Requests For Planning Authorization must be submitted in a timely manner to receive approval by the Chief Academic Officers prior to submission to the Arizona Board of Regents for approval at a regular Board meeting. In each request, please provide the following information. For convenience, download the appropriate template available on the Academic Affairs website.

I. PROGRAM NAME AND DESCRIPTION
   A. DEGREE(S), DEPARTMENT AND COLLEGE, AND CIP CODE*

   Master of Science with a major in Educational Technology
   CIP Code: 13.0501

   Master of Science with a major in Education Technology emphasizes a practitioner's approach to the design, development, and evaluation of instructional technology for education and industry. The graduates of this program are expected to be able to implement and evaluate the effectiveness of learning within diverse instructional settings. The program focuses on issues relating to learning, instructional design, visual design, multimedia development, evaluation, and research.

   B. PURPOSE AND NATURE OF PROGRAM

   Industry and education are in a process of reorientation and reorganization as they adapt to the implementation of the Internet and browser-based applications. The proposed program of studies will provide unique opportunities for graduates.

   • Expanded opportunities for students’ intellectual development
   • Increased marketability
   • Unique opportunities for the application of technology to 21st century instructional needs
   • Expanded scope of University offerings

   The master's program provides a technical and foundational understanding of the concepts, methods, and theories related to the profession of educational technology. Learners hold undergraduate degrees from diverse academic fields. Many are working professionals who have chosen graduate work to increase their knowledge and skills. The program exposes these learners to methods and research emerging from educational technology, preparing them for professional positions in government, industry and education. The program focuses on issues relating to learning, instructional design, visual design, multimedia development, evaluation, and emerging technologies. Graduates are expected to be able to implement technology-based instruction and evaluate the effectiveness of learning within diverse educational settings.
The current Master of Arts in Educational Psychology with Emphasis in Educational Technology program of studies has been in operation at the University of Arizona South since 1997. Prior to this time, this program was delivered through the Educational Psychology Department, College of Education, on the main campus of the University of Arizona.

Given the intent of the administrations of the campuses to further identify the University of Arizona South programs from those of the main campus, the current program at the University of Arizona South will be replaced with a Master of Science in Educational Technology program. Additionally, the College of Education, University of Arizona, does not intend to offer a comparable program of study.

Hence, a benefit of this change is a more accurately defined degree, specifically as a Master of Science in Educational Technology, with a functional refinement of the curriculum. Nationally, graduate educational technology programs appear with MA, Med, and MS degrees. The Master of Science has been selected for this program based on the technical nature of the program including programming, authoring, and statistics.

C. PROGRAM — List the program requirements, including minimum number of credit hours, required courses, and any special requirements, including theses, internships, etc.

The master's program provides a foundational understanding of the concepts, methods, and theories related to the profession of educational technology. Learners hold undergraduate degrees from diverse academic fields. And, many are working professionals who have chosen graduate work to increase their knowledge and skills. The program exposes these learners to methods and research emerging from educational technology, preparing them for professional positions in government, industry, and education. Admission to the program requires a completed bachelor's degree or master's degree from an accredited institution with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale in the last 60 credit hours.

Consistent with the University of Arizona Graduate College, applicants who do not meet the minimum required cumulative grade-point average (GPA) of 3.00 for admission to a graduate degree program, may enroll in Graduate Non-Degree status. After completing 12 consecutive semester units of graded (A, B, C) 500-level or higher course work with a minimum grade-point average of 3.25, they may apply for admission consideration to a graduate degree program.

Given the diversity of learner backgrounds and expectations, the program of study for each learner is planned by the learner in consultation with a faculty advisor, who must approve the program. The choices for the program of study are determined by the learner and advisor and are based on professional aspirations, academic needs and personal preferences. Because the efficacy of courses may vary depending on the learner's background, the program of study is contingent upon the learner's entry-level competencies.

The master's degree requires a minimum of 36 units, with at least 27 of these units taken in Educational Technology. These 36 units may include a supervised research experience. Additionally, learners are expected to complete a comprehensive best-works portfolio demonstrating competency within the discipline as a requisite
component for degree completion. Consistent with the University of Arizona Graduate College, learners who have a cumulative grade-point average of less than 3.00 will be placed on academic probation. Learners on probation are required to meet with their advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and devise a written plan of action to be submitted to the Graduate College. Learners whose GPA is below 3.0 for two consecutive semesters will be converted automatically to non-degree status.

Three curricular domains comprise the program of study and include research methods, foundations of educational technology, and instructional design and development. From these domains required and elective courses are derived for the learners’ plan of studies. These domains are intended to prepare learners for occupations relating to: the technical design of instruction and interfaces for training; evaluation of technology-oriented training systems, program coordination with educational technology; integration of instructional technology into pre-kindergarten through higher education or corporate training settings; and advancement to doctoral work.

**ET is a new prefix. See list of courses under Section E.**

- **Research Methods:** research skills (*required course)
  - EDP 560 Introduction to Research*
  - ET 542 Statistical Methods in Education*
  - ET 545 Educational Tests and Measurements*
  - ET 547 Educational Evaluation

- **Foundations of Educational Technology:** background knowledge base of the field (*required course)
  - ET 510 Learning Theory in Instructional Design*
  - ET 511 Application of Technology in Education*
  - ET 612 Systems Thinking and Modeling*
  - ET 614 Special Topics in Ed Tech
  - EDP 600 Theories of Human Development*

- **Instructional Design and Development:** theoretical and practical instructional design knowledge and skills (*required course)
  - ET 520 Introduction to Instructional Design*
  - ET 521 Instructional Design Using Technology*
  - ET 522 Introduction to Interface Design
  - ET 530 Multimedia Applications in Education*
  - ET 531 Advanced Multimedia
  - ET 593 Internship
  - ET 599 Independent Study

The program of studies includes 27 hours of required courses and 9 hours of electives.

- **Required courses**
  - EDP 560 Introduction to Research
  - EDP 600 Theories of Human Development
  - ET 510 Learning Theory in Instructional Design
  - ET 511 Application of Technology in Education
  - ET 520 Introduction to Instructional Design
ET 521 Instructional Design Using Technology  
ET 530 Multimedia Applications in Education  
ET 542 Statistical Methods in Education  
ET 545 Educational Tests & Measurements  
ET 612 Systems Thinking and Modeling  

- Elective courses  
  ET 522 Introduction to Interface Design  
  ET 531 Advanced Multimedia  
  ET 547 Educational Evaluation  
  ET 593 Internship  
  ET 599 Independent Study  
  ET 614 Special Topics in Ed Tech (Seminar)  

Courses will be sequenced to allow a four-semester completion of the degree.  

Year 1     Year 2  
Semester 1   Semester 1  
ET 510     ET 612  
ET 511     ET 542  
ET 520     Elective  

Semester 2   Semester 2  
EDP 560     ET 545  
ET 521     Elective  
ET 530     Elective  

The completion of a best-works portfolio will be used as a comprehensive exam. The learner will be expected to create an online version of the portfolio and submit the URL to the committee at least two weeks prior to the scheduled defense. The portfolio defense must be completed and evaluated by the committee one month before graduation date.  

D. CURRENT COURSES AND EXISTING PROGRAMS — List current course and existing university programs which will give strengths to the proposed program.  

EDP 560 Introduction to Research. Introduction to research methods in education including analysis of research, writing of research reviews, and applying research results in educational settings.  

EDP 600 Theories of Human Development. Critical discussion of research standards, methodologies, and findings of traditional and contemporary developmental theories.  

E. NEW COURSES NEEDED — List any new courses which must be added to initiate the program; include a catalog description for each of these courses.  

Note the aforementioned sequencing of courses table for frequency and sequencing allow for a four-semester completion of program. The two sections that follow reflect
existing courses that are being sequenced with Master of Science in Education Technology identifiers and those courses that are truly new courses needed.

1. **The following are existing courses with EDP prefixes. They will be changed to ET prefixes.**

   **ET 510 Learning Theory in Instructional Design.** Introductory course examining three major paradigms of human learning from which various learning theories, approaches, interventions, strategies, and techniques have stemmed. Emphasis is placed on relationships between theory and practice in instructional design. This course is currently identified as EDP 510.

   **ET 511 Application of Technology in Education.** Introductory course emphasizing a hands-on approach to exploring, integrating, and developing technology-augmented learning using research-based methods. The course is directed at instructional technologists and educators. This course is currently identified as EDP 511.

   **ET 520 Introduction to Instructional Design.** Introductory course addressing instructional design methods and theories with emphasis on technology-augmented instruction. This course is currently identified as EDP 519A.

   **ET 521 Instructional Design Using Technology.** Instructional design methods and theories with emphasis on browser-based production and authoring using multimedia. This course is currently identified as EDP 519B.

   **ET 530 Multimedia Applications in Education.** Design of multimedia for instructional applications with an emphasis on production techniques and programming tools. This course is currently identified as EDP 512.

   **ET 542 Statistical Methods in Education.** Descriptive, correlational, and inferential procedures for presenting and analyzing school and research data. This course is currently identified as EDP 541.

   **ET 545 Educational Tests & Measurements.** Theoretical and practical application of psychometric techniques to test construction, analysis, and interpretation of test results. This course is currently identified as EDP 558.

   **ET 547 Educational Evaluation.** Program evaluation in educational technology. Evaluation for use in educational settings of instruction, measurement, and tool software. This course is currently identified as EDP 582.

   **ET 593 Internship.** Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment. This course is currently identified as EDP 593.

   **ET 599 Independent Study.** This course is currently identified as EDP 599.

   **ET 614 Special Topics in Ed Tech.** Advanced seminar course addressing research, special topics, or emerging themes in educational technology. Course may be repeated. This course is currently identified as EDP 696B.

2. **New Courses Needed**
**ET 522 Introduction to Interface Design.** Principles of educational human-computer interface design with an emphasis on visual design, cognitive components of design, and their impact on learning.

**ET 531 Advanced Multimedia.** Design of Internet-based instructional multimedia optimized for distance learning. Emphasis is placed on streaming audio and video, and dynamic content determined by server database values. Prerequisite ET 530.

**ET 612 Systems Thinking and Modeling.** Explore the origin and nature of “Systems Theory.” The impact of systems theory on the development of contemporary thinking, intellectual advancement in different disciplines, and its educational implications will also be discussed.

F. **REQUIREMENTS FOR ACCREDITATION —** Describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

**Unknown**

II. **STUDENT LEARNING OUTCOMES AND ASSESSMENTS**

A. **WHAT ARE THE INTENDED STUDENT OUTCOMES?** Describe what students should know, understand, and/or be able to do at the conclusion of study.

Learners hold undergraduate degrees from diverse academic fields and many are working professionals who have chosen graduate work to increase their knowledge and skills. The proposed program exposes these learners to methods and research emerging from educational technology, preparing them for professional positions in government, industry, and education.

The masters program emphasizes a practitioner's approach to the design, development, and evaluation of instructional technology for education and industry by providing a foundational understanding of the concepts, methods, and theories related to the profession of educational technology.

- Graduates are expected to possess a firm foundation in the theories of learning, instructional design, and evaluation.

- Graduates will be able to perform an analysis of instructional needs, and, as a result of the analysis, design the instruction, implement the instruction using a technology format, and evaluate the instructional effectiveness of the system.

- Graduates are expected to be prepared for employment within academe, industry, and government.

B. **PROVIDE A PLAN FOR ASSESSING STUDENT OUTCOMES**

Assessment of student outcomes will be in the form of within courses measures and a final comprehensive examination.
Within course measures will include projects, papers, and presentations.

The completion of a best-works portfolio (Appendix A) is used as a comprehensive examination. The learner will form a portfolio committee consisting of a chair and at least two other committee members. The chair of the committee must be a full-time faculty in the Educational Technology program. The learner, supplied with portfolio guidelines and evaluation rubric, will be expected to create an online version of the portfolio and submit the URL to the committee at least two weeks prior to the scheduled defense. The portfolio defense must be completed and evaluated by the committee one month before graduation date.

Further, the program will assessed through learner outcomes. Specifically, within program and external measures will be used.

- Evaluating former learners’ professional development.
- Learner placement.
- Evaluating learner preparedness based on employer commentary.
- Time to complete degree.
- Evaluating the success of the curriculum based on faculty measures of what learners are expected to know.
- Conducting ongoing program evaluations relative to where the program should be focused.
- Realigning program as needs and conditions change.

III. STATE’S NEED FOR THE PROGRAM


The program was moved from the main campus in Tucson to Sierra Vista in 1997 to meet critical educational needs at Ft. Huachuca. The technical nature of the program provides educators and trainers at Ft. Huachuca with comprehensive instructional design and evaluation academics incorporating a contemporary technology emphasis. Since that time both Fort Huachuca and the associated contractor base has grown. Additionally, Arizona public education has actively begun to address the development and integration of technology into the curricula and the program is further intended to address ISTE National Educational Technology Standards and Performance Indicators for Teachers.

B. IS THERE SUFFICIENT STUDENT DEMAND FOR THE PROGRAM? — Explain and please answer the following questions.

1. What is the anticipated student enrollment for this program? (Please utilize the following tabular format).
2. What is the local, regional and national need for this program? Provide evidence of the need for this program. Include an assessment of the employment opportunities for graduates of the program during the next three years.

The current program, M.A. with a major in Educational Psychology, has approximately thirty students at differing stages of completion. The expectations are that this program would expand to approximately 40, given the regional needs of Tucson and Sierra Vista. The programs are comparable and there should be no issues accommodating existing students.

Educational technology is a growth area enterprise. Government, corporate and academic institutions addressing instructional needs have moved toward increased use of technology to address geographical distribution and improved access to instruction. It is also relevant that a majority of the learners in the program are already professionally credentialed. Hence, the program has traditionally been embraced by those individuals who need to advance or remain current in their professions.

According to the Occupational Outlook Handbook, 2004-2005: Bulletin 2570 by US Dept of Labor, educational technology related employment is expected to grow faster than average through 2012. Given the growth statistics of this region and Arizona, this discipline should bode well for graduates.

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Degrees</td>
<td>0</td>
<td>7</td>
<td>15</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

IV. APPROPRIATENESS FOR THE UNIVERSITY — Explain how the proposed program is consistent with the University Mission and Strategic Direction Statements of the university and why the university is the most appropriate location within the Arizona University System for the program.

The University of Arizona South mission statement clearly encourages a viable program of technology in the curricula.
To provide quality liberal arts and professional instruction as a branch campus of the University of Arizona that allows the citizens of the State, and primarily Cochise County, to obtain degrees and develop fully their intellectual and professional capabilities as well as gain an appreciation of diversity. To enrich instruction through the integration of technology in resident and distance learning programs.

To foster regional economic development and provide expertise for generating solutions to community problems through the education and public service activities of faculty, staff, and students.

Approved by The Arizona Board of Regents, January 9, 1998

Hence, this proposed program of studies is entirely consistent with the intent of the mission of the University from academic, professional, and technical perspectives.

V. EXISTING PROGRAMS AT OTHER CAMPUSES

A. EXISTING PROGRAMS IN ARIZONA --

1. Arizona University System — List all programs with the same CIP code definition at the same academic level (Bachelor’s, Master’s, Doctoral) currently offered at a main or branch campus in the Arizona University System. (Please utilize the following tabular format).

<table>
<thead>
<tr>
<th>CIP CODE</th>
<th>PROGRAM</th>
<th>LOCATION ARIZONA UNIVERSITY SYSTEM</th>
<th>PROGRAM ACCREDITATION YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>130501</td>
<td>M.Ed., Ph.D.</td>
<td>ASU</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2. Other Institutions — List all programs at the same academic level currently offered by private institutions in the state of Arizona, and indicate whether the institution and the program are accredited. (A list of institutions will be provided by Board staff. Please utilize the following tabular format and contact Board staff for assistance, if needed).

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PRIVATE INSTITUTION</th>
<th>NCA Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Programs Offered in Other WICHE States — Identify WICHE institutions that currently offer this program. If appropriate, briefly describe the program(s). (Please utilize the following tabular format.)
### PROGRAMS OFFERED IN OTHER WICHE STATES

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>WICHE INSTITUTION &amp; LOCATION</th>
<th>NCA Accreditation? (Y or N)</th>
<th>Program Accreditation? (Y or N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Technology, Univ. of No. Colorado – Greeley, CO</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**B. JUSTIFICATION FOR DUPLICATIVE PROGRAM** — Provide information under one or more of the following subheadings, as appropriate for the program. Board policy 2-203.B.3 states that, "...It is not necessary for a degree program to meet all of the criteria described in Board Policy. However, the Board expects substantial justification for all requests for authorization to begin planning a new program that duplicates a program offered by another Arizona public university." Board Policy 2-203.C.3 states that, "A review of the justification as described in section B.2. above, under which the duplicated program was approved for planning, must show that the rationale continues to be pertinent.

**NOTE:** For Items 4, 5 and 6 below, supporting documentation could be in the form of a letter from the university currently offering the program detailing enrollment expectations, the feasibility of technological delivery of courses, collaboration efforts, and the effect on existing programs.

1. Basic Academic Subject — Provide information showing that this program is a basic academic subject normally taught in most universities.

   National leaders, the U.S. Department of Education, and other federal agencies recognize the essential role of technology in 21st century education. "President Clinton, Vice President Al Gore, and a procession of state governors from both political parties have recently endorsed technology as a necessary tool for education. At last year’s national education summit in Palisades, N.Y., the governors and business leaders who attended made improving education technology one of two main goals for school change.” (Technology Counts: Taking Technology’s Measure, Education Week, November 10, 1997)

2. Long-term Student Demand That Cannot Be Met Satisfactorily by Existing Program(s) — Explain the relationship between projected demand and the capacity of the existing program(s). Provide historical data for the existing program(s) for degrees awarded for the past five years. Provide anticipated five-year projected enrollment for the new program. (Please use the tabular formats below).

   Note: * masters level instructional technology only
EXISTING PROGRAMS: ARIZONA UNIVERSITY SYSTEM
Historical Data: Degrees Awarded For The Past 5 Years

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ASU*</td>
<td>76</td>
<td>12</td>
<td>16</td>
<td>25</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>2 UAS</td>
<td>38</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>114</td>
<td>23</td>
<td>23</td>
<td>27</td>
<td>26</td>
<td>15</td>
</tr>
</tbody>
</table>

EXISTING PROGRAMS
ARIZONA UNIVERSITY SYSTEM
5 Year Projected Enrollment

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>No. Student Majors</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td></td>
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<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>

NEW PROGRAM
5-YEAR PROJECTED ENROLLMENT

<table>
<thead>
<tr>
<th>No. Student Majors</th>
<th>1st yr.</th>
<th>2nd yr.</th>
<th>3rd yr.</th>
<th>4th yr.</th>
<th>5th yr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

5. Nontraditional, Older, or Part-time Student Demand — Provide a needs assessment and explanation.

The proposed program is perhaps unique in its history; its primary function was to provide highly technical educational technology courses to a largely employed constituent group requiring technical design, development, authoring, and evaluation skills. Hence, the proposed program continues support to part-time, non-traditional, and part-time students.

Alternative Delivery Systems

a. Analyze the feasibility and the desirability of delivering the existing program(s) off-campus, e.g. by listing the courses required for the new program and indicating whether they are
offered as part of the existing program(s), and could be delivered by means of information technology.

Components of the existing program have been provided to off-campus locations with success. Additionally, the program has served as an experimental environment and catalyst for emerging delivery methods for the University of Arizona, such as the adoption of web-delivered, real-time video, e.g. Adobe Breeze.

b. If it has been determined that this program cannot be delivered off-campus by the university currently offering the program because of limited resources or because of the need for specialized equipment or library resources not available in the foreseeable future, or because the program cannot be delivered at a level of quality comparable to that of the on-campus program, as required by ABOR Policy 2-205.A.1, provide an explanation to that effect.

While we would expect to continue offering alternative methods of delivery, we also respect that our constituents have requested traditional classroom facilities to accommodate the computer laboratory needs of the program.

6. Collaboration Efforts — Describe efforts that have been made to collaborate between the universities to offer this program (e.g., joint degrees, shared courses, and team teaching of courses) and to minimize the duplication of programs and courses. Include analysis of the feasibility of collaborating on the offering of this program.

This program has been delivered in co-operation with UA main campus Department of Educational Psychology. The degree granted to students completing this program was awarded by the main campus department. Now it will be awarded as a UA South degree.

7. Effect on Existing Program(s) — Explain why the establishment of the program will not adversely affect existing programs.

Given that this program has existed for a number of years without adversely affecting existing programs, there is no reason to believe this new implementation will have any negative consequences. Indeed, we would expect that the proposed program will augment existing and proposed programs.

8. Resources Already Available and Costs of Implementing the Program are Negligible — Provide data to support a statement that resources necessary for the program such as courses, faculty, equipment, and library resources are already available as part of other programs at the same university, and the incremental costs for implementing the program are negligible.
The current Master of Arts in Educational Psychology with Emphasis in Educational Technology program of studies has been in operation at the University of Arizona South since 1997. Prior to this time, this program was provided as an emphasis by Educational Psychology Department, College of Education, on the main campus of the University of Arizona. The College of Education no longer offers this program of studies. Hence the program has been successfully operated for a number of years using the faculty and resources available at University of Arizona South, as identified in the re-numbering of existing Educational Psychology courses to this proposed program.

VII. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree and estimate of the level of involvement of all current faculty who will participate in the program. If proposed program is at the graduate level, also list the number of master's theses and doctoral dissertations each of these faculty has directed to completion. Attach a brief vita for each faculty member listed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Theses &amp; Dissertations Directed</th>
<th>Courses Teaching in Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Callahan, Philip</td>
<td>Assoc Prof</td>
<td>PhD</td>
<td>25</td>
<td>511, 520, 521, 542, 545, 522, 614</td>
</tr>
<tr>
<td>Hung, Woei</td>
<td>Asst Prof</td>
<td>PhD</td>
<td></td>
<td>510, 511, 520, 521, 522, 612, 614</td>
</tr>
<tr>
<td>Hall, John</td>
<td>Adj Asst Prof</td>
<td>PhD</td>
<td></td>
<td>530, 531</td>
</tr>
<tr>
<td>Johnson, Christopher</td>
<td>Adj Asst Prof</td>
<td>PhD</td>
<td></td>
<td>614</td>
</tr>
<tr>
<td>Kjos, Glenn</td>
<td>Adj Asst Prof</td>
<td>PhD</td>
<td></td>
<td>542, 545, 547</td>
</tr>
</tbody>
</table>

Two full-time faculty will teach 2-3 classes per semester.

2. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty.

Given the proposed program, no additional faculty are needed.

3. Current FTE Students and Faculty -- Give the present numbers of FTE students and FTE faculty in the department or unit in which the program will be offered.

The current program has approximately thirty students at differing stages of completion. There are two full-time faculty.
4. **Projected FTE Students and Faculty** -- Give the proposed numbers of FTE students and FTE faculty for the next three years in the department or unit in which the program will be offered.

We might expect enrollments of thirty to forty five students within three years with a potential of four FTE faculty.

**A. LIBRARY**

1. **Current Relevant Holdings** -- Describe the current library holdings relevant to the proposed program and assess the adequacy of these holdings.

   The current main campus library facilities can adequately address the graduate research needs of the program.

2. **Additional Acquisitions Needed** -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

   None required, provided the main campus library remains available.

**B. PHYSICAL FACILITIES AND EQUIPMENT**

1. **Existing Physical Facilities** — Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

   Location dependent computer labs having 15-17 networked multimedia workstations are in use. Primary software includes: Macromedia Suite, Microsoft Office, Stella, and server supportive software. Additional hardware includes headsets, digital USB cameras, digitizing tablets, and full-motion video camera.

2. **Additional Facilities Required or Anticipated** — Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

   The primary need will be access to computer lab(s) beyond that of scheduled class time for learners developing their skills. Additionally, hardware and software must remain up to date, relative to versions, and hardware standards reflective of industry.

**C. OTHER SUPPORT**

1. **Other Support Now Available** — Include support staff, university and non-university assistance.

   The necessity of computer labs for the program requires technical support for computer lab maintenance and networking.
2. Other Support Needed, Next Three Years – List additional staff needed and other assistance needed for the next three years.

VIII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES — List.

B. NEW ACADEMIC DEGREE PROGRAM BUDGET PROJECTIONS FORM — Complete the New Academic Program Budget Projections form, describing the current departmental budget and estimating additional costs for the first three years of operation for the proposed program. Please note that these costs for each year are incremental costs, not cumulative costs.

IX. OTHER RELEVANT INFORMATION -- Explain
APPENDIX A: Portfolio Evaluation Rubric
<table>
<thead>
<tr>
<th>Competency</th>
<th>Category</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Design</strong></td>
<td>The documentation provides evidence of a sound design process in which a rationale for the need of the instructional product, complete needs assessment, learner analysis, content/task analysis, context analysis, assessment plan, instructional plan, and an appropriate theoretical foundation for justifying the instructional approach utilized, are well documented and all the analyses inform the decision making in the final instructional plan. The document is written in a coherent manner.</td>
</tr>
<tr>
<td></td>
<td><strong>Development</strong></td>
<td>The products show excellent development skills in utilizing a variety of technologies and technological interventions to create instructional materials that reflect their intended design to improve students' learning and performance.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong></td>
<td>The document shows a well designed and executed evaluation process. The rationale for the evaluation is provided; data collection procedures and instruments are appropriate and complete; analysis of data is specific and pertains to its purpose; evaluation conclusion is sound and informative.</td>
</tr>
<tr>
<td></td>
<td><strong>Research</strong></td>
<td>The research shows systematic and sound inquiry processes, including a comprehensive review on contemporary literature, hypotheses generation, and viable solutions and conclusion. The results of research should contribute to the knowledge base of learning, instructional interventions, performance, and/ or technology, and inform the practices of the field.</td>
</tr>
</tbody>
</table>

|            | **Resubmit with Major revision** | The documentation shows flaws in the design process. Some of the documents are missing, providing insufficient descriptions, or showing inadequate work. The documents of the analyses do not support each other. The final instructional plan does not reflect the results of the analyses. The document is not written in a coherent manner. |

|            | **Fail** | Failure to provide any evidence or meet the minimum criteria. |

|            | **Design** | The products show novice development skills in utilizing a variety of technologies and technological interventions in developing instructional materials. The instructional materials do not reflect its intended design to improve students’ learning and performance. |

|            | **Evaluation** | The document shows an inadequate design and poor execution in the evaluation processes. The rationale for the evaluation is missing or not justified; data collection procedures and instruments are inappropriate or incomplete; analyses of data are inadequate or do not pertain to its purpose; evaluation conclusion is unsound or futile. |

|            | **Fail** | Failure to provide any evidence or meet the minimum criteria. |

|            | **Design** | The documentation shows flaws in the design process. Some of the documents are missing, providing insufficient descriptions, or showing inadequate work. The documents of the analyses do not support each other. The final instructional plan does not reflect the results of the analyses. The document is not written in a coherent manner. |

|            | **Fail** | Failure to provide any evidence or meet the minimum criteria. |