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MEMORANDUM

To: Julio Frenk
University President

From: Tomás A. Salerno
Chair, Faculty Senate 

Date: February 24, 2017

Subject: Faculty Senate Legislation #2016-32(B) – Establishment of a non-degree seeking Graduate Program Certificate in Applied Learning Sciences, School of Education and Human Development, Department of Teaching and Learning

The Faculty Senate, at its February 22, 2017 meeting, voted unanimously to establish a non-degree seeking Graduate Program Certificate in Applied Learning Sciences in the School of Education and Human Development. The 15-credit certificate program will prepare individuals to work as members of teams in well-defined roles within the organization that require staff or client learning.

Individuals who complete the certificate will be able to count it towards the master's degree program should they decide to continue beyond the certificate. The certificate program will be offered both on-campus and online. The School of Education and Human Development will be expanding its current course offerings to support this and other new programs in Applied Learning Sciences. No new faculty will need to be hired immediately.

This legislation is now forwarded to you for your action.


TAS/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Guillermo Prado, Dean, Graduate School
Isaac Prilleltensky, Dean, School of Education and Human Development
Walter Secada, Associate Dean, School of Education and Human Development
Luciana de Oliveira, Chair, Department of Teaching and Learning, School of Education and Human Development
Ji Shen, Associate Professor, School of Education and Human Development

CAPSULE: Faculty Senate Legislation #2016-32(B) – Establishment of a non-degree seeking Graduate Program Certificate in Applied Learning Sciences, School of Education and Human Development, Department of Teaching and Learning

PRESIDENT'S RESPONSE

APPROVED:  DATE: 2/6/17
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Dean Isaac Prilleltensky

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Non-degree Certificate (NDC) program in the ***Applied Learning Sciences***
A proposal for a new program submitted by the Department of Teaching and
Learning, School of Education and Human Development

Key personnel:

Walter G. Secada, Professor of Teaching and Learning and Senior Associate Dean
for the School of Education and Human Development

wsecada@miami.edu

305-284-2102

Luciana de Oliveira, Associate Professor and Chair, Department of Teaching and
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305-284-8462

Ji Shen, Associate Professor of Teaching and Learning and (proposed) Director of
graduate programs in the Applied Learning Sciences

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UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



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January 16, 2017

TO: Faculty Senate

FROM: **Walter G. Secada**
Professor of Teaching and Learning
Senior Associate Dean for Graduate Studies

Digitally signed by Walter G. Secada
DN: cn=Walter G. Secada, o=University of Miami, ou=School of Education,
email=wsecad@miami.edu, c=US
Date: 2017.01.16 14:46:52 -0500

RE: Memo of explanation for proposed non-degree Certificate program in Applied Learning Sciences

With this memo, I am delighted to forward to you a proposal submitted by the Department of Teaching and Learning for a new non-degree Certificate program in the Applied Learning Sciences. Individuals who obtain this Certificate will be prepared to work as members of teams in well-defined roles within their organizations on selected topics and issues that require staff or client learning. We see this certificate program as appealing to UM faculty, staff, and graduate students who wish to learn more about how new research and knowledge about student learning might be used to enhance their own teaching and, through such efforts, this University's course offerings.

The Department of Teaching and Learning engaged in a long-term self-study vis-à-vis its future direction in light of the ever changing nature of America's schools, of public and private education write large, and of this University's commitment to innovation in education. By creating and offering new graduate programs focused on the applications of the Learning Sciences, whose roots can be found in the work of Swiss Biologist and Psychologist Jean Piaget, of the Soviet psychologist Lev S. Vygostky of over 75 years ago, and late 20th century work of American psychologist Jerome Brunner, computer scientist Seymour Papert, economist Herbert Simon, and countless other scholars, we help move our institution into the forefront of educational-program offerings for the current century.

What is more, this program is consistent with our President's call for the creation of innovative educational programming. And it moves forward mission of the School of Education and Human Development as a site for the promotion of physical, psychological and educational well-being. When people are taught based on how they learn, their well-being is enhanced.

We trust that the Senate will approve this program and we look forward to implementing it in the very near future.




Office of the Dean
Isaac Prilleltensky, Ph.D
Dean and Professor
Vice Provost for Institutional Culture
Erwin and Barbara Mautner
Chair in Community Well-Being

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MEMORANDUM

DATE: January 16, 2017

TO: Faculty Senate

FROM: Isaac Prilleltensky, Dean 

RE: Non-degree certificate program in the **Applied Learning Sciences**

This is to inform you that the proposed non-degree certificate program in the Applied Learning Sciences was approved by:

- the SEHD School Council at its meeting of April 11, 2016, unanimously; and
- the SEHD faculty in an electronic vote that is consistent with our By-Laws and that ran from April 26 through May 3, 2016, by a vote of 18 – 1 (out of 49 eligible votes).

This program is a central part of our strategic plan. As outlined in the proposal, applied learning sciences are essential in adult development and educational innovation. The department of Teaching and Learning is poised to make a significant contribution to the University of Miami by supporting the educational innovation roadmap initiative. This program will prepare professionals in the field of education to design formal and informal learning environments that will support personal and organizational development. This certificate will be helpful to professors who wish to improve their teaching in institutions of higher education. In addition, it will be helpful to educators working in informal educational settings such as museums, parks, and corporate training divisions.

We regard the applied learning sciences as essential to the future of schools of education and human development and wish to launch this innovate program in both online and face to face modalities. The school has had a robust conversation about this important program, and we are now ready to implement it. We have followed the procedures outlined in our By-Laws to have this new program approved and are now seeking Faculty Senate approval.

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January 16, 2017

MEMORANDUM

TO: Faculty Senate

FROM: **Walter G. Secada**
Digitally signed by Walter G. Secada
DN: cn=Walter G. Secada, o=University of Miami, ou=School
of Education, email=wsecada@miami.edu, c=US
Date: 2017.01.28 14:45:15 -05'00'
Professor of Teaching and Learning
Senior Associate Dean for Graduate Studies, SEHD

RE: Non-degree certificate program in the ***Applied Learning Sciences***

This is to inform you that the proposed non-degree certificate program in the Applied Learning Sciences was approved by the SEHD's Graduate Curriculum Committee on March 28, 2016.


In addition, the School sent an email to the Psychology Department asking for their comments. We received email responses from Maria M. Llabre, Associate Chair, and from Phil M. McCabe, Chair, informing us that the proposed program does not interfere with anything that the Department of Psychology has in place nor with departmental plans for the future. Both offered us success in the new program being proposed by the Department of Teaching and Learning.



MEMORANDUM

DATE: January 16, 2017

TO: Faculty Senate

FROM: Luciana de Oliveira, Associate Professor and Chair
Department of Teaching and Learning 

RE: Non-degree certificate program in the ***Applied Learning Sciences***


This is to inform you that the proposed non-degree certificate program in the Applied Learning Sciences was approved by the TAL faculty in an electronic vote that is consistent with our By-Laws and that ran from March 8 through March 15, 2016, unanimously.



MEMORANDUM

DATE: December 16, 2016

TO: Dr. Walter G. Secada, Professor and Sr. Associate Dean
School of Education and Human Development

FROM: Dr. Patricia Murphy, Executive Director 
Office of Assessment and Accreditation

SUBJECT: (Graduate) Certificate in Education in Applied Learning Sciences

On August 18, 2016, the School of Education and Human Development submitted a proposal notifying our office of its intent to implement a graduate Certificate in Education in Applied Learning Sciences scheduled to begin in the fall of 2017. The certificate program will be offered both on-campus and online. It will also be offered in conjunction with a new master's degree program and a new doctoral program for which separate approval will be sought. Students who complete the certificate will be able to count it toward the master's degree program should they decide to continue beyond the certificate.

The 15-credit graduate level certificate program will assist students in further developing their knowledge to focus on learning within informal settings and/or modify formal-learning settings to be more consistent with the manner in which students learn. The certificate will allow students to assess a learners' initial knowledge, be able to design and implement learning environments, and gain the ability to evaluate and modify their learning environments.

The School of Education and Human Development will be expanding its current course offerings to support the certificate and other new programs in Applied Learning Sciences. No new faculty will need to be hired immediately, but the Department has three unfilled faculty positions that will be used to support the program as enrollment grows. Because the development of 10 new courses will be required for the establishment of the certificate and other new programs in Applied Learning Sciences, a letter of notification will need to be submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Please allow six months for review by the SACSCOC.

Please feel free to contact our office should you have any questions (305) 284-9431.

cc: Faculty Senate
Dr. Guillermo Prado, Dean, Graduate School
Dr. Isaac Prilleltensky, Dean, School of Education and Human Development




Graduate School
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MEMORANDUM

DATE: November 29, 2016

TO: Tomas Salerno
Chair, Faculty Senate

FROM: Guillermo (“Willy”) Prado 
Dean, The Graduate School

SUBJECT: Applied Learning Sciences (Ed.D., MSED, non-degree graduate certificate)

The Department of Teaching and Learning in the School of Education and Human Development submitted a proposal for an Education Doctorate (Ed.D.), Master of Science in Education (MSED) and a non-degree graduate certificate in the Applied Learning Sciences. The proposal was discussed at the meeting of the Graduate Council on Tuesday, November 15, 2016, and was unanimously approved.

cc: Isaac Prilleltensky, Dean, School of Education and Human Development
Walter Secada, Senior Associate Dean, School of Education and Human Development
Office of Planning, Institutional Research and Assessment

Non-degree Certificate in the APPLIED LEARNING SCIENCES

A proposal for a new graduate program leading to a non-degree Certificate (NDC) in the Applied Learning Sciences

Submitted by the Department of Teaching and Learning
School of Education and Human Development

EXECUTIVE SUMMARY

The Department of Teaching and Learning, School of Education and Human Development, proposes to offer a non-degree Certificate (NDC) program in the emergent field of *Applied Learning Sciences* as a 15-credit graduate program. The program will be offered through a cohort-based model via two delivery systems: (a) on-campus and (b) online in partnership with Laureate International. This program aims to make knowledge about human learning available to a range of professionals, and not just to researchers and university faculty. The program will demonstrate how new knowledge about human learning can be applied in real world settings by professionals in business and industry, in informal and formal education settings, in virtual settings, and in contexts where knowledge about how people learn will enhance learners' experiences. The knowledge economy makes the ability to learn on the job imperative. Many private, public, and governmental organizations require their employees to acquire new knowledge and to learn innovative ways of performing their tasks. These entities require highly educated personnel who can build personal and organizational capacity. Without a research-based foundation of how humans learn, these efforts are unlikely to succeed. In addition to extending the University of Miami's reach into a new niche that will help people adapt to these times of great change, the proposed program moves forward the President's call for taking advantage of the current revolution in teaching and learning; it is consistent with the SEHD's mission of "studying, promoting, and integrating educational, psychological, and physical well-being in multicultural communities;" and it moves the Department of Teaching and Learning into an area where, increasingly, Schools and Colleges of Education across the nation are creating new knowledge and contributing to the improvement of people's educations across the life span.

Admissions

Admissions will be based on:

1. Bachelor's degree (official transcript) from an accredited University with an overall GPA of 3.0.
2. Statement of purpose focused on interests and nature of applied work that would benefit from a learning sciences framing.
3. Curriculum vitae or Resume
4. Supplemental materials may include evidence of prior activities related to the Learning Sciences.

Items 1 and 2, above should demonstrate match to the program's objectives; additional information showing this match may be drawn from items 3 and 4, above.

Curriculum and Course Listing

The non-degree Certificate program in Applied Learning Sciences is focused on human learning, whether alone or in social settings. The NDC program will develop the knowledge and skills of people whose jobs could be thought of as entailing human learning along three broad areas of theory and research knowledge which students synthesize through their applied projects:

Learning: how people, as individuals and as parts of social organizations, learn

- *TAL704: Introduction to the Learning Sciences
- *TAL6BB: Human Learning
- *TAL8JJ: Applied Research and Development in the Learning Sciences – Seminar 1

Design: the design, implementation, and revision of learning environments that support human learning.

- *TAL704: Introduction to the Learning Sciences
- One of the following
 - TAL7FF: Design of online learning environments
 - TAL7GG: Design of formal learning environments
 - TAL7HH: Design for workplace related learning
 - TAL7II: Design for out-of-school, informal learning
- *TAL8JJ: Applied Research and Development in the Learning Sciences – Seminar 1

Assessment: the assessment of learning and the evaluation of the impact of learning environments

- *TAL704: Introduction to the Learning Sciences
- *TAL6EE: Assessment of human and organizational learning
- *TAL8JJ: Applied Research and Development in the Learning Sciences – Seminar 1

Courses ending in letters are under development. Each course is worth 3 credits; starred (*) courses are required; TAL704 and TAL8JJ appear under each area because of their cross-cutting nature but will be taken just once.

Final Project

The non-degree Certificate program mimics the most-common work setting for projects by allowing (a) the creation and presentation of group projects for students' culminating experiences and (b) documentation of those projects through a range of media. Contingent on a project's prior approval by faculty who speak and are literate in Spanish, Chinese, Portuguese, and Italian, final projects may be documented in these languages. Students will be individually examined, in English, on their final projects to ensure that they did the work being represented as theirs and that they have met the program's learning goals. Each project's examining committees will be composed of at least three members of the Graduate Faculty; the Chair and at least one other member of the examining committee will be a member of TAL's graduate faculty. Faculty will review the final project and base their questions on the project's relationship to the program's course work. In the event that a final project is in a language

other than English, at least two members of the committee will be literate in the project's language in order to review the project without relying on the student's translations¹.

Partnerships

One key feature of the graduate programs in the Applied Learning Sciences will be its partnership with non-University entities. The Department of Teaching and Learning will:

- partner with some combination of large national corporations and local enterprises (e.g, cruise lines, eMerge Americas, municipalities and private concerns that engage in professional development, and international corporations with their international headquarters in SE Florida) where students could work in internships as appropriate;
- create short-term partnerships with students' workplaces so that their employers (a) support their participation in the degree program and (b) each working student has support and permission to use their jobs as sites of study and experimentation.

Partners will profit from enhanced functioning of training, professional development or other human-learning activities that they invest in. Initially, partnerships will be developed based upon a scan of local industries and community organizations that wish/need to engage in self-study. The program would provide interns from the local region. Such work (done in local teams) would also help to develop strong identity commitments to the program.

Partnership-based activities will be an important focus of every course a student takes and a site for the student's culminating project/experience. Each partnership's activities should serve as an evolving case for current study. From final projects, finished cases will be chosen for future cohorts. Permission to do so will be a condition of admission to the program.

Online Program Offering

We are working with Laureate, the University of Miami's online education partner, in offering the non-degree Certificate program online.

¹ Since the program course work was done in English and since students must perform on their courses to get to the final project stage of the program, we assume that students can conduct their final (oral) exams in English.

PROGRAM MISSION

The non-degree Certificate program in *Applied Learning Sciences* will allow the University of Miami to join an ever-growing number of peer institutions in offering graduate course work in an area that has grown over the past three decades. Advances in the learning sciences provide foundational knowledge for achieving President Frenk's observation and challenge that:

Educational innovation represents another exciting frontier for universities. We owe the relentless pursuit of pedagogical excellence to our students, who are our most enduring legacy and the most energizing force on our campuses. We will therefore develop a University-wide platform to take full advantage of the current revolution in teaching and learning.

Learning takes place when structural or other changes within an individual, organization, or some other unit result in the enhanced functioning of that unit. The Learning Sciences (what others call the Science of Learning) can be thought of as the union of research that seeks to understand how learning takes place within individuals and organizations, and across a wide range of contexts. Hence, the Learning Sciences can encompass topics as broadly distributed as machine learning, human and animal learning, the interactions between humans and machines, and social learning. For the non-degree Certificate program in the Applied Learning Sciences, we limit ourselves to human learning as individuals and within social settings. We consider not just the cognitive aspects of learning; but also, we incorporate behavioral, emotional and other non-cognitive yet human functions that have been shown to be deeply tied to learning.

Learning takes place throughout people's everyday social worlds. When a patient follows (or even fails to follow) a medical directive, we see that as an example of learning. When people interact with displays in a science museum, what they take away from those interactions is an indicator of what they have learned. When a health-and-conditioning trainer teaches athletes or "just-plain-folk" how to properly use gym equipment, we see an example of teaching and learning. Schools, universities, and other educational organizations invest in and are organized to enhance their students' learning, from pre-kindergarten through graduate school. And finally, learning should take place in workplace environments when employees take part in professional development and training activities. The non-degree Certificate program in the Applied Learning Sciences will provide people across a broad array of fields with the intellectual tools to (re)think about how they interact with subordinates, trainees, mentees, and students as learners and to (re)think their own roles as being that of a teacher where teachers design, implement, and evaluate the impacts of learning environments for their students.

Through our focus on applications, we carve an important niche for this University. Whereas other universities and their schools/colleges of education have devoted their graduate programs almost exclusively towards research in the learning sciences, we propose to extend more than seven decades of accumulated knowledge about how people learn to applications vis-à-vis the design, implementation, and evaluation of learning environments.

Program Purpose

Educational psychologist Lee Shulman, who began his career in medical education, is reputed to have observed that: “teaching and learning (can) take place anywhere;” Virgin Atlantic’s Richard Branson has observed that “education can happen everywhere;” and Mark Twain pointedly advised that you “should never let schooling interfere with your education.” What the non-degree Certificate program in the Applied Learning Sciences adds to Shulman’s, Branson’s and Twain’s observations and exhortations is some very detailed knowledge that has been gained over the past 70 years on how humans actually learn. The non-degree Certificate program’s purpose is to enable people to acquire enough of that knowledge so that they can more-explicitly focus on learning within informal settings (such as museums, one-one consultations, or national parks) and/or so that they can modify formal-learning settings (such as workplace training or K-16 classrooms) to be more supportive-of and consistent-with how people actually learn. Individuals who obtain this non-degree Certificate will be prepared to work as members of teams in well-defined roles within their organizations on selected topics and issues that require staff or client learning. Hence through its focus on human learning, this proposed program supports the President’s Roadmap Initiative No. 4: the creation of University-wide Platform for Educational Innovation. Insofar as UM faculty, staff, and graduate students enroll in this program, we will further develop the achievement of that Initiative.

Program Learning Goals

The program that we envision is strongly applied. Individuals who earn a non-degree Certificate in Applied Learning Sciences will have learned how to make use of the program’s affordances within their specific places of work. They will do so through projects that help them revise and improve the design of learning environments in those settings. Specifically and as a result of the non-degree Certificate program, graduates will:

1. Be able to assess learners’ initial knowledge as regards to what said learners are supposed to understand;
2. Be able to design and implement learning environments that will help learners to learn and to understand their intended outcomes; and,
3. Be able to evaluate and modify learning environments against how well learners achieved their own learning outcomes.

MARKET ANALYSIS AND PROGRAM DEMAND

The results of Three Market Surveys

In preparation for this proposal, we reviewed the graduate programs offered by the top 100 Schools and Colleges of Education as found in *U.S. News and World Report*. We looked for master's programs in the Learning Sciences or related fields such as Instructional Design. The Schools of Education that offer graduate programs in the Learning Sciences include Stanford University, Vanderbilt University (Peabody), University of Wisconsin-Madison, University of Washington, Northwestern University, Teachers College/Columbia University, University of Texas-Austin, University of Southern California, Arizona State University, University of Illinois-Urbana Champaign, Indiana University Bloomington, University of Connecticut, Utah State University, Pennsylvania State University–University Park, Florida State University, George Mason University, Texas A&M University, Rutgers/The State University of New Jersey-New Brunswick, University of Cincinnati, University of Central Florida, and Virginia Tech.

In addition, we reviewed *U.S. News and World Report's* top 20 Psychology Departments; and we looked for graduate programs in Cognitive Science or Cognitive Psychology which, while strictly-speaking is different from the more-broadly construed Learning Sciences, is a related field of study. Harvard University, University of California-San Diego, University of Illinois-Urbana Champaign, and University of Michigan-Ann Arbor are among the Universities that offer graduate degrees in Cognitive Science or Cognitive Psychology.

The detailed results of that survey, which included jobs that program graduates have or go into as well as admissions and course requirements, comprise a 90-page Power Point that is available on request.

The University of Miami's partner for UOnline, Laureate International Universities, conducted two market surveys of online programs in Education. The first looked at the market involving traditional program topics related to the offerings of the SEHD. Laureate's survey of online graduate programs included: John Hopkins University, University of Southern California, Southern University, Northeastern University, Arizona State University, and Northcentral University. The detailed results of that survey are also available on request.

Laureate's second survey focused on the Learning Sciences. In addition to replicating their earlier survey of online programs in education, Laureate surveyed the top 10 online programs in Education: University of Florida, University of Houston, Florida State University, University of Georgia, Northern Illinois University, Pennsylvania State University, Auburn University, University of Illinois, George Washington University, and University of Massachusetts.

Neither Laureate's nor our surveys found non-degree Certificate offerings that might compete with ours. This may be because those program offerings often take place through a University's Continuing Studies; but even in that case, there is no competition for an NDC in the Applied Learning Sciences that is offered through a School of Education and Human Development.

We did find that students who enroll in and complete master's degree and EDD programs in the Learning Sciences are employed and/or find employment in corporate (such as IBM and Hewlett-Packard), formal and informal education (such as universities, K-12 school districts, and education-materials developers), and media sectors. Within university settings, employment opportunities include faculty and academic staff, the latter of whom provide support for instruction and curriculum development. All of these sectors can be found in Southeast Florida with employment opportunities in (a) **corporate training**, (b) **informal education**, curriculum supervision and professional development in K-12 (c) **formal public-and-private education**, and university-based instructional support for both, online and in-person education. The non-degree Certificate program in Applied Learning Sciences will be the only program to purposefully split the area of design into three different contexts that are different because of how they operate:

1. Formal educational settings are constrained by rules and regulations not found in the other areas; K-12 settings are further distinguished in terms of whether students are subjected to high stakes tests (in public schools) or not (private schools); there are differences between K-12 and postsecondary instructional settings.
2. Informal educational setting can range from museums and parks to individually-provided one-one consultations (as between doctor and patient) or tutoring.
3. Professional training settings, finally, refer to ongoing training and development in the workplace. This can range from one-hour workshops to multi-day professional conferences.

We envision the non-degree Certificate program as appealing to UM faculty, staff, and graduate students who wish to think through how new research and knowledge about student learning might be used to enhance this University's course offerings. Also, we see it appealing to individuals who want to get a better idea of what such a program entails before opting into one of our other, more-advanced MSED or EDD programs.

Though the graduate programs that are offered by peer institutions vary in their emphasis on human diversity, we make social and demographic diversity an explicit focus across all of our courses. The acceptance of final projects in languages other than English – such as Spanish, Portuguese, and Chinese -- will expand the program's reach in the international market.

Laureate's first market survey found that the online market for the SEHD's conventional MSED programs is too saturated and fragmented to be economically viable at the scale that they envision. Instead, Laureate recommended that the SEHD develop an EDD program devoted to educational leadership which is an area in which the SEHD does not have strong presence. In its second market survey of online programs, Laureate did not find any competitive online graduate programs in the Learning Sciences. Thus, our programs will provide an appealing alternative to people in formal educational settings as well as to people in the workplace.

Relationship to and Potential Synergies with other Cognate Fields

The Chair and Associate Chair of the Psychology Department have sent emails stating that the proposed programs do not overlap nor compete with any of their offerings. Though the School of Business offers MBA programs that incorporate organizational research and theory, we could find not courses or programs that overlapped with the proposed offerings.

If the University of Miami were to develop a larger, overarching center and/or program along the lines of Johns Hopkins University's cross disciplinary center, *The Science of Learning: From Cells to the Classroom* (<http://scienceoflearning.jhu.edu/>) the proposed programs could provide important synergies.

Individuals who are pursuing or who already have acquired graduate degrees in Law, Engineering, Medicine, Nursing, Marine Science, or any one of numerous fields at the University of Miami could enter the field of professional development and training for their respective disciplines by pursuing an NDC in the Applied Learning Sciences. The cognate fields would provide these individuals with substantive knowledge in their respective fields and professionals, what some call "content knowledge." Our non-degree Certificate program in Applied Learning Sciences with its focus on actual job-related experience would develop their knowledge and skills in with what has been called "pedagogical content knowledge," that is, knowledge on how to create learning environments in these fields; they would be qualified to work, individually, on projects targeting their specialty area and/or as members of teams whose focus on learning is more complex than can be encompassed by a single specialization.

LIBRARY RESOURCES

(Provided by the University of Miami library)

Successful graduate programs rely upon the library to provide resources and support student work. As a top research library in North America, the University of Miami Libraries provides such resources and support through a comprehensive collection of information resources and knowledgeable staff. The Libraries provide access to nearly 3.7 million volumes, 99,060 current serials, over 4 million items in microform, 62,000 maps and 106,136 videos and audio files. In addition, the Libraries offer desktop access to more than 1,200 electronic databases and e-journal platforms and more than 880,000 electronic books. The Otto G. Richter Library serves as the central library for the University and is responsible for the teaching and research information needs of the School of Education. The University of Miami Libraries is a member of the Inter-university Consortium for Political and Social Research (ICPSR), providing access to a significant collection of social science data for research.

The University of Miami Libraries offers access to numerous resources that address the needs of the Applied Learning Sciences program. Key journals, such as the *Journal of the Learning Sciences* (available full text online back to 1991), are already subscribed. These journals and databases, such as ERIC, ProQuest Research Library and PsycINFO, are accessible to off campus users with an existing Cane ID, making access easy for online coursework. Books or articles not available electronically or physically housed at the library can be ordered through the library's Interlibrary Loan service. New journal subscriptions are not needed at this time, although additional resources (books and journals) may be added as the program continues to grow.

Journals, books and databases are only a part of the resources the University of Miami Libraries offers. The librarian for the School of Education provides research support through individualized consultations for students and faculty. In addition to consultations, librarians provide instruction sessions to classes on library resources and effective search strategies. Library staff are also available for assistance at the information help desk, where students can obtain immediate, expert help with their research, either by physically visiting the desk or contacting the desk remotely.

The Richter Library provides access to both PC and iMac computers for student use. Computers are equipped with suites of software, including but not limited to: Microsoft Office, Adobe Acrobat Professional, Adobe Photoshop, SAS, and SPSS. 2016 is also the inaugural year of the Richter Library's new Learning Commons, an initiative to place the University of Miami's academic service providers into one location. The library has long been home to the Digital Media Lab (DML), which provides assistance in integrating digital media projects into course curriculum and assistance to both students and faculty in utilizing media software. The Geographic Information Systems (GIS) lab assists in the use of mapping software to compile and analyze data. Joining the DML and GIS labs this year are the Camner Academic Resource Center, Writing Center and Math Lab. The Richter Library is also now home to a satellite location of the Student Technology Help Desk.

(Additional Comments)

The University of Miami already subscribes to important journals in this field such as the *Journal of the Learning Sciences* and *Cognition and Instruction*. All students will have access to the University's library collections through the library's online services. Additional journals, books, and/or other library resources that might be needed will be requested by the individual faculty teaching in the program or by the Department of Teaching and Learning as part of the Library's ongoing acquisitions process.

[Budget information redacted on web site, but included in this hard copy package.]

BUDGET PROJECTIONS

In preparation for this proposal, we prepared a detailed budget (available on request) for the combined EDD, MSED, and non-degree Certificate programs' first three-years of operation. In this section, we summarize those budget projections by cohort and by year, the latter for the first three years of the programs' operations.

We created this budget by assuming the admission of 20-person cohorts of whom 10 would enroll in the EDD program; 5 in the MSED program; and 5 in the non-degree Certificate program. Further, we assumed that we would admit one cohort every two years to the on-campus offering of this program and two cohorts per year to its online offering. As a result, the budget projections include 8 cohorts: 2 cohorts of students will be attending on-campus and 6 cohorts will be enrolled online.

For each course that we will offer, we computed tuition income less uniform teaching costs of just under \$5,000 per on-campus course and \$7,500 per online course. In addition, we project instructional start-up costs of \$6,500/course to get each course onto the Laureate's online platform.

For online programs, Laureate collects 50% of the tuition; the remainder stays within the University of Miami. All tuition gathered for the on-campus offerings stays within the University. The SEHD and the University "split" tuition 70/30; that is, 70% goes of the gross to the SEHD and 30% of the gross goes to the University. The SEHD pays for all program costs (course design, instruction, student advisement) from its share of the gross.

Three "bottom-line" per-cohort results of these budgetary projections are:

1. The SEHD's initial start-up cost, to place 15 courses on the Laureate platform, will be \$97,500.
2. For each on-campus cohort of students, the University will net a "profit" of between \$390,000 and \$400,000/cohort; depending on tuition increasing each year. Once instructional costs have been deducted, the School of Education and Human's will net a profit of just over \$800,000/ cohort.
3. For each online cohort of students, the University's net profit will start at \$180,000 for the first cohort and rise to \$206,000 for the sixth cohort; again, this increasing net is based on the University's tuition increasing each year. The SEHD's post-instruction net profit will start at just over \$307,000 and rise to \$338,000.

Our annual *on-campus-budget projections* are:

Year 1: The University's net profit will be \$151,000; the SEHD's post-instruction net profit will be \$322,000;

Year 2: The University's net profit will be \$155,000; the SEHD's post-instruction net profit will be \$327,000; and,

Year 3: The University's net profit will be UM \$333,000; the SEHD's post-instruction net profit will be \$685,000. This jump in net profits for the University and SEHD are because the second on-campus cohort will start during Year 3.

Our annual ***online-budget projections*** are:

Year 1: The University's net profit will be \$142,000; the SEHD's post-instruction net profit will be \$237,000;

Year 2: The University's net profit will be \$299,000; the SEHD's post-instruction net profit will be \$489,000; and,

Year 3: The University's net profit will be \$393,000; the SEHD's post-instruction net profit will be \$650,000.

DEAN'S LETTER

The Dean's letter stating that the non-degree Certificate program was approved by a vote of the SEHD faculty includes comments indicating his support for this program.