



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

Proposed program title: M.Ed. in Educational Psychology CIP: 42.2806

Department: Teaching & Learning Barbara Ridener 9/2/14

Chair's signature Date

College: Education Valerie J. Buxton 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: Debra K. Steyer 10-15-14

Dean's signature Date

UFS - GPC or UPC [circle one]: Paul R. R. 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)

Educational Psychology

M.Ed. in Educational Psychology

Academic Specialty or Field

Complete Name of Degree

42.2806

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)	
	HC	FTE
Year 1	15	8.4375
Year 2	20	11.250
Year 3	30	16.875
Year 4	45	25.3125
Year 5	65	36.5625

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds*	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$16,845	\$142,130	\$0	\$0	\$158,975
\$3,887	\$142,130	\$0	\$0	\$146,017

*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:** (1) K-12 School Setting or (2) All other entities
 - 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 educational psychology 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 special needs schools, government agencies, colleges and universities. In addition, students will be prepared for admission to graduate programs in psychology 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 educational psychology, as well as other programs preparing well qualified psychology professionals and prospective students for graduate study at the specialist and doctoral levels in psychology related content areas in colleges and universities state-wide.
 - Strengthening scholarship; increasing research, collaboration, external support and innovation by developing and modeling exemplary educational psychology programs that provide insight into the way students learn 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 educational psychology 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

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

- **Categories:** The proposed program in Educational Psychology is to be included all three Areas of Programmatic Strategic Emphasis as described in the SUS Strategic Plan. This program will directly support Critical needs (education); and Economic development (globalization and regional workforce demand); and will indirectly support 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 educational psychology related fields. In addition, the proposed degree will serve the community by providing a source to increase the supply of knowledgeable and highly qualified professionals with the ability to use effective strategies and skills to help students succeed academically, socially, behaviorally, and emotionally 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.**

In recent decades the Nation has focused attention on the educational system because of the growing importance of producing a trained and educated workforce. The primary goal of educational psychology is to improve the quality of education. Many institutions, including government, private industry, and research organizations, are involved in improving the quality of education. States have introduced performance standards in efforts to raise academic achievement among students and set standards for graduation.

Educational psychologists focus on researching how students and others learn and determining how to improve their learning capabilities in all fields of study. Their work concentrates on the significant everyday problems in education by studying what people do and think while teaching and learning specific curricula in specific environments devoted to intended educational outcomes.

Although often introduced at the undergraduate level, studying the in-depth body of knowledge related to educational psychology is considered appropriate major content at the graduate level. Completion of this versatile degree will fill the need to provide a continuous source of well qualified educational psychology professionals in a variety of fields like postsecondary psychology teachers (<http://www.bls.gov/soc/2010/soc251066.htm>) and training and development managers (<http://www.bls.gov/ooH/management/mobile/training-and-development-managers.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.**

Beginning in 2006 and ending in 2012, FAU's alternative certification program, *Pathways to Teaching*, served approximately 400 current and prospective teachers. In response to verbal surveys, significant numbers of *Pathways* participants, as well as other prospective students have indicated serious interest in continuing their education at the graduate level in educational psychology.

Every semester, students enrolled in FAU's undergraduate educational psychology course, *Applied Learning Theory*, are introduced to the educational psychology program (a track in another graduate degree). Across campuses, there is a report of significant verbal interest in pursuing entrance into a stand-alone *Master's Degree in Educational Psychology* that is designed to provide them with the skills and practical experiences required to compete both locally and in the global marketplace.

In general, interested students are disappointed to hear that FAU does not offer a stand-alone master's degree in educational psychology. In order to meet this demand, we have been working toward transitioning this program into a stand-alone degree since 2011.

- 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, two share the four-digit CIP Code (2806) with the proposed degree (FSU and UF). The master's degree in educational psychology offered at FSU requires that students select one of three tracks and no information is posted pertaining to required curricula. Graduate degrees offered at UF clearly indicate a major in school psychology. The proposed degree is a master's degree in educational psychology (preparation for a different career path).

Both universities 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 related graduate 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 Educational Psychology*. 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 educational psychology track in the Master's of Education in Social Foundations. This degree is split between two departments and includes four tracks. The educational psychology 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 impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. 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.

The College of Education is fortunate to already have a diverse student body. The proposed program in *Educational Psychology* 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)
- Association for Childhood Education International Standards (ACEI, 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%).

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 indicates a reallocated base of \$142,130 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 Educational Psychology*.

- 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 educational psychology professionals. Students regularly indicate interest in applying for admission to a stand-alone *Master's Degree in Educational Psychology* program that is designed to provide them with the skills and experiences necessary to compete 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 psychology 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 educational psychology. Completion of this degree will provide a continuous source of well qualified educational psychology 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 Common Prerequisite Manual 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 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 learning in all disciplines, with an emphasis on science, technology and math initiatives, as well as increasing the number of students, programs and degree awards in educational psychology (*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 informing and cultivating evidence-based teaching practices through community engagement experiential learning projects (*Goal III*).
- *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 Educational Psychology* 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 2008. 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 educational psychology related careers.

Planning Process

Date	Participants	Planning Activity
Spring 2008 Fall 2009	Teaching & Learning faculty and Department Chair Dr. Ridener.	Discussed the possibility of offering a stand-alone Master's Degree in Educational Psychology.
Fall 2009	Drs. Ridener, Fritzer and Crawley met with Dean Bristol.	Called for interested faculty to form a committee to initiate a stand-alone degree in educational psychology.
Fall 2009	Drs. Fritzer and Crawley and the educational psychology committee.	Discussed possible options for the new degree program in educational psychology.
Fall 2009	Drs. Fritzer, Crawley, Ridener, Cruz-Janzen, Gonzales-DeHass, Rhone and Willems.	Created the 1 st draft of the proposal to offer the new degree program in educational psychology.
Spring 2010	Drs. Fritzer, Crawley, Ridener, Cruz-Janzen, Gonzales-DeHass, Rhone and Willems.	Forwarded the 1 st draft of the proposal, by e-mail, to all Teaching & Learning faculty requesting comments and suggestions.
Spring 2010	Drs. Fritzer, Crawley, Ridener, Cruz-Janzen, Gonzales-DeHass, Rhone and Willems met with faculty.	Held meetings requesting input with Teaching Learning faculty on all campuses. Presented the concept during a department meeting.
Spring 2011	Dr. Ridener met with school board members.	Opened discussions pertaining to the new degree program with service area school district personnel, COE and FAU administrators.
Spring 2012	Dr. Ridener, Gonzales-DeHass, Rhone and Willems.	Presented the new degree program to the Department of Teaching and Learning faculty for recommendations and approval. Concept approved by the Department.
Spring 2012	Drs. Ridener, Gonzales-DeHass, Rhone and Willems.	Presented the new degree program to COE Graduate Programs Committee (recommended for approval).

Fall 2012	Drs. Fritzer, Crawley and Ridener.	Reviewed psychology related degree programs in the Florida SUS, considered needs expressed by service area school district personnel, COE and FAU administrators.
Fall 2012	Drs. Ridener, Gonzales-DeHass, Rhone and Willems.	Received word from the Provost's Office that degree must be resubmitted and processed as a "new degree".
Fall 2013	Drs. Meltzer, Torok, and Ridener.	Completed revisions, updated and reviewed the final draft of the new degree proposal.
Spring 2014	Drs. Meltzer and Gonzalez-DeHass	Developed and/or updated 3 courses for stand-alone Master's Degree in Educational Psychology (approved by faculty of the Department of Teaching & Learning).
Fall 2014	Dr. Ridener to Drs. Brady, Hyslop-Margison, Peluso, Shockley, Wener, Bristol, Bjorkman, Buller, Carter, Coltman, Gropper, Ilyas, Ivy and Smith.	Forwarded revised and updated proposal and new courses for the stand-alone Master's in Educational Psychology to all COE department chairs and FAU college deans requesting comments, suggestions and 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.
Fall 2014	Submit new degree proposal to the COE and FAU Graduate Programs Committees.
Spring 2015	Submit new degree proposal to the FAU Graduate Council, Faculty Senate, Board of Governors.
Fall 2015	Offer new Master's Degree in Educational Psychology.

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 psychology 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.

Data-Based Decision making and accountability. Students will:

- Have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective practices and programs, and measuring progress and outcomes.

- Demonstrate skills using psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs as a part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

Instructional Support to Develop Academic Skills. Students will:

- Have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- In collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Knowledge of Human Development to Promote Students' Learning. Students will:

- Have knowledge of biological, cultural, developmental, and social influences on behavior; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and academic learning.
- In collaboration with others, demonstrate skills to use assessment and data-collection methods and implement and evaluate practices that support socialization, learning, and students' growth and development.

School-Wide Practices to Promote Learning. Students will:

- Have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- In collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.

Family-School Collaboration Services. Students will:

- Have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization; and develop collaboration between families and schools.
- In collaboration with others, demonstrate skills to design, implement, and evaluate practices that respond to culture and context and facilitate family and school partnerships and/or interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Diversity in Development and Learning. Students will:

- Have knowledge of individual differences, abilities, disabilities, other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and potential influences related to diversity.
- Demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Research and Program Evaluation. Students will:

- Have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- Demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice. Students will:

- Have knowledge of the history and foundations of educational psychology; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as educational psychologists.
- Demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as educational psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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 pages 12-13 (except courses listed in the final semester).
- 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:* 27
- *Composition of required courses:* course descriptions page 12-13
- *Restricted electives:* 9 credits
- *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:

- Educational Psychology (EDF 6229)
- Thinking Processes and Styles in the Classroom (EDF 6142)
- Educational Statistics (STA 6113)

1st Spring Semester:

- Human Development: Applications for Education (EDF 6113)
- Educational Research (EDF 6481)
- Approved Elective (please see page 13)

2nd Fall Semester:

- Concepts of Self (EDF 6339)
- Instructional Strategies and Assessment Practices (EDG 6345)
- Approved Elective (3 credits, please see page 13)

2nd Spring Semester:

- Child Development in Educational Psychology (EDF 6126, Course Change Request to level at 6000 submitted, Appendix C) or
- Adolescence and Young Adulthood in Educational Psychology (EDF 6138, New Course Request submitted, Appendix D)
- Field Project in Educational Psychology (EDF 6944, New Course Request submitted, Appendix D)
- Approved Elective (please see page 13)

E. Provide a one- or two-sentence description of each required or elective course.**Core Courses (27 semester hours required: all courses 3 semester hours unless noted below):**

Human Development: Applications for Education (EDF 6113): Explores human development from infancy through adulthood, including physical, cognitive, social, emotional and moral development. Implications discussed: development theories for curriculum, instruction, classroom management.

Child Development in Educational Psychology (EDF 6126, Request to level at 6000 submitted): Focus is on the development understanding concerning physical, social, emotional, and cognitive growth, learning skills, and special needs of children from conception to age eight; OR

Adolescence and Young Adulthood (EDF 6138, New Course Request submitted): Focus is on human development from puberty through young adulthood, including physical, cognitive, social, emotional, and moral development to enable teachers to more effectively understand and assist student learning in secondary and higher education.

Thinking Processes and Styles in the Classroom (EDF 6142): Investigation and application of cognitive concepts, theories, research, and models to enable teachers to more effectively understand and assist students in the learning process.

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

Concepts of Self (EDF 6339): Development of a personal frame of reference for better understanding of the nature of the "self" and its impact in the educational context through investigation of research and theory relevant to the nature of perception and motivation.

Field Project in Educational Psychology (EDF 6944, New Course Request submitted): Individually designed according to student professional goals. It focuses on extending theoretical knowledge in educational psychology through a field-based experiential capstone learning project.

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.

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. Emphasizes concepts involved in critical consumption of educational research.

Examples of Approved Electives (9 semester hours, all courses 3 semester hours):

Seminar in Personality and Social Development (DEP 6098): A critical review of contemporary theory and research on personality and social development in children.

Introduction to Qualitative Inquiry (EDA 6415): Introduction to qualitative research design, data collection technique, fieldwork relations, and data analysis.

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

Middle School Curriculum (EDM 6235): Curriculum theory, principles, and practices for the middle school.

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

Seminar in Cognition (EXE 6609): A discussion of experimental and theoretical aspects of cognition. Topics include attention, human learning and memory, organization of knowledge problem solving and decision making.

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

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 curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Support provided by educational psychologists significantly impacts learning processes in all disciplines. The proposed program is designed to prepare well qualified educational psychology professionals in accordance with the competencies and requirements consistent with other nationally recognized programs in educational psychology. In order to prepare graduates to successfully compete in the marketplace, these standards 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.

Student learning outcomes listed (please see pages 9-10) are modeled after competencies and requirements consistent with other nationally recognized programs in educational psychology. In addition, as a College of Education (COE) program, the *Master's in Educational Psychology* 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-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).

No additional funding is required. The 6 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 6 ranked faculty, 5 are currently under contract and one new faculty will be hired on a vacant line. One adjunct faculty is listed in the category of 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

Course Level	FTE produced by students who are:	Courses offered by:				
		Teaching & Learning			College of Education	University Total
		2010- 2011	2011- 2012	2012- 2013	2012-2013	2012-2013
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
		15.1	16.8	21.7	85.5	729.1

		Courses offered by:				
		Teaching & Learning			College of Education	University Total
		2010-2011	2011-2012	2012-2013	2012-2013	2012-2013
Upper Division Undergraduate	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
	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
Graduate	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
	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	Total	79.6	67.5	57.6	500.7	2,223.7
	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

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

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).

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	Person-Years	1.7	1.5	1.2	4.5	92.7
		Professor, Asst Professor	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 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
Psychology	All	87

Access to Electronic Journals

Type of Access	Current Content	Archival/Partial	Unique Titles
Educational Psychology	78	67	90
Education	442	407	676
Psychology	457	404	586

Note: Databases in Relevant Subject Areas (24)

Psychology-Related Titles, Classifications and Counts by FAU Campus

Title (Content)	Classification	Boca	Boca Media Center	Jupiter	Davie
<i>Educational Psychology</i>	LB1050.9-LB1091	1,052	4	250	331
<i>Child Study</i>	LB1101-LB1139	913	14	235	129
<i>Psychology</i>	BF1-BF839	9,081	126	1,966	4,308

**Examples of Major E-Journals Relevant to Educational Psychology
Available to the University's Students**

Titles A - Journal of Experimental...: *Australasian Journal of Early Childhood; Australian Journal of Learning Difficulties; Behavioral Disorders; British Journal of Special Education; Canadian Journal of School Psychology; Childhood Education; Child Development; Cognition and Instruction; Contemporary Educational Psychology; Counseling and Human Development; Early Education and Development; Educational Action Research; Educational and Psychological Measurement; Educational Psychologist; Educational Psychology in Practice; Educational Psychology Review; Educational Research; European Journal of Psychology of Education; Florida Journal of Educational Research; Genetic, Social, and General Psychology Monographs; Gifted Child Quarterly; International Journal of Adolescence and Youth; International Journal of Disability, Development, and Education; International Journal of Early Childhood; International Journal of Early Years Education; Journal of Applied Developmental Psychology; Journal of Applied School Psychology; Journal of Creative Behavior; Journal of Developmental and Physical Disabilities; Journal of Educational and Psychological Consultation; Journal of Educational Psychology; Journal of Experimental Psychology, Learning, Memory, and Cognition; Journal of Experimental Child Psychology.*

Titles Journal of Genetic- Young...: *Journal of Genetic Psychology; Journal of Instructional Psychology; Journal of Memory and Language; Journal of Psycho Educational Assessment; Journal of School Psychology; Journal of the Learning Sciences; Journal of Research in International Education; Journal of Research in Personality; Journal of School Violence; Journal of Special Education; Journal of Studies in International Education; Learning Disabilities Research and Practice; Learning and Instruction; Learning and Motivation; Meta Cognition and Learning; Montessori Life; Middle School Journal; Monographs of the Society for Research in Child development; New Directions for Teaching and Learning; Preventing School Failure; Professional School Counseling; Psychology in the Schools; Reading Psychology; Psychology of Education; Quarterly Journal of Speech; Remedial and Special Education; Research in Post-Compulsory Education; Review of Research in Education; School Psychology; School Psychology Quarterly; School Psychology Review; Special Services in the Schools; Support for Learning; Teacher Education and Special Education; Teacher Educator; Teachers and Teaching, Theory and Practice; Teaching and Learning Inquiry; Teaching and Teacher Education; Theory and Research in Education; Topics in Early Childhood Education; and Voices from the Middle.*

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.

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, an educational psychology related field project is required for completion of this program. Field projects are arranged individually to suit student scheduling 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)	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)	5	2.8125	7	3.9375	10	5.625	18	10.125	27	15.1875
Students who transfer from other graduate programs within the university**	4	2.25	3	1.6875	2	1.125	1	0.5625	0	0
Individuals who have recently graduated from preceding degree programs at this university	5	2.8125	8	4.5	15	8.4375	22	12.375	33	18.5625
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***	1	0.5625	2	1.125	3	1.6875	4	2.25	5	2.8125
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	15	8.4375	20	11.25	30	16.875	45	25.3125	65	36.5625

* 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	139,130	0	0	0	0	0	\$139,130	139,130	0	0	0	0	\$139,130	
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	\$142,130	\$0	\$0	\$0	\$0	\$0	\$142,130	\$142,130	\$0	\$0	\$0	\$0	\$142,130	

*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)	1.75	1.75
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$142,130	\$142,130
Annual Student FTE	8,4375	36,5625
E&G Cost per FTE	\$16,845	\$3,887

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
Social Foundations Ed. Psych. --> M.Ed. Ed. Psych.*	0	0	\$0
B58000	17,118	17,118	\$0
J58001	42,073	42,073	\$0
D58000	25,399	25,399	\$0
D58000	38,790	38,790	\$0
B58000	15,750	15,750	\$0
B58000	3,000	3,000	\$0
Totals	\$142,130	\$142,130	\$0

*Note: Faculty salaries reallocated from Social Foundations to M.Ed. In Educational Psychology.

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

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	A. Gonzalez-DeHass, Ed.D. (J) Educational Psychology	Associate Professor	Tenure	Fall 2014	9	1.00	1.00	0.50	9	1.00	0.50	0.50
A	Angela Rhone, Ed.D. (D) Educational Psychology	Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Patricia Willems, Ph.D. (D) Educational Psychology	Associate Professor	Tenure	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) Educational Psychology	Assistant Professor	Tenure Track	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	0.25	0.25	9	1.00	0.25	0.25
*	Temporary Assignment Office of the Provost											
	Total Person-Years (FY)							1.75				1.75

Faculty Code	Source of Funding	FY Workload by Budget Classification		
		Year 1	Year 5	
A	Existing faculty on a regular line	Current Education & General Revenue	1.25	1.25
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.50	0.50
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	1.75
			Year 5	1.75

Worksheet Table 4 Faculty