

Cover Sheet: Request 11321

Bachelor of Arts in Education Sciences

Info

Process	Degree New Ugrad/Pro Existing Type State-funded Residential
Status	Pending
Submitter	Waldron,Nancy L waldron@coe.ufl.edu
Created	11/18/2016 4:10:51 PM
Updated	3/17/2017 12:17:23 PM
Description of request	<p>The UF College of Education proposes to establish a new degree program, Bachelor of Arts in Education Sciences. The new program will prepare graduates for a variety of non-teaching career paths, as well as advanced studies related to the broader field of education. In addition to a General Studies track, specializations will be available in Disabilities in Society; Educational Psychology and Research; Educational Technology; and Schools, Society and Policy.</p> <p>Please see the following attachment for additional information about the degree request: New Degree Request – BA in Education Sciences.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		11/18/2016
Deleted BA in Education Sciences UCC Proposed Catalog Copy.docx					11/18/2016
College	Approved	COE - College of Education	Waldron, Nancy L		1/6/2017
Deleted BA in Education Sciences _ New Courses.docx					11/21/2016
Deleted Cummings letter of support COE Ed Sciences.pdf					12/6/2016
Added UF Online Letter of Support COE Ed Sciences.pdf					12/7/2016
Added New degree request - BA in Education Sciences.pdf					1/6/2017
Deleted BA Education Sciences BOG Proposal.pdf					1/6/2017
OIPR	Recycled	PV - Office of Institutional Planning and Research	Zeglen, Marie	Proposal needs to go through pre-approval process with CAVP. See Angel Kwolek-Folland	1/12/2017
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L		3/6/2017
Deleted BA Education Sciences BOG Proposal Final.docx					3/6/2017
Added BA in Education Sciences UCC Proposed Catalog Copy.docx					3/6/2017
Added BA in Education Sciences _ New Courses.docx					3/6/2017
OIPR	Approved	PV - Office of Institutional Planning and Research	Zeglen, Marie	CIP 13.0101 is approved for this program.	3/7/2017
No document changes					
AP for Undergraduate Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Lindner, Angela S		3/7/2017
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Griffith, Casey Todd	Recycled at request of Dr. Kwolek-Folland, AP for Academic & faculty Affairs.	3/8/2017
No document changes					
AP for Undergraduate Affairs	Pending	PV - Associate Provost for Undergraduate Affairs			3/8/2017
No document changes					
University Curriculum Committee					
No document changes					
Faculty Senate Steering Committee					
No document changes					
Faculty Senate					
No document changes					
Academic Affairs					
No document changes					
Board of Trustees					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Florida

University Submitting Proposal

College of Education

Name of College(s) or School(s)

Education Sciences

Academic Specialty or Field

Fall 2018

Proposed Implementation Term

Dean's Office/College of Education

Name of Department(s)/ Division(s)

Bachelor of Arts

Complete Name of Degree

13.0101

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	70	52.50	\$4,731	\$248,375	0	0	\$248,375
Year 2	145	108.75					
Year 3	170	127.50					
Year 4	210	157.50					
Year 5	230	172.50	\$2,815	\$485,531	0	0	\$485,531

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

The College of Education at the University of Florida proposes a new undergraduate program, Bachelor of Arts in Education Sciences (BAES).

(b) Emphases, including concentrations, tracks, or specializations

Undergraduate students in the UF College of Education currently may pursue majors only in early childhood education or elementary education. The proposed BAES prepares individuals for a variety of non-teaching career paths as well as advanced studies related to the broader field of education. In addition to a General Studies track suitable for students interested in broad field degree, specializations will be available in Disabilities in Society; Educational Psychology and Research; Educational Technology; and Schools, Society, and Policy.

Requirements for the BAES include experiential learning options in research, internship, service learning, and study abroad. Further, students will successfully complete and present findings from the experiential component via a capstone project

(c) Total number of credit hours

120 hours

(d) Overall purpose, including examples of employment or education opportunities that may be available to program graduates

The proposed program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

The BAES is designed for individuals interested in non-teaching careers in the broad field of education, including areas such as technology-enhanced instruction and training, public and private sector education ventures, educational policy and program research, and preparation for graduate study. Graduates of the proposed program may pursue fulfilling careers in traditional and non-traditional education settings. Across the country, graduates with education majors typically are prepared to teach in preschool through grade 12 settings. While many university students complete an education degree with teacher certification and begin teaching, others pursue graduate school or employment in fields where preparation in education is an asset. The proposed program is appropriate for students interested in leading and supporting the design and implementation of learning environments, studying and informing education policy, optimizing e-learning, advocating for and developing accessible education options for citizens with disabilities, and supporting the learning and training missions of institutions in the modern economy.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The pre-proposal was presented on February 10, 2017. No formal concerns were expressed.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

N/A

- D. 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 link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

The proposed BAES aligns well with State University System (SUS) Strategic Planning Goals of Excellence, Productivity, and Strategic Priorities in the areas of Teaching and Learning, Scholarship, Research, & Innovation; and Community and Business Engagement (State University System of Florida [SUS], 2011). The goals developed for the degree, clearly delineate a direct alignment with the SUS Strategic Planning Goals, as follows:

STATE UNIVERSITY SYSTEM GOALS (SUS, 2011):

Teaching and Learning

- *Excellence GOAL: Strengthen Quality and Reputation of Academic Programs and Universities*
- *Productivity GOAL: Increase Degree Productivity and Program Efficiency*

The UF College of Education is the highest ranked education college in both Florida and among public institutions in the Southeast, and is ranked 20th nationally among public education colleges in the 2016 U.S. News & World Report survey of America's Best Graduate Schools. USA Today recently bestowed a Top 10 ranking to the college and U.S. News ranked the College's overall Online Graduate Education Programs No. 1 nationally. With only two bachelor's degree options available – and both focused on teacher preparation – the UF College of Education can leverage its human capital and infrastructure resources to offer a new undergraduate program focused on non-teaching aspects of the broad education system. Colleges of education across the country are experiencing decreases in initial teacher preparation programs. UF can strategically maintain a competitive advantage as a top education college with the addition of a non-teacher education bachelor's degree.

The BAES will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum.

- *Strategic Priorities for a Knowledge Economy GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis*

The BAES will create opportunities for students to have access to degree programs to STEM-education areas, as well as other existing and emerging areas of critical needs in possible double majors. The identified education areas include educational technology, and educational statistics and measurement.

Scholarship, Research, & Innovation

- *Excellence GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation*
- *Productivity GOAL: Increase Research Activity and Commercialization Activity*
- *Strategic Priorities for a Knowledge Economy GOAL: Increase Collaboration and External Support for Research Activity*

Through the required experiential learning expectation, students in the BAES may be placed in internships with educational technology companies who capitalize on electronic delivery of educational content; education assessment and curriculum development companies, and various public agencies and private businesses that produce professional development and e-learning materials and programs. By working with researchers and their partners in various centers and institutes associated with UF faculty, students will contribute to research and development efforts of the university system.

Community & Business Engagement

- *Excellence GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement*
- *Productivity GOAL: Increase Levels of Community and Business Engagement*

BAES graduates will be prepared to serve and improve traditional and non-traditional education settings, the private sector, and governmental agencies. To that end, it is envisioned that students in the BAES will have immersive experiences near the end of the program where the ideas learned in the program are applied in a real-life, practical setting. The experiential component is a natural mechanism for engaging community and business leaders in formulating mutually beneficial opportunities for BAES students.

Strategic Priorities for a Knowledge Economy GOAL: Increase Community and Business Workforce

Program completers will develop the knowledge, skills, and disposition to serve in a wide variety of roles within Florida such as liaisons between traditional and non-traditional education providers, evaluators of public and private education initiatives, and designers of face-to-face and web-based instruction and training.

- E. If the program is to be included in a category within the Programs of Strategic Emphasis (http://www.flbog.edu/pressroom/strategic_emphasis/) as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

Please see the Programs of Strategic Emphasis (PSE) methodology for additional

explanations on program inclusion criteria at [the resource page for new program proposal](#).

The proposed program specifically addresses the following Areas of Programmatic Strategic Emphasis:

1. Critical Workforce – Education

The proposed BAES program serves the need to prepare individuals who can contribute a unique skill set to the larger educational, government, and business communities.

The proposed program will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum. Graduates will have opportunities to complete signature culminating experiences involving studying abroad, learning communities, service learning, and undergraduate research. The proposed program will employ initiatives to increase research activities that support the development of a culture of entrepreneurship in the college and on campus.

2. Economic Development – Regional Workforce Demand

The proposed BAES will promote an influx of graduates in the broad field of education, government, business settings, and other education-related fields not limited to schools and the classroom environment.

3. Science, Technology, Engineering, and Math (STEM)

The BAES is not a STEM degree. However, with an emphasis on development and application of educational technology innovations, graduates will be well prepared to support learning in formal and informal education settings (e.g., museums) and participate in the start-up industries that require evidence-based instructional design as well as appropriate application of ubiquitous technologies that support learning.

F. 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 program will be offered at the University of Florida main campus, but students will have the option to complete courses via distance learning as part of UF Online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The impetus for the proposed program is based on the need to supply the workforce with highly effective professionals who are proficient in fields that relate to a variety of educational fields (U.S. Department of Education, 2015-2016; Florida Department of Education, 2015-2016). In addition, the need to increase program completion numbers and create a foundation for

undergraduate program completers to continue graduate education are emergent foci in the SUS Strategic Plan (SUS Strategic Plan, 2011). At the College of Education level, a decrease in enrollments in traditional teacher education programs and an increase in enrollments in non-teaching education minors and courses also are considerations framing the need to create a new program that will address these critical areas.

The 2016 Occupational Outlook Handbook published by the Bureau of Labor Statistics indicates job prospects for specialists prepared by the proposed degree program are expected to be favorable. For example, a 7% increase is expected over the next 10 years in training and development fields related to the proposed program. In addition, the field of educational technology is rapidly changing to include more employees with only a baccalaureate degree who are skilled in instructional design and in implementing and evaluating web-based learning environments. In a review of over 400 job announcements over a recent four-month period on job announcement websites related to the field, 74% of the announcements only required a bachelor's degree as the minimum education requirement, followed by 14% requiring a master's degree. This observation is important as the field traditionally sought entry employees with graduate degrees.

The demand for educators in non-school-based positions continues to expand as employers in the modern economy seek individuals who are capable of leading and supporting the design and implementation of learning environments, studying and informing education policy, optimizing e-learning, advocating for and developing accessible education options for citizens with disabilities, and supporting the learning and training missions of public and private institutions. And, these are careers with growth potential and economic stability. For example, the Florida Department of Economic Opportunity, Bureau of Labor Market Studies, projects over 1200 training and development personnel will be needed in the next 5 years. Wages for graduates of the proposed degree in these positions are reported to be in the range from \$45,670 – \$48,300. Graduates of the Education Technology specialization will be qualified for positions as online learning specialists, course developers, and web-based learning managers with an expected salary range of \$43,000 - \$52,390. Other specializations which provide knowledge and skills related to educational research, policy, and human exceptionalities will permit graduates to seek positions as textbook and software salespersons (\$48,200), research analysts (\$45,890), social service case workers and investigators (\$39,600 - \$42,000), and tutoring and/or early intervention specialists (\$43,000).

With the need to prepare highly effective professionals who will supply education-related workforce and envisioning SUS areas of programmatic strategic emphasis, the development of the BAES emphasizes education as a critical need. It is expected the implementation of the major will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning approaches as well as interdisciplinary curriculum. Students will have opportunities to complete signature experiential components involving studying abroad, internships, service learning, and/or undergraduate research. The program will employ initiatives such as forming partnerships within UF to promote the minor in entrepreneurship and the Innovation Academy to support a culture of entrepreneurship. As a result, the influx of graduates in the fields of education, government, business settings, and other education-related fields not limited to the classroom environment is expected to increase regionally.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

The genesis for the proposed major emerged from three sources: (1) an analysis of job announcements mentioning a degree in education, (2) an examination of trends in top colleges of education, and (3) reports by the College of Education Office of Student Services.

Job announcements on four prominent job search and professional networking websites during a four-month period in late 2013 were examined. A sample of 400 position announcements referencing a degree in education as a required or preferred qualification were analyzed. A variety of positions were available for which students graduating from the proposed program would be well suited. Background requirements frequently mentioned are familiarity with technology-based instructional design, program and project evaluation, and foundations of educational systems. Also, positions were from various employment sectors, including 70% from business/industry, 23% in higher education settings, and the remaining were from government, preK-12, and military.

Most colleges of education around the country are experiencing a decline in enrollments by students wishing to be teachers, largely due to salary suppression and policies grounded in questions of teacher effectiveness, evaluation, and compensation. One report indicates the drop in initial teacher education enrollments is approximately 30% over the past 5 years. UF experienced a decline over the same period in its two undergraduate teacher education programs as potential students questioned faculty and advising staff whether the time was right to pursue a career in teaching. The decline of interest in teacher education sparked interest in colleges of education to respond to other workforce trends, such as preparing individuals for instructional design and development positions frequently found in the job announcements cited above. The UF College of Education committed itself to capitalize on its strengths in graduate education, as well as notable efforts in research and development, to create opportunities for undergraduate students seeking a career related to education but not wanting to serve in a public school classroom.

Advising staff reported an uptick in the number of students coming to the office or emailing about the availability of non-teaching majors. The College offers only two undergraduate majors at present and both are geared to teacher preparation (early childhood education; elementary education). Some prospective students are inspired to pursue a career in teaching young children and elementary school students, and our undergraduate programs meet the needs of those students and the workforce needs of the state in those areas. [Note: Students wishing to teach at the middle and high school level are expected to be subject-matter experts and earn a baccalaureate degree in a subject area, such as mathematics, then pursue the teaching credential at the graduate level.] Other prospective students visiting the advising staff are not interested in teaching in traditional school settings, but wish to have an influence in other ways, such as the development and study of education policy, integration of technology to support innovation in training and learning systems, methods of evaluating the efficacy of programs and projects, and non-teaching roles in traditional education settings. The Education Sciences major is intended to meet the needs of these future leaders and innovators.

In summary, the BAES is designed to meet the needs of several populations of students:

- Students seeking careers in traditional and non-traditional education settings.

- Students who started an undergraduate teacher preparation program and have decided to no longer pursue a major directly tied to classroom teaching.
- Students who completed teacher certification requirements, determined they are not interested in classroom teaching, and want additional preparation in related fields to improve employment prospects.
- Career changers seeking a second undergraduate degree.
- Students in UF majors or transfer students from the FCS who have interest in supporting and innovating in the education sector but not intent on pursuing a classroom teaching career.

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 C, provide data that support the need for an additional program.

According to the Academic Program Inventory of the State University System of Florida, FAU and FGCU offer a bachelor’s program with CIP 13.0101 (Education, General). The FAU program was reclassified from CIP 13.1210 (Early Childhood Education and Teaching) to CIP 13.0101 in 2008 and reflects a change from a teacher certification program to a degree that prepares personnel in the fields of child care and children’s services. The FGCU major was Child Development and changed to Child and Youth Studies. The programs at both FAU and FGCU are substantively different than the proposed BAES, primarily due to their stated focus on education and services for young children.

Another program in the SUS with similarities to the proposed BAES is offered by UCF, but not under CIP 13.0101. UCF offers a restricted access “Lifelong Learning” track within the B.S. in Elementary Education (CIP 13.1202). Per communication with the UCF College of Education and Human Performance, the proposed degree program does not duplicate the UCF track. The track is similar to an undergraduate minor and described as an option that prepares students for employment in a variety of informal education settings where requirements such as content knowledge, an understanding of how children and adults learn, and strong interpersonal and communication skills, coupled with the added proficiency in areas such as marketing, management, event planning, and cognitive, physical and emotional development are needed. (UCF College of Education and Human Performance http://education.ucf.edu/prog_page.cfm?fid=61425956745341447F750D05031666435F5178740B030507).

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-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 students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

Enrollment projections are modeled on student inquiries, recommendations by the advising office, and enrollment patterns in education courses and minors (n=400) by undergrads. We anticipate some freshman and sophomore students working toward a major in another college will transfer to the proposed program during the first three years. By considering current

students in education minors as representative of students who may be interested in the proposed program, demographics show students in the minor are not concentrated in a particular major, so minimal impact is expected on enrollments in majors across the university. The primary audience for recruitment are rising juniors initially admitted to UF as FTIC and FCS transfers to the upper division. Santa Fe College has over 1000 students expressing interest in the general field of education. We expect to draw the majority of the FCS transfer population from Santa Fe.

- 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 Appendix B to indicate that the analysis required by this subsection has been completed.**

The UF College of Education's philosophy of recruitment, retention, and degree completion is to build and maintain a community of educators enhanced by diverse experiences and backgrounds who are well prepared to serve and impact all segments of society. At the College of Education, we are determined to attract and retain highly talented and productive individuals without regard to such categories as race, religion, disability, or sexual orientation. At the institutional level, the Office of Multicultural and Diversity Affairs expands the commitment to diversity through the following vision and mission:

Vision: UF Multicultural & Diversity Affairs educates, empowers, and mobilizes students, campus and community partners, and creates cutting edge programs and opportunities in the areas of multicultural education, self-awareness, advocacy, intercultural understanding, and social justice with a commitment toward creating an inclusive, affirming and just campus community.

Mission: UF Multicultural & Diversity Affairs promotes an inclusive campus community by creating environments in which students learn about themselves and diverse others, engage in meaningful inter- and intra-cultural dialogue, and enhance their leadership and commitment to social justice.

Further, an important aspect of the work of the College of Education's "EduGator Central" (aka "student services office") occurs within Recruitment, Retention, and Multicultural Affairs (RRMA). RRMA is charged with leading efforts to support a diverse student body in the College of Education. One step toward building a rich student body was establishing a formal Recruitment Strategic Plan (rev. 2016) to guide recruitment, retention, and degree completion. The College of Education Recruitment Strategic Plan prioritizes the implementation of efforts that aim to achieve an inclusive, affirming, and just educational community. Results are closely monitored and, in 2015-2016, 38% of the retained student population was non-white. A sample of recruitment strategies include:

1. Expanding partnerships with high schools and 2-year colleges that include significant populations of diverse students.
 - a. Contact and offer UF guest speakers to all high Career and Technical Academies with a focus on education or teaching. Highlight pathways to

- the proposed program.
 - b. Contact all state college liaisons to request meetings with students via video conference assistance regarding pathways to the proposed program.
- 2. Designating an existing staff member as a “Recruitment Specialist” for the proposed program to carry out recruitment, retention, and completion strategies.
 - a. Develop and provide professional development including diversity awareness and communications training for Recruitment Specialist.
 - b. Develop and require customer service and diversity trainings or request trainings from HR for all faculty and staff that work with prospective and current students.
- 3. Utilizing current College of Education CRM and transition to UF CRM as soon as possible to track leads and provide timely follow-up and application support.
- 4. Updating college-wide recruitment materials and resources that represent the full spectrum of students served and possible careers to accompany other materials used during campus recruitment activities.

The proposed BAES does not substantially duplicate programs at FAMU and FIU. Consequently, the program should not have adversely impact those universities’ ability to attract and retain students.

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.)**

Projected instructional and support costs for the proposed program will be completely funded by reallocated E & G funding in Year 1. Faculty from three departments will participate in the proposed program. Salary and benefits proportional to their effort will be reallocated to the new program. Also, effort for TEAMS and OPS personnel as well as program expenses will be reassigned from college funds. Overall, no increase in E&G funding is required to launch and sustain the proposed program until Year 5 when two new faculty will have been hired on vacant lines.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

The program will be offered as a regular state-funded UF undergraduate degree program, not intended to be offered through Continuing Education on cost-recovery basis.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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).**

Enrollments in the UF College of Education have decreased over the past five years. Reallocation of resources within the College to serve the proposed program will not negatively impact existing programs. Existing courses and some of the new courses in the proposed program will be taught by existing faculty as we adjust course loads to meet new enrollments. Some of the instruction can be handled by graduate teaching assistants. The College has many GTAs at 0.25 FTE. We would increase some assistantships to 0.50 FTE to cover additional instruction. The new program progressively incorporates experiential learning in the form of internships, study abroad, service learning, and research. We expect the undergraduate research component will become a signature feature of the program. Such efforts will link undergraduates with faculty and doctoral research students in studying problems of education practice tied to the concentrations in the proposed degree. The increased availability of experiential learning options will increase options for students in the two other undergraduate majors, although the impact may be minimal due to strict program requirements that fulfill Florida's standards for educator preparation programs and national accreditation requirements.

- D. 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).**

A reasonable increase in enrollment is expected in lower and upper division courses as a result of the implementation of the proposed program. We are projecting only 230 total enrollments by the 5th year and some of those students will be enrolled through UF Online. We expect the overall impact on general education courses to be minimal as new students will be accommodated in existing courses.

- E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

The College's Office of Development is aware of the new program and is developing the skeletons of proposals for scholarships that might be offered to prospective funders. In particular, we will target funding for parts of the program that could be an additional expense for students if chose, such as study abroad. The College also maintains robust relationships with local and distant businesses utilizing educational technologies to deliver their products or services. Those businesses will host interns and may be inclined to financially support specialized facilities for the educational technology specialization.

Additionally, the College has strong partnerships with schools and agencies around the world. We already have an infrastructure, processes, agreements, etc to support all phases of supervised internships in these settings. Those organizations provide on site support to our students. We expect to leverage those relationships to provide similar support to students in 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.

After 5 years, the proposed program will have total unduplicated enrollment of 230 students with the population evenly split between UF FTIC and FCS upper-level transfers plus an additional 30 students from out of state. The program should be graduating 115 students per year once equilibrium is reached.

At the UF College of Education, the only two undergraduate majors are in Early Childhood Education and Elementary Education. Both of those programs are part of a 5-year program that culminates in a master’s degree and teacher certification. In addition to those majors, the college offers several non-teaching undergraduate minors. The minors are experiencing increased enrollments as students are expressing a desire to be engaged with other aspects of education beyond teaching.

The proposed program will build on those minors to serve a diverse group of individuals who do not want to teach but hope to have an influence at the meta level: evolution of education policy; advocacy for the under-served; entrepreneurship utilizing educational technologies; and evaluation of educational programs and projects for quality and equity assurance. The proposed program will meet the need for entry-level highly qualified professionals and those who wish to pursue advanced studies. A recent analysis of job advertisements for positions in instructional design and training, for example, indicated the vast majority of those positions sought individuals with a baccalaureate degree and experience in education and design of instructional materials, a specialization available in the proposed program.

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)**

The BAES can be completed in 120 hours.

- 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 link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). 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.

No lower division courses are required for admission to the proposed program.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that Florida College System 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.

- 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 link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not applicable.

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 (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The BAES will:

- *Promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum. (SUS Teaching and Learning Productivity GOAL: Increase Degree Productivity and Program Efficiency; UF Mission: Teaching)*
- *Employ initiatives to increase research and commercialization activities that support the development of a culture of entrepreneurship on campus. (SUS Scholarship, Research, &*

Innovation Productivity GOAL: Increase Research Activity and Commercialization Activity; UF Mission: Research)

- *Promote an influx of graduates in the fields of education, government, business settings, and other education-related fields not limited to the classroom environment. (SUS Productivity GOAL: Increase Levels of Community and Business Engagement)*
- *Contribute in increasing the percentage of graduates continuing their education while full-time employed. (SUS Community & Business Engagement Strategic Priorities for a Knowledge Economy GOAL: Increase Community and Business Workforce; UF Mission: Service)*

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.

Students in the proposed program will have access to many UF resources. Three of the resources we expect to be most relevant are the Innovation Academy, Entrepreneurship minor, and UF Online.

The BAES will build on existing strengths at the college level by expanding the engagement of undergraduate students in key areas of educational innovation and research. This engagement will occur through established entities such as the Lastinger Center for Learning (<http://lastingercenter.com>), a research and development hub in the College of Education that partners with private businesses, governmental agencies, philanthropies, childcare agencies, preK-12 schools, and other learning organizations to create, field-test, and evaluate education innovations. The College of Education also is home to two other centers where students in the proposed program can gain practical experiences through research apprenticeships, internships, and individual study. The Anita Zucker Center for Excellence in Early Childhood Studies (<https://ceecs.education.ufl.edu>) fosters interdisciplinary teams of scholars and practitioners who focus on policies and practices connected to young children's development and learning from birth to age 5. The Online Learning Institute (<https://education.ufl.edu/oli/>) is the home for innovative research on learning, education, and training in technology-based environments. In addition, the College of Education boasts several nationally ranked programs that intersect with the proposed program: special education, counselor education, curriculum and instruction, and educational administration and supervision. Perhaps as significant, the College of Education's online programs are nationally recognized by US News and World Report as #1 in the nation for two years running – 2016 and 2017.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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 College of Education began considering options for a non-educator preparation degree approximately 4 years ago as information gathered through student advising indicated a growing interest in educational research and contemporary issues, separate from an interest in K-12 classroom teaching. Faculty also discussed the option of developing a major that would be of interest to students who knew they wanted to pursue a graduate degree in education – particularly in the areas of mental health and school counseling, school psychology, higher education student personnel, educational research & methodology, and educational

technology. Through these initial discussions it was decided that a new college degree/major should be proposed that would enhance current undergraduate offerings, align with key graduate degrees, reflect areas of high interest to students, and most importantly allow students to explore various educational disciplines and experiences. The timeline presented below includes key dates and activities for the development of the new degree/major:

Planning Process

Date	Participants	Planning Activity
07/09/2015 08/05/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie	Discussed initial list of existing courses, feedback from advising meetings/requests, critical experiences in new major, possible areas of specialization. Reviewed similar degrees in Florida and peer institutions.
08/31/2015	Dr. Tom Dana Dr. Glenn Good Dr. Nancy Waldron Dr. Hazel Jones, FPC Chair FPC faculty representatives	Discussion with College Faculty Policy Council at monthly meeting about initial ideas for new degree/major. Invited faculty to propose possible specialization areas based on existing minors and graduate programs.
09/11/2015 10/02/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie Ms. Maria Leite	Development of draft degree proposal including General Education requirements, critical tracking courses, core courses, signature experiences, and areas of specialization
11/23/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie Ms. Maria Leite Dr. Albert Ritzhaupt Dr. Ashley MacSuga-Gage Dr. Erica McCray Dr. Sevan Terzian Dr. David Therriault Dr. Corinne Huggins Manley	Met with faculty group who had proposed areas of specialization for the new degree/major. Shared draft degree proposal and discussed possible curriculum to align with initial rationale for proposal, existing courses, links to existing graduate programs, and proposed specialization areas.
02/02/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Based on meeting with faculty and feedback about courses and areas of specialization developed second working draft of new degree/major. Adjustments made to core courses, specialization areas, initial list of courses, and signature experiences.
03/04/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Meetings to continue refinement of new degree/major proposal including name/focus of specialization areas, college

		resources needed for implementation, key data to be collected (e.g. data sources, individuals), engagement of faculty in course development.
04/05/2016 05/20/2016	Dr. Tom Dana Evangeline Cummings TJ Summerford	Plan for inclusion of new degree/major and which specializations may be available through UF Online.
06/08/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Met to finalize proposed program of study for core courses, courses in general studies and specialization tracks, and the experiential learning component. Final proposal shared with faculty that participated in earlier planning meetings.
8/22-26/2016	Dr. Nancy Waldron Dr. David Miller Dr. David Therriault Dr. Corrine Huggins-Manley Dr. Jean Crockett Dr. Penny Cox Dr. Ester de Jong Dr. Albert Ritzhaupt	Meetings with each school director and key faculty regarding final list of courses, timelines and materials needed for submission of new and revised courses into UF Academic Approval system and COE Curriculum Committee review.
September 2016	Dr. Tom Dana	Informed Associate Provost for Academic Affairs, Associate Provost for Undergraduate Affairs, and Assistant Provost and Director of Institutional Planning and Research, Head of the Education Library.
09/26/2016	Dr. Nancy Waldron Dr. Tom Dana Dr. Joe Gagnon 17 COE faculty & staff	Held an "all college" faculty meeting to review proposal for new degree/major, answer questions and seek feedback. Minor adjustments to course titles, specialization and core courses made as a result.
10/10/2016	Dr. Nancy Waldron Dr. Diana Joyce Beaulieu 10 College Curriculum members	The College Curriculum Committee reviewed and approved the new degree/major and course proposals.

Events Leading to Implementation

Date	Implementation Activity
October 10, 2016	New courses and degree proposal reviewed and approved by COE Curriculum Committee
December 13, 2016	New courses reviewed and approved by UCC for review
February 10, 2017	CAVP discussion of degree proposal; no formal concerns noted
March 21, 2017	Degree proposal to UCC for review and approval
April – May 2017	Submit proposal to UF Faculty Senate for review and approval

September 2017	Submit proposal to UF Board of Trustees for review and approval
November 2017	Submit proposal to Board of Governors for review, approval, and inclusion in degree inventory
Fall 2017 – Spring 2018	Collaborate with Enrollment Management to determine timeline for providing information necessary for recruitment and admissions activities. Disseminate program information to prospective students, high school counselors, FCS counselors, UF advisers of undeclared students, and UF Online
Spring - Summer 2018	Continue outreach and communications to support marketing and information about new degree/major. Work with UF Online to determine online course availability and proposed schedule.
Fall 2018	Enroll students in in new degree/major with options for General Studies, Educational Technology, Disabilities in Society, and Schools, Society & Policy specializations.
Fall 2019	Add final specialization track in Educational Psychology & Research

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 does not fall under state program approval nor national accreditation expectations. As a point of information, however, the next national accreditation review for educator preparation programs occurs in Spring 2017 and if approved for a full 7 year period a subsequent review in 2024. The next review by the Florida Department of Education will happen in 2020-2021. No deficiencies or areas for improvement were identified in previous reviews.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Students completing the BAES will be able to (SLOs):

1. Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.
2. Apply foundational ideas and best practices to understand problems of practice and generate viable solutions in formal and informal education and training settings.
3. Enact goals for professional growth, ethical practices, and continuous improvement.
4. Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.

The Academic Learning Compact is located in Appendix C.

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

Students admitted to the university as freshmen, lower division transfers, and upper division transfers meet the admission standards for the program.

Graduation Requirements: To graduate from the proposed program, students must complete all university, college and major requirements and maintain a minimum 2.5 GPA.

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.

This proposed program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

Core courses serve as an introduction to the many fields of professional practice and research. After completing 3 critical tracking and 5 required core courses, students may develop a general studies curriculum or choose a specialization in one of the following areas:

- Disabilities in Society
- Education Psychology and Research
- Educational Technology
- Schools, Society, and Policy

Other program requirements include a two-semester Critical Issues and Research in Education colloquium series that students will complete when taking core courses and deciding on a specialization area. A signature feature of the proposed program will be an experiential learning opportunity where students can learn through a mentored practical experience in one or more of four approaches: research, internship, service learning, and study abroad. A Senior Seminar is the capstone of the program where students will interact and receive a program performance evaluation based on results of experiential project.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- o 2.0 UF GPA required

Semester 2

- o Complete 1 of 3 critical-tracking courses
- o 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical-tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 4 critical-tracking courses
- 2.5 UF GPA required

Semester 5

Complete 1 core course: choose from Education/Social Foundations, Educational Psychology, Exceptionalities, Data and Assessment, or Technology

- 2.5 UF GPA required

Critical Tracking Courses – 3 courses total

- Foundations: EDF 1005 Introduction to Education
- Technology: EME 2040 Introduction to Educational Technology
- Diversity: EDF 2085 (GE-S,D) Teaching Diverse Populations
- *(Statistics: STA 2023 Statistics (State Core GE-M) is recommended)*

Core Course List – 5 courses total

- Education/Social Foundations: EDF 3604 Social Foundations of Education (GE-S)
- Educational Psychology: EDF 3210 Educational Psychology (GE-S)
- Exceptionalities: EEX 2000 Impact of Disabilities (GE-S,D)
- Data and Assessment: EDF 4430 Measurement and Evaluation in Education
- Technology: EME 3813 Technology-Enhanced Learning Environments

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

Recommended Semester Plan

Semester 1	Credits
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	Credits
Critical Tracking Course: EDF 1005	3
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (MGF or MAC courses only; GE-M)	3
Total	15
Semester 3	Credits
Critical Tracking Course: EDF 2085 (GE-S,D)	3

General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	Credits
Critical Tracking Course: EME 2040	3
General Education Course (GE-B; GE-H; GEP; GE-S*) (*can be met with core course)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	Credits
Core Course	3
Core Course	3
Core Course	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Total	16
Semester 6	Credits
Core Course	3
General Studies or Specialization Course	3
General Studies or Specialization Course	3
Elective	3
Elective	3
Total	15
Summer	Credits
Experiential Learning	3
Semester 7	Credits
Core Course	3
General Studies or Specialization Course	3
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Total	13
Semester 8	Credits
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Elective	3
Elective	3
Total	13

Choice of a Specialization or General Studies – minimum of 15 credits

Disabilities in Society Specialization

EEX 3093 Exceptional People in School and Society
EEX 3097 Social Perspectives on Disability
EEX 4280 Disability and Community Involvement and Employment
EEX 4520 Disability: Legal Aspects & Policy
EEX 4XXX Seminar on Disability

Educational Psychology & Research Specialization

EDF 3110 Human Growth & Development
EDF 4140 Cognition in Education
EDF 3XXX Educational Research Design
EDF 4470 Survey Research Methods in Education
EDF 4440 Program Evaluation in Educational Settings

Educational Technology Specialization

EME 3044 Issues and Trends in Educational Technology
EME 4673 Introduction to Instructional Design
EME 3319 Design and Development of Educational Multimedia
EME 4320 Instructional Development in Teaching and Learning
EME 4010 Distance Education Research and Practice

Schools, Society and Policy Specialization

EDF 3514 History of Education in the US
EDF 3609 Sociological and Historical Foundations of Education
EDF 3083 International and Comparative Education
EDF 3XXX Introduction to Education Policy
EDF 4XXX Schools on Screen: American Education in Popular Media

General Studies (in addition to Core Courses; planned program required)

3000-4999 courses from defined specializations
3000-4999 special topics
3000-4999 non-ED courses with approval
3000-4999 selected ED courses from ProTeach with approval

Additional Course Options:

EDF 3132 The Young Adolescent
EDF 3135 The Adolescent
EDF 3122 The Young Child
EEX 3012 Introduction to Special Education
EME 4406 Integrating Technology in the Secondary Curriculum
SDS 4410 Interpersonal Communication Skills

Critical Issues & Research in Education (EDG 4930 - 1 credit; S/U)

A colloquium series that explores current education issues and research. Guest lectures from

faculty.

Senior Seminar (EDG 4930 - 2 semesters x 1 credit each; S/U)

Seniors present findings/summary of experiential learning.

Experiential Learning (EDG 4910 or EDG 4905 - choose one)

Research, Internship, Service Learning, Study Abroad

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

EDF3XXX Introduction to Education Policy

This course is an introduction to education policy and analysis that will explore: the history and purpose of education policy, key federal and state policies impacting K12 and higher education, theoretical and conceptual approaches to policy analysis.

EDF4470 Survey Research Methods in Education

This course provides an overview of the theory and application of survey research methods, with special emphasis on conducting survey research in educational settings. The full process of survey research is presented, including design, implementation, analysis, and data management.

EDF4440 Program Evaluation in Educational Settings

This course provides an overview to the skills and methods required to assess the effectiveness and impact of educational programs and institutions. Program evaluation in the broader setting of the social sciences is first presented, followed by evaluation readings and activities tailored specifically to educational settings.

EDF3XXX Educational Research Design

This course addresses the basic tenets of educational research design, including quantitative, qualitative, and mixed-method approaches to investigating educational phenomena. Students will learn the information needed to understand the educational research process.

EDF4140 Cognition in Education

This course examines cognitive science that explains learning in educational contexts. Specifically, the course reviews memory, attention, thinking, and problem solving (all in classroom or applied settings).

EDF4XXX Schools on Screen: American Education in Popular Media

This course explores how the movies and television have portrayed educators and students over time. It also investigates the ways in which those representations have helped to shape popular impressions of American schooling.

EDF3083 International and Comparative Education

This course examines the political, economic, and cultural contexts of schooling in various parts of the world. It introduces theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization.

EEX4XXX Seminar on Disability

Designed for students to identify and analyze current disability issues and literature on the integration of individuals with disabilities in the workplace, post-secondary education, community and adult life. Students will complete a culminating activity investigating a disability topic or applying disability-related knowledge to their academic discipline or anticipated professional practice.

EME3044 Issues and Trends in Educational Technology

An introduction to the field of Educational Technology and its history and allows an exploration of current topics and trends in educational technology research and application.

EME4673 Introduction to Instructional Design

Introduction to the processes, methods and techniques involved with systematic design on instruction. Topics include needs assessment, goal analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, development procedures, formative and summative evaluation.

EME3319 Design and Development of Educational Multimedia

This course introduces students to the principles, methods, and tools for the design and development of multimedia applications including incorporation of sound, animation, still images, video and other media in educational technology.

EME3813 Technology-Enhanced Learning Environments

This course will provide an analysis of how people learn in technology-enhanced environments, outline how the design of technology-enhanced systems can support or undermine learning, and consider critical issues for instructors, designers and learners in the digital age.

EME4010 Distance Education Research and Practice

This course examines the concepts, technologies, and issues related to the analysis, design, development, implementation, policy-making, and evaluation of distance education courses and programs. Students will create an online module based on design principles and quality guidelines.

EME4320 Instructional Development for Teaching and Learning

The design and development of instructional materials using emerging technologies. Topics include programming, authoring packages, design principles, and development procedures. Development will include web-based and mobile-based authoring and programming activities.

- 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.**

Graduates of the educational technology track will be qualified to seek positions as Instructional Designers. While no common industry-driven competencies exist, the field

generally recognizes standards from the associations such as the Association of Educational Communications and Technology, International Society for Performance Improvement, and American Society for Training and Development.

- 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.**

There is no plan to seek accreditation from specialized accreditation agencies for this major as none is available. In addition, the proposed program is not an educator certification program, which does not require Florida Department of Education approval for teacher preparation. Further, the proposed program does not fall under the accreditation standards of the Council for the Accreditation of Educator Preparation, a group that has accredited the College of Education since 1954.

- 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?**

N/A

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 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 proposed program will be delivered on main campus and via distance learning. All core courses and the following tracks will be available on main campus: General Studies; Disabilities in Society; Educational Psychology and Research; Educational Technology; and, Schools, Society & Policy. At launch, all core courses and the following tracks will be offered through UF Online: General Studies; Disabilities in Society; Educational Technology; and, Schools, Society & Policy.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See Table 4

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time 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.**

Projected costs for the program are salaries for faculty, salaries for advisors/support staff, salary for Other Personnel Services, and expenses for program coordination. The funding source is reallocated E & G funds.

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

See Faculty CV

- 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.**

The College of Education founded in 1906, is the highest rated education college in both Florida and among public institutions in the Southeast, and is ranked 20th nationally among public education colleges in the 2016 U.S. News & World Report survey of America's Best Graduate Schools. USA Today recently rated UF a Top 10 education college. U.S. News also rated the College's overall Online Graduate Education Programs No. 1 nationally two years in a row (2016, 2017). Four of the College's academic programs occupy Top 20 spots nationally: Special Education (5th), Counselor Education (6th), Curriculum and Instruction (17th) and Elementary Teacher Education (19th). The college has 95 full-time faculty members with distinguished records in teaching, research and service.

Cutting-edge interdisciplinary research and public scholarship—often conducted in partnership with other UF colleges, school districts, communities, and private education providers across the state—are yielding powerful learning systems and models that are helping to transform education in today's changing world, starting with our youngest learners. The college is involved in three designated priority research areas in UF's state-funded Preeminence initiative: informatics and data analytics, online learning, and optimizing early childhood interventions. Faculty researchers last year held more than \$97 million in grants and contracts supporting studies and projects addressing education's most critical issues.

Teaching is just one of several areas of study from which UF undergraduate and graduate students can choose. Nearly 1,500 education students are enrolled on campus in baccalaureate and advanced degree programs and concentration areas. Two programs are available to undergraduate students. The undergraduate programs in early childhood education and in elementary education are coupled with master's degrees in the same areas to form state-approved educator preparation leading to teacher certification. Graduate programs and specialties are available in 26 areas, including K-12 Curriculum and Instruction, Counseling and Counselor Education, Early Childhood Education, Elementary Education, Educational Leadership, Educational Technology, English Education, Higher Education Administration, Mathematics Education, Research and Evaluation Methods, School Psychology, Science Education, Social Studies Education, Special Education, and Student Personnel in Higher Education. The college's educator preparation programs have been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) (now Council for the Accreditation of Teacher Preparation – CAEP) since 1954. Enrollment in the college's nationally ranked online programs tops 1,750 students from around the world.

To sustain the college's innovative edge deep into the 21st century, heightened emphasis on emerging technologies, education innovations, and interdisciplinary research will effectively prepare tomorrow's leaders in all disciplines that support learning, development, and teaching. In its 100th year, the college embraces almost 30,000 "EduGator" alumni located throughout the world.

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.**

Rachael Elrod, Director of the UF Education Library, was consulted in this preparation of this proposal. She reports holdings include more than 145,000 books in the Education Library and approximately 600 print and electronic journal subscriptions related to Education. In addition, there are over 28,000 books on the subject of Education in the University's off-campus storage facility that are available to students.

Major journals available to students include:

American Educational Research Journal
Assessment in Education: Principles, Policy & Practice
Computers & Education
Distance Education
Educational Evaluation and Policy Analysis
Educational Policy
Educational Research Review
Educational Researcher
Electronic Journal of e-Learning
European Journal of Open, Distance and E-learning
International Journal of e-Education, e-Business, e-Management and e-Learning
Journal of Education Policy
Journal of the Learning Sciences
Journal of Learning Disabilities
Learning Disability Quarterly
Learning and Individual Differences
Learning and Instruction
Metacognition and Learning
Remedial and Special Education
Review of Educational Research

- 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 in Appendix A. Please include the signature of the Library Director in Appendix B.**

Library resources are currently adequate to implement and sustain the program through Year 5.

No additional library resources are expected to be needed other than typical annual acquisitions and subscription renewals.

- 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.**

Norman Hall provides office, classroom, and laboratory space for the College of Education. The proposed program will share classrooms and teaching laboratory spaces already in use. Those spaces include a computer lab, instructional design studio, and research consulting. The existing student advising office contains sufficient space to support additional advising and experiential support staff.

- 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 (E) below.**

The rehabilitation and improvement of Norman Hall is a top priority for the University of Florida. The facilities improvement project was funded in FY17 and planning commenced in late fall 2016. The renovated and improved facility is expected to be available for teaching, research, and outreach by fall 2019. Classroom and teaching laboratory renovations that will benefit students in the proposed program are included in the rehabilitation plans. Also, since several tracks of the proposed program will be offered online, the e-learning group may need an additional office for student and faculty support.

- E. 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.**

While new construction is not required for the proposed program, the response to D above indicates significant new funds are being used for renovations that will improve and modernize the instructional and advising facilities required by the proposed program.

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

The College houses specialized equipment that will support the educational technology track, including a computer lab, instructional design suite, video production studio and stations. Students in research courses and experiences will have access to research programs in GatorApps.

- G. 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 needed.

- H. 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 resources needed.

- I. 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.**

College of Education scholarships available to students currently exceeds \$300,000 annually. Students in the proposed major will be eligible to apply. The College's Office of Development is aware of the new program and is developing proposals for scholarships that might be offered to prospective funders. For example, a donor is interested in supporting students seeking a career track as "Chief Learning Officer" in the business sector. Graduates from the proposed program would be on track for such a position with experience first as a coach and additional training in management. Also, we are targeting fundraising for parts of the program that, if chosen, could be an additional expense for students, such as study abroad. In addition, professional organizations related to the field often support undergraduate activities. For example, students in the proposed major would be eligible to apply for the AERA Undergraduate Student Education Research Training Workshop held in conjunction with the annual meeting of the American Educational Research Association. The workshop, led by junior and senior scholars, gives awardees an overview of how education research is designed across field and how research is applied to education policy and practice. Senior researchers and faculty from both academic institutions and applied research organizations (i.e., The American Institutes for Research, Educational Testing Service, the College Board, and the Urban Institute) will introduce education research as a field and share their area of expertise and knowledge with the fellows. The award typically covers conference and workshop registration and two nights of lodging.

- J. 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.**

An experiential learning component is proposed as part of the program. Students will select from experiences in mentored research, service learning, study abroad, or internships. Although many sites exist in formal school settings for internships in approved educator preparation programs, the proposed new major will need to leverage existing relationships with schools to secure non-classroom based placements that might be suitable for the major, such as a district research/evaluation office or a personnel training office. Advisors for the proposed major will serve as liaisons with various offices on campus, such as the UF International Center, to be sure appropriate opportunities are brought to the attention of students.

APPENDIX A

**TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate 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
Upper-level students who are transferring from other majors within the university**	20	15	30	22.5	15	11.25	5	3.75	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	30	22.5	60	45	70	52.5	90	67.5	100	75
Florida College System transfers to the upper level***	15	11.25	45	33.75	70	52.5	90	67.5	100	75
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	5	3.75	10	7.5	15	11.25	25	18.75	30	22.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	70	52.5	145	108.75	170	127.5	210	157.5	230	172.5

* 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 1-B
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)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
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***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* 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
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1							Year 5							
	Funding Source							Funding Source							
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	Subtotal columns 1+...+7	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	Subtotal columns 9+...+14
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Faculty Salaries and Benefits	193,375	0	0	0	0	0	0	\$193,375	422,381	0	0	0	0	0	\$422,381
A & P Salaries and Benefits	25,000	0	0	0	0	0	0	\$25,000	28,750	0	0	0	0	0	\$28,750
USPS Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Other Personal Services	25,000	0	0	0	0	0	0	\$25,000	28,750	0	0	0	0	0	\$28,750
Assistantships & Fellowships	0	0	0	0	0	0	0	\$0	0	0	0	0	20,000	0	\$20,000
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Expenses	5,000	0	0	0	0	0	0	\$5,000	5,650	0	0	0	25,000	0	\$30,650
Operating Capital Outlay	0	0	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	0	\$0
Total Costs	\$248,375	\$0	\$0	\$0	\$0	\$0	\$0	\$248,375	\$485,531	\$0	\$0	\$0	\$45,000	\$0	\$530,531

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.69	3.56
A & P (FTE)	0.5	0.5
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$248,375	\$485,531
Annual Student FTE	52.5	172.5
E&G Cost per FTE	\$4,731	\$2,815

Table 2 Column Explanations

Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.
-------------------------	---	--

Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 1+...+7	8	Subtotal of values included in columns 1 through 7.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 9+...+14	15	Subtotal of values included in columns 9 through 14.

APPENDIX A

**TABLE 3
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
18010000-101	4,715,544	55,000	\$4,660,544
18050000-101	4,715,544	55,250	\$4,660,294
18080000-101	3,136,317	55,250	\$3,081,067
18070000-101	3,226,795	82,875	\$3,143,920
	0	0	\$0
			\$0
Totals	\$15,794,200	\$248,375	\$15,545,825

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

APPENDIX A

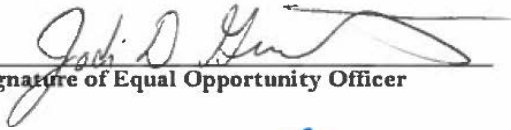
**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

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	FIE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FIE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Ashley MacSuga-Gage, Ph.D. Special Education	Prof.	NTT	Fall 2018	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Albert Ritzhaupt, PhD Educational Technology	Assoc Prof	TT	Fall 2018	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Sevan Terzian, PhD Policy	Professor	TT	Fall 2018	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Erica McCray Special Education	Assoc Prof	TT	Spring 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	David Therriault Educational Psychology	Assoc Prof	TT	Fall 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Corinne Higgins Manley, PhD Measurement	Assoc Prof	TT	Fall 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Penny Cox, PhD Special Education	Prof	NTT	Fall 2018	9	1.00	0.50	0.50	9	0.75	0.50	0.38
B	New Hire, Terminal Educational Policy	Prof	NTT	Fall 2020	0	0.00	0.00	0.00	12	1.00	1.00	1.00
B	New Hire, Terminal Ed Tech/Entrepreneurialship	Prof	NTT	Fall 2020	0	0.00	0.00	0.00	12	1.00	1.00	1.00
	Total Person-Years (PY)							1.69				3.56

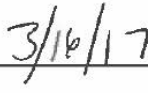
Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	1.69	1.56
B	New faculty to be hired on a vacant line	0.00	2.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/grants	0.00	0.00
E	New faculty to be hired on contracts/grants	0.00	0.00
	Overall Totals for	1.69	3.56

APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.



Signature of Equal Opportunity Officer



Date



Signature of Library Director



Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX C

ACADEMIC LEARNING COMPACT: EDUCATION SCIENCES

The Education Sciences program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

Before Graduating You Must:

- Pass a cumulative exam or term paper in the culminating upper division course in your area of specialization.
- Achieve a minimum grade of C in the Senior Seminar.
- Successfully complete a written and oral report of findings or summary of a research, internship, service learning, or study abroad learning experience in the Senior Seminar.
- Complete the requirements for the baccalaureate degree, as determined by faculty

Students in the Major Will Learn to (SLOs):

1. Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.
2. Apply foundational ideas and best practices to problems of practice to generate viable solutions in formal and informal education and training settings.
3. Analyze knowledge and skill gained during the program in relationship to professional goals, ethical practices, and future direction.
4. Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.

Curriculum Map

Table Key: I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4
	Content	Content	Critical Thinking	Communication
EDF 3604 Social Foundations of Education	I	I		I
EDF 3210 Educational Psychology	I	I		I
EEX 2000 Impact of Disabilities in Schools and Society	I	I		I
EDF 4430 Measurement and Evaluation in Education	I	I		I

EME 3813 Technology-Enhanced Learning Environments	I	I		I
EEX 4XXX Seminar on Disability	R	R	I	R
EDF 4440 Program Evaluation in Educational Settings	R	R	I	R
EME 4010 Distance Education Research and Practice	R	R	I	R
EDF 3609 Sociological and Historical Foundations of Education	R	R	I	R
EDG 4930 Critical Issues & Research in Education	R			
EDG 4910 Experiential Learning	R	R	R	A
EDG 4930 Senior Seminar	A	A	A	A

ASSESSMENT TYPES:

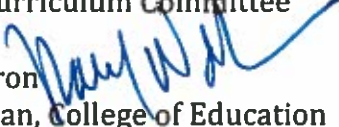
Course assignments, exams, research papers, oral presentations, and capstone project.

College of Education
EduGator Central

G-416 Norman Hall
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Gainesville, FL 32611-7042
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November 18, 2016

TO: University Curriculum Committee

FROM: Nancy Waldron 
Associate Dean, College of Education

RE: New degree request - BA in Education Sciences

This request is to propose a new undergraduate degree/major in the College of Education, the *Bachelor of Arts in Education Sciences*. The proposed degree will focus on instruction and learning in traditional and non-traditional educational, government, and business environments. The new degree/major will be 120 credit hours, and will offer students the opportunity to complete a general studies curriculum or a selected area of specialization.

The College of Education presently offers a Bachelors of Arts in Education (BAE) degree that includes two majors, Unified-Elementary/Special Education and Unified - Early Childhood. Both are teacher preparation programs that are designed as 5 year Bachelor's/Master's programs leading to professional educator certification by the Florida Department of Education. The college also offers the following undergraduate minors: Disabilities in Society, Educational Studies, Florida Teaching Minor, and UF Teach-Mathematics and Science.

The new degree/major is designed to provide a degree option for students who are interested in leading innovations in schools and education, informing policy, optimizing e-learning, advocating for accessibility and equity, and supporting the mission of institutions of learning. This major does not lead to teacher certification. Based on information gathered through undergraduate academic advisement and discussions with new graduate students in the college, it is our experience that undergraduates are seeking majors aligned with impacting and improving educational institutions and also developing/maximizing traditional and non-traditional learning environments in various educational and business settings. Others are seeking a degree as a pathway to graduate studies related to education, teaching, and learning. Common areas of graduate study are: Educational Policy and Leadership, Educational Psychology, Educational Technology, Learning Sciences, Mental Health and School Counseling, School Psychology, Research And Evaluation Methodology and Student Affairs in Higher Education.

There are a range of career options for graduates of an Education Sciences degree including: educational program coordinator for museums, after-school programs, and tutoring services; academic counselor/advisor in higher education; college/university admissions staff; entrepreneurship in charter and private schools; curriculum developer and e-learning specialist for public and private entities; education assessment/researcher/analyst for government and non-profit organizations.

The BA in Education Sciences is designed to engage students in a number of disciplinary areas, research and theoretical foundations related to teaching, learning, and education. The major allows students to either pursue a General Studies curriculum or a defined specialization area. The curriculum plan (see attached catalog copy) for the major includes:

- 3 critical tracking courses to be completed in the freshmen/sophomore years
- 5 core courses completed in the sophomore/junior year
- 5 general studies or specialization courses in the junior/senior year. Defined specializations include: Disabilities in Society, Educational Psychology & Research, Educational Technology, and Schools, Society & Policy
- Experiential learning in the junior/senior year to include study abroad, internship, service learning, or research experience
- A Critical Issues and Research colloquium series that will include faculty presentations and be completed when taking core courses for the major
- A Senior Seminar that will include a capstone project and presentation

The new degree/major will begin in Fall 2018, and it will be offered on-campus and through UF Online.

Education Sciences

The Education Sciences major promotes an understanding of education and learning systems, policy, and outcomes in traditional and non-traditional contexts. This degree prepares individuals for a variety of career paths and for graduate school.

- **College:** Education
- **Program:** Bachelor of Arts
- **Credits for Degree:** 120 (B.A.)
- **Minor:** No
- **Academic Learning Compact**
- **Website**

Critical Tracking

Recommended Semester Plan

Overview

This major is not a teacher or educator preparation program, rather an exploration of the educational and psychological foundations, research and policy as applied to instruction, learning, and professional development in school and community settings. Core courses serve as an introduction to the many fields of professional practice and research. Students may develop a General Studies curriculum or may choose a specialization in Disabilities in Society, Educational Psychology and Research, Educational Technology, or Schools, Society and Policy.

Graduates of the major would be prepared for a career in a government, non-profit, or education setting and for graduate studies. It would be appropriate for students interested in leading discussions about schools and education, informing policy, optimizing e-learning, advocating for accessibility, and supporting the mission of institutions of learning.

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Critical Tracking

To graduate with this major, students must complete all university, college and major requirements and maintain a minimum 2.5 GPA.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required

Semester 2

- Complete 1 of 3 critical-tracking courses
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical-tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 4 critical-tracking courses

- 2.5 UF GPA required

Semester 5

Complete 1 core course: choose from Education/Social Foundations, Educational Psychology, Exceptionalities, Data & Assessment, or Technology

- 2.5 UF GPA required

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Recommended Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. Students intending to pursue a dual degree should see an advisor in G416 Norman Hall as early as possible to develop an individual graduation plan.

Semester 1	Credits
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	Credits
Critical Tracking Course: EDF 1005	3
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (MGF or MAC courses only; GE-M)	3

Total	15
Semester 3	Credits
Critical Tracking Course: EDF 2085 (GE-S,D)	3
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	Credits
Critical Tracking Course: EME 2040	3
General Education Course (GE-B; GE-H; GEP; GE-S*) (*can be met with core course)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	Credits
Core Course	3
Core Course	3
Core Course	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Total	16
Semester 6	Credits
Core Course	3
General Studies or Specialization Course	3

General Studies or Specialization Course	3
Elective	3
Elective	3
Total	15
Summer	
Experiential Learning	3
Semester 7	
Core Course	3
General Studies or Specialization Course	3
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Total	13
Semester 8	
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Elective	3
Elective	3
Total	13

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Critical Tracking Courses – 3 courses total

- Foundations: EDF 1005 Introduction to Education

- Technology: EME 2040 Introduction to Educational Technology
- Diversity: EDF 2085 (GE-S,D) Teaching Diverse Populations
- *(Statistics: STA 2023 Statistics (State Core GE-M) is recommended)*

Core Course List – 5 courses total

- Education/Social Foundations: EDF 3604 Social Foundations of Education (GE-S)
- Educational Psychology: EDF 3210 Educational Psychology (GE-S)
- Exceptionalities: EEX 2000 Impact of Disabilities (GE-S,D)
- Data and Assessment: EDF 4430 Measurement and Evaluation in Education
- Technology: EME 3813 Technology-Enhanced Learning Environments

Choice of General Studies or a Specialization – minimum of 15 credits

General Studies (in addition to Core Courses; planned program required)

3000-4999 courses from defined specializations

3000-4999 special topics

3000-4999 non-ED courses with approval

3000-4999 selected ED courses from ProTeach with approval

Additional Course Options:

EDF 3132 The Young Adolescent
EDF 3135 The Adolescent
EDF 3122 The Young Child
EEX 3012 Introduction to Special Education
EME 4406 Integrating Technology in the Secondary Curriculum
SDS 4410 Interpersonal Communication Skills

Disabilities in Society Specialization

EEX 3093 Exceptional People in School and Society
EEX 3097 Social Perspectives on Disability
EEX 4280 Disability and Community Involvement and Employment
EEX 4520 Disability: Legal Aspects & Policy
EEX 4XXX Seminar on Disability

Educational Psychology & Research Specialization

EDF 3110 Human Growth & Development
EDF 4140 Cognition in Education
EDF 4XXX Educational Research Design
EDF 4440 Program Evaluation in Educational Settings
EDF 4470 Survey Research Methods in Education

Educational Technology Specialization

EME 3044 Issues and Trends in Educational Technology
EME 3319 Design and Development of Educational Multimedia
EME 4673 Introduction to Instructional Design
EME 4010 Distance Education Research and Practice
EME 4320 Instructional Development for Teaching and learning

Schools, Society and Policy Specialization

EDF 3514 History of Education in the US
EDF 3609 Sociological and Historical Foundations of Education
EDF 3083 International and Comparative Education
EDF 3XXX Introduction to Education Policy
EDF 4XXX Schools on Screen: American Education in Popular Media

Critical Issues & Research in Education (EDG 4930 - 1 credit; S/U)

A colloquium series that explores current education issues and research.
Guest lectures from faculty.

Senior Seminar (EDG 4930 - 2 semesters x 1 credit each; S/U)

Seniors present findings/summary of experiential learning.

Experiential Learning (EDG 4910 or EDG 4905 - choose one)

Research, Internship, Service Learning, Study Abroad

New Courses - BA in Education Sciences

<http://apps.aa.ufl.edu/Approval/Requests/Info/11321>

EDF3XXX Introduction to Education Policy

<http://apps.aa.ufl.edu/Approval/Requests/Info/11116>

EME3044 Issues and Trends in Educational Technology

<http://apps.aa.ufl.edu/Approval/Requests/Info/11135>

EME4673 Introduction to Instructional Design

<http://apps.aa.ufl.edu/Approval/Requests/Info/11136>

EME3319 Design and Development of Educational Multimedia

<http://apps.aa.ufl.edu/Approval/Requests/Info/11137>

EME3813 Technology-Enhanced Learning Environments

<http://apps.aa.ufl.edu/Approval/Requests/Info/11138>

EME4010 Distance Education Research and Practice

<http://apps.aa.ufl.edu/Approval/Requests/Info/11139>

EME4320 Instructional Development for Teaching and Learning

<http://apps.aa.ufl.edu/Approval/Requests/Info/11140>

EDF4470 Survey Research Methods in Education

<http://apps.aa.ufl.edu/Approval/Requests/Info/11158>

EDF4440 Program Evaluation in Educational Settings

<http://apps.aa.ufl.edu/Approval/Requests/Info/11159>

EDF4XXX Educational Research Design

<http://apps.aa.ufl.edu/Approval/Requests/Info/11160>

EDF4140 Cognition in Education

<http://apps.aa.ufl.edu/Approval/Requests/Info/11161>

EDF4XXX Schools on Screen: American Education in Popular Media

<http://apps.aa.ufl.edu/Approval/Requests/Info/11164>

EDF3083 International and Comparative Education

<http://apps.aa.ufl.edu/Approval/Requests/Info/11165>

EEX4XXX Seminar on Disability

<http://apps.aa.ufl.edu/Approval/Requests/Info/11168>

October 31, 2016

Dr. Tom Dana
Professor & Associate Dean for Academic Affairs
College of Education | University of Florida
PO Box 117040 | 140 Norman Hall | Gainesville, FL 32611

Dr. Dana:

Thank you for reaching out to engage on the College of Education's plans to offer a new undergraduate major and Bachelor of Arts degree in Education Sciences. It is clear that a greater number of graduates in the area of education are needed across the state of Florida, and this program will contribute positively to the needs of students.

I support this new degree program, minor, and possible certificate offering as future programs made available to students through UF Online so that UF may continue to serve students in a more versatile online format in addition to serving the needs of UF's residential students, on campus. I also support the inclusion of this field of study as a specialization in UF Online as part of our Business Administration Bachelor of Arts programs when practicable.

UF Online looks forward to working with you to plan for the appropriate timing and cost of all course development needs within the constraints of our mutual resources and staffing availability. Secondly, UF Online looks forward to working with you and your colleagues to ensure this program is developed in an online format that meets quality and delivery standards as a premier online academic offering from the University of Florida. As such UF Online reserves the right to review all courses before offered to students to ensure conformance with these standards.

Sincerely,



Evangeline J. Tsibris Cummings
Assistant Provost and Director of UF Online