university benefit) in the proposed program include students who have recently completed preceding degree programs at FAU and are interested in pursuing a technology related graduate degree, as well as teachers employed by county school districts within the FAU service area (local community benefit), who are interested in preparing for careers in technology support.  Completion of this degree will add substantially to participating teacher's knowledge base and provide a continuous source of well qualified technology educators (state benefit).

Note: No additional costs are associated with implementation of the proposed program (Table 2).

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 separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

*Not applicable.*  The proposed program is not a bachelor's degree.

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 the <u>Common Prerequisite Manual</u> at 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**

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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 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.* The proposed program is not a bachelor's degree.

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 Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

*Not applicable.* The proposed program is not a bachelor's degree.

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 at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

*Not applicable.* The proposed program is not a bachelor's degree.


## 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.

Goals of the proposed program relate to the FAU mission and strategic plan by:

- *Enriching the educational experience* by expanding the breadth and scope of science and mathematics initiatives and increasing the number of students, programs and degree awards in instructional technology, with emphases in the sciences and mathematics *(Goal I)*.
- *Inspiring continued interest and productivity in educational research, scholarship and creative activity* in accordance with the new SACS Quality Enhancement Plan (QEP) focused on weaving research experiences throughout education curriculum *(Goal II)*.
- *Increasing FAU's community engagement* by continuing to foster and expand partnerships and maximizing the University's expertise in its region by increasing the number of instructional technology graduate students placed in practical and professional opportunities in community engagement experiential learning projects *(Goal III)*.

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- *Leveraging momentum toward achieving FAU's strategic goals by being good stewards of its human, technological, physical and financial resources* by making effective use of existing COE personnel, buildings, laboratories and potential fiscal resources *(Goal IV)*.

**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.**

In addition to building on faculty expertise in FAU's College of Education in existing undergraduate degree programs, the proposed *Master's Degree in Instructional Technology* 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.**

The planning process leading up to submission of this proposal was initiated in the fall of 2003. It was placed hold in the fall of 2004, in preparation for COE restructuring over the next few years, and resumed in the spring 2009 semester. When initially conceived in 2003, this degree program was to be offered through the Department of Instructional Technology and Research (IT&R). During the restructuring, IT&R was dissolved and the technology faculty assigned to the Department of Teaching and Learning. Recently, the proposal was revised and updated. Discussion continues to involve faculty, staff and administrators within the FAU Community, as well as school personnel who have indicated interest in supporting the program. A significant potential source of enrollment in the proposed program will be teachers employed by county school districts within the FAU service area, who are interested in preparing for careers related to instructional support.

**Planning Process**

| Date | Participants | Planning Activity |
|---|---|---|
| Fall 2003 | Dean Aloia and College of Education Department Chairs. | Called for interested faculty to form a committee to design stand-alone Master's in Instructional Technology. |
| Fall 2003 | All faculty members in the Department of Instructional Technology and Research. | Initial meeting of the technology committee, creation of the 1st draft of the degree proposal, plan to distribute the 1st draft to all COE faculty and request recommendations. |
| Spring 2004 | Instructional Tech and Research faculty, school board members in the FAU service area. | Opened discussions pertaining to the new degree program with service area school district personnel, COE and FAU administrators. |
| Spring 2004 | All faculty members in the Department of Instructional Technology and Research. | Reviewed technology related degree programs in the Florida SUS, considered needs expressed by service area school district personnel, COE and FAU administrators. |
| Summer 2004 | Instructional Technology Committee, additional faculty actively supporting the program. | Discussed the pending COE restructuring and need to place the new degree program *on hold* until the restructuring initiative was completed. |
| Fall 2004 | All interested COE faculty. | New degree program placed *on hold*. |
| Spring 2009 | Instructional technology faculty assigned to the Department of Teaching and Learning and the Department Chair Dr. Ridener. | Presented the new degree program to the Department of Teaching and Learning faculty for recommendations and approval to move forward with a formal degree proposal. Proposal approved by the Department. |
| Spring 2010 | Dr. Ridener and Instructional Technology faculty. | Presented the new degree program during the Faculty Assembly. |

| Spring 2011 | Instructional tech faculty: Drs. Amirault, V. Brown and Cafola. | Partially revised degree proposal and requested additional faculty recommendations. |
|---|---|---|
| Spring 2012 | Instructional technology representative. | Presented proposal to the COE/GPC. Program endorsed to move forward through the approval process. |
| Fall 2013 | Drs. Meltzer, Torok, and Ridener. | Completed revisions, updated and reviewed the final draft of the new degree proposal. |
| Fall 2014 | Dr. Meltzer to Drs. Ridener and Bristor. | Completed and submitted the pre-proposal, feasibility study and final version of the new degree proposal. |
| Fall 2014 | Dr. Ridener to Drs. Brady, Hyslop-Margison, Peluso, Shockley, Wener, Bristor, Bjorkman, Buller, Carter, Coltman, Gropper, Ilyas, Ivy and Smith. | Forwarded the revised and updated proposal for the new stand-alone Master's Degree in Instructional Technology to all COE department chairs and FAU college deans requesting currently dated no-conflict documentation. |

### Events Leading to Implementation

| Date | Implementation Activity |
|---|---|
| Spring 2014 | Submit Pre-Proposal and Feasibility Study to the Provost's Office for approval. |
| Spring 2014 | Submit new degree proposal to the FAU Graduate Programs Committee. |
| Spring 2014 | Submit new degree proposal to the FAU Graduate Council, Faculty Senate, Board of Governors. |
| Fall 2015 | Offer new Master's Degree in Instructional Technology. |

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.**

Since this is a new stand-alone degree, no program reviews, accreditation visits, or internal reviews for other degree programs related to the proposed program are available for comparison. All departments within the COE, as well as departments throughout the university offering technology related programs and/or courses have been provided with the program proposal and given the opportunity to provide input.

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.**

*Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.* Students will:
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

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*Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.* Students will:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

*Students apply digital tools to gather, evaluate and use information.* Students will:

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

*Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.* Students will:

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

*Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.* Students will:

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

*Students demonstrate a sound understanding of technology concepts, systems, and operations.* Students will:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

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

*Admission Standards:*

- Completion of the graduate application online through the Graduate College.
- Receipt of official transcripts including all undergraduate coursework.
- A bachelor's degree from a regionally accredited college or university.
- Official copy of Graduate Record Examination (GRE) scores not more than 5 years old.
- Admission decision is based on compliance with **one** of the following:
  a) A grade point average (GPA) of 3.00 or higher in all upper division courses attempted before the awarding of the bachelor's degree.
  b) GRE scores for examinations taken after August 1, 2011: 154 (verbal) and 144 (quantitative).
  c) GRE scores for examinations taken before August 1, 2011: a minimum combined score 1000 (verbal and quantitative).
  d) A graduate degree from a regionally accredited institution.

*Progress and Graduation Requirements:*
- Completion of all required coursework listed on page 11 (except EDE 6205 or EDG 6235 or ESE 6215 and one approved elective) prior to placement in EME 6945.
- An overall grade point average of 3.00 or higher.

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.**

- *Number of credit hours of required courses:* 30
- *Composition of required courses:* course descriptions pages 11-12
- *Restricted electives:* 6 credit hours
- *Unrestricted electives:* none
- *Thesis requirements:* none
- *Dissertation requirements:* none
- *Total number of semester credit hours for the degree:* 36

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

The following sequenced course of study is recommended for full-time students beginning during a fall semester. Scheduling can be modified to suit the needs of individual students.

*1st Fall Semester:*
- Instructional Design (EME 6601)
- Organization and Management Learning Technologies (EME 6716)
- Educational Statistics (STA 6113)

*1st Spring Semester:*
- Educational Psychology (EDF 6229) or Instructional Program Development (EDG 6255)
- Models of Learning and Instruction (EME 6051)
- Educational Research (EDF 6481)

*2nd Fall Semester:*
- Instructional Strategies and Assessment Practices (EDG 6345)
- Distance Education in Theory and Practice (EME 6458)
- Approved Elective (please see pages 12)

*2nd Spring Semester:*
- Curriculum: Elementary School (EDE 6205) or Middle School Curriculum (EDG 6235) or Senior High School Curriculum (ESE 6215)
- Field Experience in Education and Technology (EME 6945)
- Approved Elective (please see pages 12)

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

*Core Courses (30 semester hours required: all courses 3 semester hours unless noted below)*

**Instructional Design (EME 6601):** A systems model for instructional design.

**Organization and Management Learning Technologies (EME 6716):** 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.

**Educational Psychology (EDF 6229):** Application of psychological principles and research to assist teachers in promoting academic achievement and fostering progress toward educational goals; *OR*

**Models of Learning and Instruction (EME 6051):** Models for instructional design emphasizing interface design, feedback mechanisms, new instructional paradigms, trends, issues, and research.

**Instructional Program Development (EDG 6255):** Methods for organizing knowledge based on contemporary ideas of how humans think and learn by examining current research in instructional program development.

**Instructional Strategies and Assessment Practices (EDG 6345):** A professional initial certification course using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners, and assessment techniques that emphasize data-driven decision making. FEAPS are emphasized.

**Distance Education in Theory and Practice (EME 6458):** Provides skills and knowledge to plan, develop, and deliver instruction using distance learning education technology. Students will be exposed to knowledge, skills, and tools useful in creating and maintaining an online learning environment. Topics covered include interactivity, communications, curriculum design, instructional design, website design, and distance education software.

**Curriculum: Elementary School (EDE 6205):** A study of curriculum theory and practice in elementary school; *OR*

**Middle School Curriculum (EDG 6235):** Curriculum theory, principles, and practices for the middle school; *OR*

**Senior High School Curriculum (ESE 6215):** Curriculum theory, principles, and practices for the senior high school.

**Field Experience in Education and Technology (EME 6945):** Practical and professional experiences under qualified supervision and in specific areas of educational media and technology.

**Educational Statistics (STA 6113):** Provides a broad knowledge of statistical concepts and techniques necessary for critical consumption of educational research.

**Educational Research (EDF 6481):** Provides the skills necessary to locate, interpret, and analyze educational research. Emphases concepts involved in critical consumption of educational research.

*Approved Electives (6 semester hours):*

**Self-Regulated Learning Systems (EME 6209):** A in-depth examination of the development of instructional materials and the design of instructional systems based on contemporary learning theories and the evolving view of a technological future.

**Courseware Design (EME 6415):** Introduction to design, development, implementation, and assessment of technology-based learning environments.

**Administrative Applications of Educational Technology (EME 6426):** Survey of the fundamental applications of technology to educational administration, including basic knowledge of hardware and software, database management, telecommunications and electronic spreadsheets.

**Technological and Theoretical Foundations of Learning (EME 6623):** An examination of the role of learning theories including behaviorist, cognitivist and constructivist, 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.

**Authentic, Standards-Based Assessment for 21st Century Learners (EME 6816):** A comprehensive overview of the theory and practice of assessment emphasizing the role of technology in conducting assessments, analyzing data, and using assessment data t improve student achievement. Technology-based assessment tolls are explored, including online standardized testing tools, constructivist-based alternative assessment tools, and other web-based technologies.

**Directed Independent Study (EDF 6905):** Requires approval by assigned faculty advisor.

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**Master's Thesis (EDF 6971):** Requires approval by assigned faculty advisor.

*Other electives approved by assigned faculty advisor.*

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

The proposed program is designed to prepare well qualified instructional technology professionals in accordance with competencies identified by the International Society for Technology Education (ISTE). In order to prepare graduates for employment in the global marketplace, these competencies were identified and incorporated into the curriculum development and student assessment.

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.

Although programs in instructional technology do not require specialized accreditation, student learning outcomes listed (please see pages 9-10) are in accordance with competencies endorsed by the International Society for Technology Education (ISTE). In addition, as a College of Education (COE) program, the *Master's in Instructional Technology* is subject to state and national accreditation. When approved and implemented, the COE will seek initial (CAEP/DOE/BOG) program approval.

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?

*Not applicable.* The proposed program is not a doctoral program.

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; 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 in Appendix A.

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 anticipated delivery system for the proposed program will be blended to include both traditional and distance learning experiences. Because all of the courses already exist and are already offered, this program will not require specialized services or any additional financial support (please see Table 2, Appendix A). The proposed program will not be offered in collaboration with other institutions.

IX.     Faculty Participation

A. Use Table 4 in Appendix A 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-learning, 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).

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No additional funding is required. The 8 ranked faculty, who will participate in the proposed program through Year 5, are identified in Table 4 in Appendix A.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). 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.

No additional costs and associated funding are anticipated pertaining to the proposed program. Among the 8 ranked faculty, 7 are currently under contract and one new faculty will be hired on a vacant line. One adjunct faculty is listed in the category OPS. All courses are currently offered.

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

*Curriculum vitae* for each existing faculty member are included in **Appendix B**.

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

## I. Teaching

| Instruction |
| --- |

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

|  | Teaching & Learning | | | College Total | University Total |
| --- | --- | --- | --- | --- | --- |
|  | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Undergraduate Total | 704.8 | 645.5 | 559.3 | 1,449.7 | 15,335.0 |
| Graduate Total | 79.6 | 67.5 | 57.6 | 500.7 | 2,223.7 |
| Grad I | 76.3 | 65.3 | 52.6 | 383.8 | 1,838.4 |
| Grad II | 3.2 | 2.2 | 5.1 | 116.8 | 385.2 |
| Classroom | 79.6 | 67.5 | 57.6 | 476.1 | 2,085.9 |
| Thesis-Dissertation |  |  |  | 24.6 | 137.7 |
| Grand Total | 784.4 | 713.0 | 617.0 | 1,950.4 | 17,558.6 |

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

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

| | | Teaching & Learning | | | College of Education | University Total |
|---|---|---|---|---|---|---|
| | | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Course Level | FTE produced by students who are: | 15.1 | 16.8 | 21.7 | 85.5 | 729.1 |
| Lower Division Undergraduate | Majors within the department | | | | | |
| | Majors outside the department, but within the college | 2.8 | 3.1 | 4.9 | 52.3 | 1,743.9 |
| | Majors outside the college | 8.6 | 6.1 | 6.0 | 132.6 | 4,111.2 |
| | Total | 26.5 | 25.9 | 32.6 | 270.4 | 6,584.2 |
| Upper Division Undergraduate | FTE produced by students who are: | 575.8 | 528.3 | 447.3 | 794.1 | 5,103.4 |
| | Majors within the department | | | | | |
| | Majors outside the department, but within the college | 37.5 | 36.9 | 40.2 | 256.5 | 2,343.8 |
| | Majors outside the college | 65.0 | 54.3 | 39.1 | 128.8 | 1,303.6 |
| | Total | 678.2 | 619.5 | 526.7 | 1,179.3 | 8,750.8 |
| Graduate | FTE produced by students who are: | 55.5 | 46.6 | 39.3 | 361.5 | 1,730.7 |
| | Majors outside the department, but within the college | | | | | |
| | Majors outside the college | 17.5 | 14.2 | 10.4 | 51.0 | 144.4 |
| | Total | 79.6 | 67.5 | 57.6 | 500.7 | 2,223.7 |
| Total | FTE produced by students who are: | 646.5 | 591.7 | 508.3 | 1,241.0 | 7,563.2 |
| | Majors within the department | | | | | |
| | Majors outside the department, but within the college | 46.8 | 46.7 | 53.1 | 396.9 | 4,436.2 |
| | Majors outside the college | 91.1 | 74.5 | 55.5 | 312.5 | 5,559.3 |
| | Total | 784.4 | 713.0 | 616.9 | 1,950.4 | 17,558.6 |

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

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

|  | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|
|  | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Undergraduate | 16.6 | 14.2 | 16.2 | 13.3 | 19.1 |
| Graduate | 1.9 | 1.5 | 1.7 | 4.6 | 2.8 |
| Total | 18.5 | 15.7 | 17.9 | 18.0 | 21.9 |

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).

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## Effectiveness

## E 1 Rating of Quality of Instruction (item 20) and Instructor (item 21) from Student Perception of Teaching (SPOT) for Teaching & Learning

Scale 1=Excellent 5=Poor

20. Rate the quality of instruction as it contributed to your learning in the course.

|  |  | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|---|
|  |  | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Undergraduate | # Sections | 324 | 324 | 237 | 620 | 5,771 |
|  | Mean Rating | 1.7 | 1.6 | 1.7 | 1.7 | 1.9 |
| Graduate | # Sections | 72 | 54 | 25 | 241 | 1,016 |
|  | Mean Rating | 1.4 | 1.5 | 1.6 | 1.7 | 1.7 |
| Total | # Sections | 396 | 378 | 262 | 861 | 6,787 |
|  | Mean Rating | 1.6 | 1.6 | 1.7 | 1.7 | 1.8 |

Source: Student Perception of Teaching Results

## Effectiveness

E 1 Rating of Quality of Instruction (item 20) and Instructor (item 21) from Student Perception of Teaching (SPOT) for Teaching & Learning

Scale: 1=One of Most Effective
5=One of Least Effective

21. What is your rating of this instructor compared to other instructors you have had?

| | | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|---|
| | | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Undergraduate | # Sections | 324 | 324 | 237 | 620 | 5,771 |
| | Mean Rating | 1.9 | 1.8 | 1.9 | 1.9 | 2.0 |
| Graduate | # Sections | 72 | 54 | 25 | 241 | 1,016 |
| | Mean Rating | 1.6 | 1.7 | 1.7 | 1.9 | 1.9 |
| Total | # Sections | 396 | 378 | 262 | 861 | 6,787 |
| | Mean Rating | 1.8 | 1.8 | 1.9 | 1.9 | 2.0 |

Source: Student Perception of Teaching Results

## II. Research

## Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research for Teaching & Learning

| | | | | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|---|---|---|
| | | | | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| Departmental Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 1.7 | 1.5 | 1.2 | 4.5 | 92.7 |
| | | | FTE | 2.3 | 2.1 | 1.6 | 6.0 | 123.6 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | 0.1 | | 0.1 | 0.1 | 4.1 |
| | | | FTE | 0.1 | | 0.1 | 0.1 | 5.5 |
| | Other personnel paid on faculty pay plan | -- | Person-Years | | | | | 15.9 |
| | | | FTE | | | | | 21.2 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total | | | Person-Years | 1.8 | 1.5 | 1.3 | 4.6 | 112.8 |
| | | | | FTE | 2.4 | 2.1 | 1.8 | 6.1 | 150.4 |
| Sponsored Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 2.0 | 2.2 | 1.1 | 4.3 | 24.9 |
| | | | FTE | 2.6 | 2.9 | 1.4 | 5.7 | 33.2 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | | | 0.3 | 2.3 | 3.7 |
| | | | FTE | | | 0.4 | 3.0 | 4.9 |
| | Other personnel paid on faculty pay plan | -- | Person-Years | | | | | 38.2 |
| | | | FTE | | | | | 50.9 |
| | Total | | Person-Years | 2.0 | 2.2 | 1.4 | 6.6 | 66.8 |
| | | | FTE | 2.6 | 2.9 | 1.8 | 8.8 | 89.0 |

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

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 for Teaching & Learning

| | | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|---|
| | | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| 1. Books (including monographs & compositions) | # | 1 | 2 | 8 | 24 | 146 |
| 2. Other peer-reviewed publications | # | 14 | 31 | 21 | 79 | 1,161 |
| 3. All other publications | # | 10 | 12 | 6 | 85 | 501 |
| 4. Presentations at professional meetings or conferences | # | 43 | 31 | 50 | 205 | 1,435 |
| 5. Productions/Performances/Exhibitions | # | 0 | 0 | 0 | 0 | 377 |
| 6. Grant Proposals Submitted | # | 6 | 8 | 0 | 0 | 0 |
| Sponsored Research & Program Expenditures | | | | | | |
| 7. Organized Research | # | $60,976 | $0 | $0 | $0 | $0 |
| 8. Sponsored Instruction | # | $0 | $0 | $0 | $0 | $0 |
| 9. Other Sponsored Activities | # | $10,325 | $0 | $0 | $0 | $0 |

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 footnote4
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).

## D 1-9 Efficiency Data for Teaching & Learning

| | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| 1. Books (including monographs & compositions) per faculty member | 0.0 | 0.1 | 0.4 | 0.3 | 0.2 |
| 2. Other peer-review publications per faculty member | 0.6 | 1.3 | 1.0 | 1.0 | 1.8 |
| 3. All other publications per faculty member | 0.4 | 0.5 | 0.3 | 1.1 | 0.8 |
| 4. Presentations at professional meetings or conferences per faculty member | 1.8 | 1.3 | 2.4 | 2.6 | 2.3 |
| 5. Productions/Performances/Exhibitions per faculty member | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 |
| 6. Grant proposals submitted per faculty member | 0.3 | 0.3 | 0.0 | 0.0 | 0.0 |
| **Sponsored Research & Program Expenditures** | | | | | |
| 7. Organized research expenditures per faculty member | $2,541 | $0 | $0 | $0 | $0 |
| 8. Sponsored instruction expenditures per faculty member | $0 | $0 | $0 | $0 | $0 |
| 9. Other sponsored activity expenditures per faculty member | $430 | $0 | $0 | $0 | $0 |

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1).

## III. Service

**Service**

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity for Teaching & Learning

| | | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|---|
| | | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| 1. Faculty memberships on department, college or university committees | # | 89 | 57 | 73 | 471 | 2,348 |
| 2. Faculty memberships on community or professional committees | # | 58 | 34 | 45 | 149 | 972 |
| 3. Faculty serving as editors or referees for professional publications | # | 20 | 5 | 9 | 50 | 611 |

Source: College Dean's Offices

C 1-3 Efficiency Data for Teaching & Learning

| | Teaching & Learning | | | College Total | University Total |
|---|---|---|---|---|---|
| | 2010-2011 | 2011-2012 | 2012-2013 | 2012-2013 | 2012-2013 |
| 1. Faculty memberships on department, college or university committees per faculty member | 3.7 | 2.5 | 3.5 | 5.0 | 3.7 |
| 2. Faculty memberships on community or professional committees per faculty member | 2.4 | 1.5 | 2.1 | 1.9 | 1.5 |
| 3. Faculty serving as editors or referees for professional publications per faculty member | 0.8 | 0.2 | 0.4 | 0.6 | 1.0 |

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

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.

*Current subscriptions (print and electronic) by*
*College and Department*

| College | Department | Journal Titles |
|---|---|---|
| Education | All | 186 |
| Education | Teaching & Learning | 79 |
| Engineering | Computer Science | 26 |
| Total | | 291 |

*Access to Electronic Journals*

| Type of Access | # of Journal Titles |
|---|---|
| Current Access | 738 |
| Archival Access | 709 |
| Unique Titles | 1,229 |
| Total | 2,676 |

**Note:  Databases in Relevant Subject Areas (26)**

**Technology-Related Titles, Classifications and Counts by FAU Campus**

| Title (Content) | Classification | Boca | Jupiter | Davie |
|---|---|---|---|---|
| *Educational Technology and Instructional Systems Design* | LB1028.3-LB1028.38 | 242 | 71 | 119 |
| *Computer Assisted Instruction and Programmed Instruction* | LB1028.5-LB1028.8 | 319 | 35 | 80 |
| *Data Processing* | LB1028.43-LB1028.49 | 108 | 22 | 27 |
| *Internet in Education and Web-Based Instruction* | LB1044.87-LB1045 | 167 | 45 | 107 |
| *Internet in Higher Education* | LB2395.7-LB2395.8 | 42 | 11 | 36 |
| *Computers and Literacy* | LC149.5 | 17 | 4 | 11 |
| *Distance Education* | LC5800-LC5808 | 85 | 36 | 56 |

*Examples of Major E-Journals Relevant to Instructional Technology*
*Available to the University's Students*

**Titles A - J:** *American Journal of Distance Education; Assessment and Evaluation in Higher Education; Assessment Update; British Journal of Educational Technology; Cambridge Journal of Education; Comparative Education; Computer Science Education; Computers in Education Journal; Computers in the Schools; Education Action Research; Educational Assessment, Evaluation and Accountability; Educational Measurement: Issues and Practice; Educational Media International; Educational Research; Educational Technology Research and Development; Evaluation Review; Florida Journal of Educational Research; Globalization, Societies and Education; High Ability Studies; Improving Schools; Innovation in Education and Teaching International; Intelligence; Interactive Learning Environments; International Journal of Computer-Supported Collaborative Learning; and International Review of Education.*

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**Titles J - Z:** *Journal of Computer Assisted Learning; Journal of Computing in Higher Education; Journal of Education and Work; Journal of Educational Computing Research; Journal of Educational Measurement; Journal of Educational Technology Systems; Journal of Research in International Education; Journal of Science Education and Technology; Journal of Studies in International Education; Journal of Transformative Education; Learning, Media and Technology; Mathematics Teacher; Mathematics Teaching in Middle School; National Science Teachers Association Institutional Comprehensive; New Directions for Higher Education; New Directions for Teaching and Learning; New Educator; On the Horizon; Open Learning; Physics Teacher; Preventing School Failure; Professional Development in Education; Quarterly Review of Distance Education; Research in Higher Education; Research in Post-Compulsory Education; Review of Research in Education; Studies in Educational Evaluation; Studying Teacher Education; Support for Learning; Teacher Development; Teaching Children Mathematics; and Technology, Pedagogy and Education.*

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, Appendix A.

No additional library resources will be needed to implement and/or sustain the program through Year 5.

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Signature of Library Director                         Date

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

Current classroom, teaching laboratory, research laboratory, office and other space available is sufficient to implement and/or maintain the proposed program through Year 5. No further Instruction and Research (I&R) costs for additional space are anticipated.

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 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

No additional classroom, teaching laboratory, research laboratory, office, and other space are needed to implement and/or maintain the proposed program through Year 5.

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

No specialized equipment is needed to implement the proposed program through Year 5.

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

No additional specialized equipment will be needed to implement and/or sustain the proposed program through Year 5.

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 in Appendix A.

No additional special categories of resources are needed to implement the proposed program through year 5.

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

Although fellowships, scholarships, and graduate assistantships are continuously available through the Department of Teaching and Learning, none will be allocated specifically to the proposed program through Year 5.

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.

Rather than an internship or practicum, a technology-related field experience is required for completion of this program.  Field experiences are arranged individually to accommodate student and community engagement partner needs.  No additional sites are required in Years 1 through 5.

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 in Appendix A 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 new capital expenditure for instructional or research space for the proposed program is required.

# APPENDIX A
## TABLE 1-B (DRAFT)
### PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
#### (Graduate Degree Program)

| Source of Students (Non-duplicated headcount in any given | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | HC | FTE | HC | FTE | HC | FTE | HC | FTE | HC | FTE |
| Individuals drawn from agencies/industries in your service area (e.g., older returning students) | 6 | 3.375 | 11 | 6.1875 | 17 | 9.5625 | 27 | 15.1875 | 39 | 21.9375 |
| Students who transfer from other graduate programs within the university** | 5 | 2.8125 | 3 | 1.6875 | 2 | 1.125 | 1 | 0.5625 | 0 | 0 |
| Individuals who have recently graduated from preceding degree programs at this university | 7 | 3.9375 | 13 | 7.3125 | 22 | 12.375 | 32 | 18 | 45 | 25.3125 |
| Individuals who graduated from preceding degree programs at other Florida public universities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Individuals who graduated from preceding degree programs at non-public Florida institutions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Additional in-state residents*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Additional out-of-state residents*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Additional foreign residents*** | 2 | 1.125 | 3 | 1.6875 | 4 | 2.25 | 5 | 2.8125 | 6 | 3.375 |
| Other (Explain)*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Totals | 20 | 11.25 | 30 | 16.875 | 45 | 25.3125 | 65 | 36.5625 | 90 | 50.625 |

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.
\** If numbers appear in this category, they should go DOWN in later years.
\*** Do not include individuals counted in any PRIOR category in a given COLUMN.

# APPENDIX A

## TABLE 2 (DRAFT)
## PROJECTED COSTS AND FUNDING SOURCES

| Instruction & Research Costs (non-cumulative) | Year 1 | | | | | | | Year 5 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Funding Source | | | | | | Subtotal E&G, Auxiliary, and C&G | Funding Source | | | | | Subtotal E&G, Auxiliary, and C&G |
| | Reallocated Base* (E&G) | Enrollment Growth (E&G) | Other New Recurring (E&G) | New Non-Recurring (E&G) | Contracts & Grants (C&G) | Auxiliary Funds | | Continuing Base** (E&G) | New Enrollment Growth (E&G) | Other*** (E&G) | Contracts & Grants (C&G) | Auxiliary Funds | |
| Faculty Salaries and Benefits | 143,952 | 0 | 0 | 0 | 0 | 0 | $143,952 | 143,952 | 0 | 0 | 0 | 0 | $143,952 |
| A & P Salaries and Benefits | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| USPS Salaries and Benefits | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Other Personal Services | 3,000 | 0 | 0 | 0 | 0 | 0 | $3,000 | 3,000 | 0 | 0 | 0 | 0 | $3,000 |
| Assistantships & Fellowships | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Library | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Expenses | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Operating Capital Outlay | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Special Categories | 0 | 0 | 0 | 0 | 0 | 0 | $0 | 0 | 0 | 0 | 0 | 0 | $0 |
| Total Costs | $146,952 | $0 | $0 | $0 | $0 | $0 | $146,952 | $146,952 | $0 | $0 | $0 | $0 | $146,952 |

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

**Faculty and Staff Summary**

| Total Positions | Year 1 | Year 5 |
|---|---|---|
| Faculty (person-years) | 1.89 | 1.89 |
| A & P (FTE) | 0 | 0 |
| USPS (FTE) | 0 | 0 |

**Calculated Cost per Student FTE**

| | Year 1 | Year 5 |
|---|---|---|
| Total E&G Funding | $146,952 | $146,952 |
| Annual Student FTE | 11.25 | 50.625 |
| E&G Cost per FTE | $13,062 | $2,903 |

Worksheet Table 2 Budget

# APPENDIX A

## TABLE 3 (DRAFT)
### ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

| Program and/or E&G account from which current funds will be reallocated during Year 1 | Base before reallocation | Amount to be reallocated | Base after reallocation |
|---|---|---|---|
| Soc. Foundations Ed. Tech. ---> M.Ed. Instruct. Tech.* | 0 | 0 | $0 |
| B58000 | 34,237 | 34,237 | $0 |
| J58001 | 13,368 | 13,368 | $0 |
| J58001 | 21,036 | 21,036 | $0 |
| D58000 | 11,209 | 11,209 | $0 |
| D58000 | 13,207 | 13,207 | $0 |
| D58000 | 19,395 | 19,395 | $0 |
| B58000 | 31,500 | 31,500 | $0 |
| B58000 | 3,000 | 3,000 | $0 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Totals | $146,952 | $146,952 | $0 |

*Note: Faculty salaries reallocated from Social
Foundations to M.Ed. Instructional Technology.

* If not reallocating funds, please submit a zeroed Table 3

Worksheet Table 3 Reallocation

# APPENDIX A

## TABLE 4 (DRAFT)
## ANTICIPATED FACULTY PARTICIPATION

| 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 | Victoria Brown, Ed.D. (B)* Instructional Technology | Associate Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.00 | 0.00 | 9 | 1.00 | 0.00 | 0.00 |
| A | Joseph Furner, Ph.D. (J) Curriculum & Instruction | Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.13 | 0.13 | 9 | 1.00 | 0.13 | 0.13 |
| A | A.Gonzalez-DeHass, Ed.D. (J) Educatonal Psychology | Associate Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.25 | 0.25 | 9 | 1.00 | 0.25 | 0.25 |
| A | Susanne Lapp, Ed.D. (D) Curriculum & Instruction | Associate Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.13 | 0.13 | 9 | 1.00 | 0.13 | 0.13 |
| A | Angela Rhone, Ed.D. (D) Educational Psychology/C&I | Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.13 | 0.13 | 9 | 1.00 | 0.13 | 0.13 |
| A | Patricia Willems, Ph.D. (D) Educatonal Psychology | Associate Professor | Tenure | Fall 2014 | 9 | 1.00 | 0.25 | 0.25 | 9 | 1.00 | 0.25 | 0.25 |
| B | New Hire, Ed.D. or Ph.D. (B) Instructional Technology | Assistant Professor | Tenure Track | Fall 2014 | 9 | 1.00 | 0.50 | 0.50 | 9 | 1.00 | 0.50 | 0.50 |
| B | New Hire, Ed.D. or Ph.D. (B) Instructional Technology | Assistant Professor | Tenure Track | Fall 2014 | 9 | 1.00 | 0.50 | 0.50 | 9 | 1.00 | 0.50 | 0.50 |
| | Total Person-Years (PY) | | | | | | | 1.89 | | | | 1.89 |

\*    Temporary Assignment      Office of the    Provost

| Faculty Code | | Source of Funding | PY Workload by Budget Classsification Year 1 | | Year 5 |
|---|---|---|---|---|---|
| A | Existing faculty on a regular line | Current Education & General Revenue | 0.89 | | 0.89 |
| B | New faculty to be hired on a vacant line | Current Education & General Revenue | 1.00 | | 1.00 |
| C | New faculty to be hired on a new line | New Education & General Revenue | 0.00 | | 0.00 |
| D | Existing faculty hired on contracts/grants | Contracts/Grants | 0.00 | | 0.00 |
| E | New faculty to be hired on contracts/grants | Contracts/Grants | 0.00 | | 0.00 |
| | | Overall Totals for | Year 1 | 1.89 | Year 5 | 1.89 |

Worksheet Table 4 Faculty