



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

Proposed program title: M.Ed. in Secondary Education plus Certification CIP: 13.1205

Department: Teaching & Learning Bonnie R. Ridener 9/2/14

College: Education Valerie J. Ruston 9/2/14
Chair's signature Date
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: _____

Dean's signature Date

UFS - GPC or UPC [circle one]: _____

Chair's signature Date

UFS - Academic Planning and Budget: _____

Chair's signature Date

University Faculty Senate: _____

UFS President's signature Date

Provost: _____

Provost's signature Date

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)

 Secondary Education

 M.Ed. in Secondary Education plus Certification

 Academic Specialty or Field

 Complete Name of Degree

 13.1205

 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	25	14.063
Year 3	40	22.498
Year 4	60	33.75
Year 5	85	47.813

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds*	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$33,229	\$280,369	\$0	\$0	\$313,598
\$5,864	\$280,369	\$0	\$0	\$286,233

*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) **Specializations:** art, biology, chemistry, English, mathematics, physics, social studies
- c) **Total number of credit hours:** 36-39 (English teachers are required to complete 39 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 secondary education in lieu of the currently offered Master's Degree in Curriculum and Instruction plus Certification in multiple subject areas.
 - The proposed program will satisfy the need to complete professional education certification requirements for students who have already earned bachelor's degrees in art, biology, chemistry English, mathematics, physics and social studies.
 - Completion of this degree will require only 36 semester hours, as compared to the currently offered Master's Degree Curriculum and Instruction that requires 45-60 semester hours. In addition, students will be prepared for admission to graduate programs in secondary education 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 science, technology and mathematics, as well as other programs preparing well qualified secondary teachers and prospective students for graduate study at the specialist and doctoral levels in secondary related content areas in colleges and universities state-wide.
- Strengthening scholarship; increasing research, collaboration, external support and innovation by developing and modeling exemplary secondary education 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 secondary educators in the workforce, who stimulate commitment and higher levels of civic engagement by enhancing public and private sector understanding that focuses on the 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 Secondary Education is to be included in all three Areas of Programmatic Strategic Emphasis as described in the SUS Strategic Plan: 1. Critical needs (education); 2. Economic development (regional workforce demand); 3. Science and math.
 - **Justification:** Completion of this degree program will prepare students for regional workforce employment and further graduate level study in secondary education related fields. In addition, the proposed degree will serve the community by providing a source to increase the supply of knowledgeable and highly qualified formal secondary educators in a variety of content areas, including the critically needed fields of science and mathematics.

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.

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 (STEM). A large majority of secondary school students fail to reach proficiency in math and science . . . (CRS Report for Congress, 2008). States have introduced performance standards in efforts to raise academic achievement among students and set standards for graduation. Completion of this degree will add substantially to participating teacher's professional education knowledge base and provide a continuous source of well qualified secondary educators locally and nationally (<http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm>).

Although subject area content is often completed at the undergraduate level, a significant local potential source of enrollment in the proposed program will be secondary teachers employed by county school districts within the FAU service area, who need to complete professional education certification. Many of these teachers are currently earning alternative certification involving only minimum Florida Department of Education (FDOE) expectations, rather than completing an advanced degree.

- 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: Students regularly indicate interest in applying for admission to a stand-alone *Master's Degree in Secondary Education* program that is designed to provide them with teaching credentials at the

secondary level. Beginning in 2006 and ending in 2012, FAU's alternative secondary certification program, *Pathways to Teaching*, served approximately 400 current and prospective teachers. Among those who participated, 322 completed alternative teacher certification by the end of the program in September 2012.

Communications pertaining to prospective students: Personnel from the FAU Service Area (Palm Beach, Martin and St. Lucie) have indicated support for the proposed program since they do not offer alternative certification programs through their districts:

- The St. Lucie County School District is currently referring students to the Indian River State College Educator Preparation Institute for courses required for certification. Since Indian River does not offer advanced degrees, these courses are completed at the undergraduate level and cannot be counted toward completion of an advanced degree.
- The Martin County School District has requested notification as soon as the proposed degree is approved and students can enroll as degree-seeking at the graduate level.
- The Broward County School website continues to advertise an alternative certification program. They are referring to the *Pathways to Teaching* program (discussed above), that that was supported through an FAU grant. This program ended in 2012.

- 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 programs. Among the nine public SUS institutions offering graduate degrees, only four share the four-digit CIP Code (1205) with the proposed degree. Universities sharing the 1205 CIP with FAU include FAMU in Tallahassee, FGCU in Ft. Myers, FSU in Tallahassee, and UNF in Jacksonville. None of these universities are offering stand-alone degrees in secondary education. In addition, all four universities are located a considerable distance from the FAU service area. Since current and prospective teachers are often place bound, it is usually necessary for them to attend local universities. The proposed FAU program will fully serve Palm Beach and Broward counties, and to a more limited extent 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 secondary 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 who have recently completed preceding degree programs at FAU and are interested in pursuing initial secondary teacher certification that will be accepted at the state and national levels. Regarding shifts from disciplines that will likely occur, it is anticipated that the only shifts within the institution will involve students who are currently earning 2nd bachelor's degrees in the Department of Teaching and Learning or completing teacher certification on their own without benefit of a state (FDOE) and nationally (National Council for Accreditation of Teacher Education/NCATE or Council for the Accreditation of Educator Preparation/CAEP) approved teacher certification program.

- 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)
- The National Association of Secondary School Principals (NASSP, national)

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 \$280,369 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, who have already earned bachelor's degrees in their subject areas, with the opportunity to complete a stand-alone master's degree in secondary education that includes professional certification, rather than a 2nd bachelor's degree.

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

No 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 secondary educators, as well as the ability to recruit well qualified graduate students interested in completing a state and nationally approved initial teacher certification program in secondary education at the graduate level. Students regularly indicate interest in applying for admission to a stand-alone *Master's Degree in Secondary Education* program that is designed to provide them with teaching credentials. 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 initial secondary teacher certification that will be accepted at the state and national levels, as well as secondary teachers employed by county school districts within the FAU service area (local community benefit), who need to complete professional education certification. Many of these teachers are currently earning alternative certification involving only minimum FDOE coverage, rather than completing an advanced degree. Completion of this degree will add substantially to participating teacher's knowledge base and provide a continuous source of well qualified secondary 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 science and mathematics initiatives and increasing the number of students, programs and degree awards in secondary education, with emphases in the sciences and mathematics (*Goal I*).

- *Inspiring continued interest and productivity in secondary education research, scholarship and creative activity* in accordance with the new SACCS 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 interns currently placed through the secondary programs in community engagement experiential learning internship 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.

The proposed program builds on the expertise of faculty in FAU's existing undergraduate degree programs in secondary education. It will provide graduate students, many of whom are teachers pursuing alternative certification on their own, with the opportunity to earn an advanced degree along with teacher certification. Since FAU's College of Education is the largest in the state and is fully NCATE/CAEP accredited, we are in a unique position that will allow us to assist students who did not previously have access to an approved program.

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. In order to evaluate need and demand for the program, the proposal was placed on hold in the fall of 2010 and resumed in at the end of the fall semester in 2012, when FAU's *Pathways to Teaching* alternative certification program ended. 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. As mentioned previously, a significant potential source of enrollment in the proposed program will be secondary teachers employed by county school districts within the FAU service area, who need to complete professional education certification.

Planning Process

Date	Participants	Planning Activity
Spring 2008	Dr. Barbara Ridener, Chair of the Department of Teaching & Learning.	Call for interested faculty to form a committee to design a Master's Degree in Secondary Education plus Certification.
Spring 2008	Secondary Committee representing all subject areas included in the proposed degree: Drs. S. Brown, Lindgren, Fritzer, Crawley, Furner and Brewer.	Initial meeting of the secondary faculty committee and discussion pertaining to creating a draft for distribution to all department faculty requesting input.
Spring 2008 - Fall 2008	Secondary faculty, undergraduate students, in-service teachers completing alternative certification and service area personnel.	Informal surveys and discussions focused on the need and demand for an initial certification degree program in secondary education at the graduate level.
Fall 2008 - Spring 2009	Department of Teaching & Learning (DT&L) faculty and chair.	Open discussions pertaining to offering a Master's in Secondary plus Certification.
Fall 2009	Drs. Ridener, Fritzer and Crawley with COE Dean Bristol.	Met with the Dean to discuss initiating a Master's in Secondary plus Certification.

Fall 2009	Drs. Amirault, Brewer, S. Brown, Crawley, DeHass, Fritzer, Furner and Lindgren.	Prepared and forwarded initial draft to Teaching & Learning faculty for input.
Spring 2010	Drs. Amirault, Brewer, S. Brown, Crawley, DeHass, Fritzer, Furner, Lindgren and all interested DT&L faculty on all campuses.	Campus meetings to assure that all DT&L faculty had the opportunity to provide input on the proposed degree program.
Spring 2010	Dr. Ridener to Drs. Brady, Graves, Johnson, McLaughlin, Shockley and Wener.	Forwarded initial draft to all department chairs in the COE requesting input.
Fall 2010	Drs. Ridener and Bristor.	Proposed degree program placed <i>on hold</i> .
Fall 2012	Dr. Ridener with Dean Bristor.	Met with the Dean for approval to move forward with the proposed program.
Spring 2013	Drs. Meltzer, Torok, Fritzer and Ridener.	Reviewed need and demand, completed feasibility study including Tables 1-4.
Fall 2013	Dr. Meltzer to Drs. Ridener and Bristor.	Folio revised and submitted to the Chair of DT&L and the Dean of the COE.
Fall 2014	Dr. Ridener to Drs. Brady, Hyslop-Margison, Peluso, Shockley, Wener, Bristor, Bjorkman, Buller, Carter, Coltman, Gropper, Ilyas, Ivy and Smith.	Forwarded revised and updated proposal for new stand-alone Master's Degree in Secondary Education plus Certification 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 COE Graduate Programs Committee.
Fall 2014	Submit new degree proposal to the FAU Graduate Programs Committee.
Spring 2015	Submit new degree proposal to the FAU Graduate Council, Faculty Senate and Board of Governors.
Fall 2015	Offer new Master's Degree in Secondary Education plus Certification.

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.

The proposed program is a teacher preparation/initial certification program and is the responsibility of the Department of Teaching and Learning in the College of Education at FAU. Since this is a new stand-alone degree, no program review, accreditation visits, or internal reviews for other degree programs related to the proposed program are available for comparison.

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.

Literacy in Education. Students will:

- Demonstrate understanding of the ways secondary education has evolved and continues to change.
- Demonstrate understanding of the defining characteristics and guiding principles of secondary education.

Literacy of Candidates. Students will:

- Demonstrate inquiry skills and use technology as a tool to answer their own questions.
- Demonstrate understanding of the systems that comprise secondary education content areas, including art, biology, chemistry, English, mathematics, physics and social studies.
- Identify, select and investigate secondary education issues in specific content areas and use technology as a tool when conducting these investigations.
- Demonstrate understanding of the importance of exercising the rights and responsibilities of informed citizenship.
- Evaluate the need for action on specific secondary education issues, identify possible action projects, and evaluate possible outcomes of those action projects.
- Use research based strategies to plan, carry out, and evaluate action projects designed to address selected secondary education content area issues.

Learning Theories and Knowledge of Learners. Students will:

- Impact diverse student learning by applying theories of learning and development when planning, delivering, and improving secondary education instruction.
- Impact diverse student learning by applying understanding of learning processes when planning, delivering, and improving secondary education.
- Impact diverse student learning by applying understanding of ability levels and cultural and linguistic backgrounds when planning, delivering, and improving secondary education instruction.

Curriculum Standards and Integration. Students will:

- Align FDOE middle and secondary teacher certification requirements with secondary national, state and district content standards.
- Use alignment results to select, adapt, and develop secondary education curricular and instructional materials.
- Integrate approved secondary education standards-based curricula into school programs.

Instructional Planning and Practice. Students will:

- Describe and critically review a range of instructional materials, resources, technologies and settings for use in secondary education.
- Impact student learning by selecting and implementing instructional strategies and technologies that meet diverse student needs and lead to the development of secondary education content literacy.
- Develop technology-rich secondary education instructional plans that address diverse student needs.
- Impact diverse student learning by delivering developmentally, culturally and linguistically appropriate and effective secondary education instruction.

Assessment. Student will:

- Integrate assessment that meets the needs of diverse students into secondary education instruction.
- Impact diverse student learning by using assessment data, collected and analyzed with the aid of technology, to inform secondary education instruction.
- Impact diverse student learning by communicating assessment results and achievement to appropriate individuals.

Professional Growth. Students will:

- Identify the benefits and recognize the importance of belonging to a professional secondary education community.
- Engage in secondary education professional development opportunities, including technology-based opportunities.
- Provide accurate, balanced, and effective secondary education instruction.

NOTE: Dispositions, content knowledge and competencies are detailed in Secondary course syllabi.

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.
- Official notification from the FDOE that subject area requirements have been satisfied.
- 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 EDG 6235 or ESE 6215) and all required professional examinations prior to placement in final internship.
- 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:* 36-39
- *Composition of required courses:* course descriptions below and pages 12-13
- *Restricted electives:* 9-12 credit hours
- *Unrestricted electives:* none
- *Thesis requirements:* none
- *Dissertation requirements:* none
- *Total number of semester credit hours for the degree:* 36-39

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) or Concepts of Self (EDF 6339)
- Foundations of Global Education (EDF 6800)
- Educational Statistics (STA 6113)

1st Spring Semester:

- Educational Research (EDF 6481)
- Managing Inclusive Classrooms and Effective Discipline (EDG 6408)
- Teaching Reading in Secondary and Middle School (RED 6361)

2nd Fall Semester:

- Instructional Strategies and Assessment Practices (EDG 6345)
- Special Methods (select one):
 - Art Education in Secondary School (ARE 6342)
 - Language Arts: Middle and Secondary School (LAE 4360)
 - Teaching Mathematics: Middle and High School (MAE 6155)
 - Science: Middle and Secondary School (SCE 4360)
 - Social Studies: Middle and secondary School (SSE 4361)
- Teaching English to Speakers of Other Languages (TESOL):
 - ESOL Strategies for Content Area Teachers (TSL 4324, all areas **except** English)
 - Introduction to Theories and Practices of TESOL (TSL 4080) **and**
 - TESOL Issues and Practices (TSL 4081, English teachers)

2nd Spring Semester:

- Middle School Curriculum (EDG 6235) **or** Senior High School Curriculum (ESE 6215)
- Internship in Secondary Education (EDG 6940)

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))**

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

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.

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 through differentiated instruction, and assessment techniques with emphasis on data-driven decision making. The FEAPS are emphasized.

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.

Teaching Reading in Secondary and Middle School (RED 6361): Emphasis on reading efficiency and study habits of high school and middle school students. Integrating reading and writing into content fields and reviewing materials is also emphasized.

Foundations of Global Education (EDF 6800): Addresses the nature and scope of global education, multiple national cultures, and their impact on educational practice, international responses to common educational issues, and the representations of global societies.

Managing Inclusive Classrooms and Effective Discipline (EDG 6408): Designed to prepare educators to meet the needs of all students in diverse, inclusive classrooms. Topics include teaching strategies for academic and behavior problems, effective discipline, behavioral support, and academic intervention.

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 the critical consumption of educational research.

Internship (EDG 6940, 6 credits): Assigned department advisor works with the student and the Director of Student Teaching in assigning the student specialized and professional field experiences, supervised by qualified personnel on the local and University level.

One Content Methods Course in Area of Specialization (3 semester hours):

Art Education in Secondary School (ARE 6342): Art education in junior and senior high school: meeting the needs of youth in programs, materials and processes with related activities, analysis and study of theories, practices, and research in art education.

Language Arts: Middle and Secondary School (LAE 4360): Techniques of instruction for students enrolled in teacher education programs.

Teaching Mathematics: Middle and High School (MAE 6155): Study of contemporary thinking, practices, and research in the teaching of mathematics to middle and high school students.

Science: Middle and Secondary School (SCE 4360): Techniques of instruction for students enrolled in teacher education programs.

Social Studies: Middle and Secondary School (SSE 4361): Techniques of instruction for students enrolled in teacher education programs.

Other Required Courses (3-6 semester hours, ESOL coverage required)

ESOL Strategies for Content Area Teachers (TSL 4324, all content areas *except* English): Study and application of methods, strategies, issues, and materials for teaching LEP students. Emphasis is on language acquisition, multicultural concerns, ESOL through content areas, and current trends in ESL teaching and learning. The LULAC-META Consent Degree is explored. Course meets all identified DOE competencies for special and secondary teachers *except* English.

Introduction to Theories and Practices of TESOL (TSL 4080, English teachers): A practical course designed to introduce students to the special methods and unique experiences involved in the teaching of English to speakers of other languages; *and*

TESOL Issues and Practices (TSL 4081, English teachers or ESOL Endorsement below): Designed to serve as the culminating experience in ESOL. The main goal is to make the connection between theory and practice. Special attention is given to the areas of methodology and curriculum.

ESOL Endorsement (recommended, but not required for English teachers, 12 semesters hours)

Curriculum Development in TESOL and Bilingual Education (TSL 5142): Focuses on curriculum and materials selection and development in TESOL and bilingual education Pre-K to adult in a variety of national and international contexts.

Methods of TESOL and Bilingual Education (TSL 5345): Study and application of materials, methodologies, and strategies for teaching English learners (ELs) and bilingual students in a variety of educational settings.

Assessment Issues for ESOL and Bilingual Populations (TSL 5440): Theory, research, and practice of assessment related to equity and education of English and bilingual learners.

Multicultural Education Seminar (EDG 5705): Presents the research base in multicultural education. Content covered includes language fluency, prejudice reduction, culture fair instruction and the relationship of class, race, gender and ethnicity to academic achievement.

- 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.**

Not Applicable. Although the proposed program is designed to prepare well qualified secondary teachers in a variety of content areas and includes training in science and technology, it is not specifically a degree program in the science and technology disciplines.

- 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.**

FAU will be seeking accreditation for the proposed program in 2015, during the Council for the Accreditation of Educator Preparation (currently National Council for Accreditation of Teacher Education/NCATE), Florida Department of Education, and Florida Board of Governors (CAEP/DOE/BOG) visitation.

- 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 the same as other programs delivered by the Department of Teaching and Learning. Courses will be offered by traditional delivery on the main campus and partner campuses, as well as nontraditional delivery by distance learning when appropriate. Because all of the courses, including internships, already exist and are already offered, this program will not require specialized services or any additional financial support (please see Table 2 in 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) 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).

No additional funding is required. The 15 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 15 ranked faculty, 14 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

		Courses offered by:				
		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

		Courses offered by:				
		Teaching & Learning			College of Education	University Total
		2010-2011	2011-2012	2012-2013	2012-2013	2012-2013
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

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
			FTE			2.4	2.1	1.8	6.1
	Sponsored Research	Professor, Assoc Professor, Asst Professor	Person-Years			2.0	2.2	1.1	4.3
			FTE			2.6	2.9	1.4	5.7
	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
			FTE			2.6	2.9	1.8	8.8

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					
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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	179
Arts & Letters	English	55
Arts & Letters	History	95
Arts & Letters	Visual Arts	21
Science	General	8
Science	Math	32
Total		390

Access to Electronic Journals

Type of Access	Journal Titles
Current Access	2,184
Archival	2,140
Unique Titles	3,391

Note: Data Bases in Subject Areas (61) all funded

**Examples of Major E-Journals Relevant to Secondary Education
Available to the University's Students**

Titles A - I: *Adult Learning; American Educational Research Journal; American Journal of Education; American Secondary Education; British Journal of Educational Technology; Childhood Education; Chronicle of Higher Education; Cognition and Instruction; Cognitive Psychology; Comparative Education; Computers and Education; Computers in the Schools; Contemporary Educational Psychology; Education Digest; Education Technology News; Education Week; Educational Administration Quarterly; Educational Leadership; Educational Measurement: Issues and Practice; Educational Psychologist; Educational Research; Educational Research Quarterly; Educational Researcher; Educational Review; Educational Technology, Research & Development; Electronic Education Report (note: three month moving wall); Elementary School Journal; Exceptional Children; Florida Media Quarterly; Harvard Educational Review; High School Journal; History of Education Quarterly; Human Development; Instructor; Intelligence; International Journal of Instructional Media; and International Review of Education.*

Titles J - Z: *Journal of Adult Development; Journal of Computer Assisted Learning; Journal of Educational Computing Research; Journal of Educational Measurement; Journal of Educational Research; Journal of Educational Technology Systems; Journal of Experimental Child Psychology; Journal of Information Systems Education; Journal of Instructional Psychology; Journal of Negro Education; Journal of Research in Childhood Education; Journal of Research in Science Teaching; Journal of Research on Technology in Education; Journal of Social Studies Research; Journal of Special Education; Language Arts; Learning and Leading With Technology; Learning and Motivation; Mathematics Teaching; Mental Measurements Yearbook; MultiMedia; NASSP Bulletin; Performance Improvement; Performance Improvement Quarterly; Phi Delta Kappan; Psychological Bulletin; Psychology in the Schools; Reading Research Quarterly; Reading Teacher; Research in Higher Education; Review of Educational Research; School Science and Mathematics; Science and Children; Science Teacher; Social Studies; Teacher's College Record; Teaching History; Technology and Learning; TechTrends; User Modeling; and User-Adapted Interaction.*

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.**

The College of Education has already established currently existing sites for internship and practicum experiences with all of the school districts within the FAU service area. 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	9	5.0625	15	8.4375	25	14.0625	37	20.8125
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	11	6.1875	20	11.25	30	16.875	43	24.1875
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	1.685	4	2.25	5	2.8125
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	15	8.4375	25	14.0625	40	22.4975	60	33.75	85	47.8125

* 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	277,369	0	0	0	0	0	\$277,369	277,369	0	0	0	0	\$277,369
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	\$280,369	\$0	\$0	\$0	\$0	\$0	\$280,369	\$280,369	\$0	\$0	\$0	\$0	\$280,369

*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)	3.02	3.02
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$280,369	\$280,369
Annual Student FTE	8.4375	47.8125
E&G Cost per FTE	\$33,229	\$5,864

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
C&I Secondary plus Cert. --> M.Ed. Sec. plus Cert.*	0	0	\$0
B58000	8,902	8,902	\$0
B58000	27,716	27,716	\$0
B58000	9,865	9,865	\$0
D58000	31,541	31,541	\$0
J58001	25,708	25,708	\$0
J58001	21,036	21,036	\$0
D58000	30,188	30,188	\$0
B58000	15,505	15,505	\$0
D58000	21,556	21,556	\$0
D58000	19,916	19,916	\$0
D58000	13,207	13,207	\$0
B58000	17,084	17,084	\$0
D58000	19,395	19,395	\$0
B58000	15,750	15,750	\$0
B58000	3,000	3,000	\$0
Totals	\$280,369	\$280,369	\$0

*Note: Faculty salaries reallocated from C&I Secondary plus Certification to M.Ed. In Secondary plus Certification.

* 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	Ray Amirault, Ph.D. (B) Instructional Technology	Assistant Professor	Tenure Track	Fall 2014	9	1.00	0.13	0.13	9	1.00	0.13	0.13
A	Eileen Ariza, Ed.D. (B) TESOL/Multicultural	Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Susannah Brown, Ph.D. Art Education	Associate Professor	Tenure	Fall 2014	9	1.00	0.13	0.13	9	1.00	0.13	0.13
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	Penelope Fritzer, Ph.D. English/Social Studies Ed	Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Joseph Furner, Ph.D. Math Ed/Curric & Instruction	Associate Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	A. Gonzalez-DeHass, Ed.D. (J) Educational Psychology	Associate Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	David D. Kumar, Ph.D. (D) Science Education	Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Julie Lambert, Ph.D. Science Education	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) Reading Ed/C&I	Associate Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	P.Marinaccio, Ph.D. (D) Reading Ed/Special Ed	Associate Professor	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
A	Angela Rhone, Ed.D. (D) Ed Psych/Multicultural Ed	Professor	Tenure	Fall 2014	9	1.00	0.13	0.13	9	1.00	0.13	0.13
A	Barbara Ridener, Ph.D. (B) Mathematics Education	Associate Professor	Tenure	Fall 2014	12	1.00	0.13	0.13	12	1.00	0.13	0.13
A	Patricia Willems, Ph.D. (D) Educational 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)	Assistant	Tenure	Fall 2014	9	1.00	0.25	0.25	9	1.00	0.25	0.25
	Social Studies Education	Professor	Track									
	Total Person-Years (PY)							3.02				3.02

* Temporary Assignment Office of the Provost

Faculty Code		Source of Funding	PY Workload by Budget Classification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	2.77		2.77
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.25		0.25
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	3.02	Year 5 3.02