

New Graduate Program Approval Request

New Degree:

Master's of Instructional Technologies and Design

Submitted by:

Western New Mexico University
College of Education

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Proposal for Approval of Masters of Instructional Technologies and Design
Western New Mexico University

This proposal has been developed based on the New Mexico Department of Higher Education provisions of NMAC 5.2 that apply to new graduate programs proposed for implementation by an institution of higher education in New Mexico. Itemization corresponds to NMAC 5.2, Part 5.5.2.9, Requirements for Approved Graduate Programs (Appendix A).

A. Program Description and Purpose

Purpose

The Instructional Technologies and Design (IT&D) program at Western New Mexico University (WNMU) will offer unique educational opportunities for potential students who are located within the region and also for those located at a distance from the University. The primary purpose of the proposed Master's degree program will provide students with the knowledge and skills to support the use of instructional and information technologies in rural areas. The fully online program will feature three areas of emphasis to prepare potential students for three distinct job markets that are currently in high demand:

- Instructional Technology Coordinators and Instructional Coaches in PK-12 environments;
- Instructional Designer/Technologists and Trainers in corporate and government environments;
- Faculty Developers and Instructional Designers in higher education environments;
- Distance Learning and Online Instructors.

Alignment with the University Mission and Goals

The proposed degree program is fully consistent with the mission and goals of Western New Mexico University (WNMU) (see Appendix B). WNMU is a regional comprehensive institution, providing undergraduate and graduate degrees to the diverse student populations of the Southwest.

Graduates of the proposed program will be prepared to:

1. Design and implement suitable conditions for learning by applying principles, theories, and research associated with change management theory and instructional systems design with specific attention to the needs of rural communities.
2. Design and develop culturally responsive instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer based, and integrated technologies.
3. Demonstrate the ability to apply reasonably accessible technology tools to create innovative learning solutions and materials that will effectively support the development, delivery, and evaluation of quality learning opportunities that meet the needs of any specific learning audience.

4. Demonstrate the ability to facilitate equitable access to instructional materials for all learners including culturally and linguistically diverse students and students with exceptionalities.
5. Plan, organize, coordinate, and supervise instructional technology projects by applying culturally responsive principles, theories, and research related to project, resource, delivery system, and information management technologies within the education, industry, and government sectors.

Western New Mexico University, a Hispanic-serving institution, has a long history of teacher preparation going back to its inception as a Normal School in 1893 and has continued to remain a catalyst for teacher education in the southwest. WNMU celebrated its 100th Anniversary in 1993. Exemplary teaching, quality programs, and enhanced regional service characterize the University mission. WNMU has four learning centers in addition to the Silver City campus: located in Gallup, Deming, Truth or Consequences, and Lordsburg, New Mexico. WNMU also offers courses via Instructional Television, hybrid and online. WNMU has received approval from the Higher Learning Commission of the North Central Association to offer online degree programs (See Appendix C).

Institutional Priority for the Proposed Program

Western New Mexico University specifically identifies exemplary teaching, quality programs and enhanced regional service in the mission statement for the University. Living and working in the rural communities which we serve, requires that educators, small business owners, and people serving in the community be skilled in multiple areas.

The program as designed aligns with the Strategic goals identified by the School of Education updated last August 10, 2011 (See Appendix D). The program is designed help students grow as active participants in their communities, both professionally and personally, providing students with opportunities to complete service learning projects within their communities. The program builds on culturally responsive teaching practices, which will be used with the students and taught to the students by faculty. The program is aligned with state competencies and is designed to support a collegial community, modeling for students a collaborative community of learners.

Curriculum for the Proposed Program

The Master's in Instructional Technologies and Design is designed for students interested in working as instructional technology coordinators or instructional coaches within the PK-12 learning environment, instructional designers or technologists or trainers in corporate and government environments, or faculty developers or instructional designers in the higher education environment. The required course work includes the following:

Core Courses

EDUC 500:	Research Methods	3 credits
EDUC 534:	Integration of Technology into Curriculum	3 credits
ITD 540:	Media Literacy	3 credits
ITD 546:	Learning Theories and Instructional Technology	3 credits

ITD 552:	Change and Organizational Development	3 credits
ITD 555:	Instructional Design	3 credits
ITD 570:	Distance Learning	3 credits
ITD 565:	Educational Technology Support and Management	3 credits
ITD 577:	Project Management	3 credits
ITD 583:	Program Assessment, Evaluation, and Funding	3 credits
ITD 587:	Multimedia Resources, Research, and Development	3 credits
ITD 597:	A Multi Media Approach to Service Learning	3-6 credits

The Master's degree can be earned with 36-39 credits of course work, with the final course requiring the students to implement the skills they have developed during an internship focusing on a service learning project.

Fields of Study

The course work included in the degree focuses on five primary fields of study and is anchored in meeting the needs of the diverse, rural communities we serve:

- Multimedia Development and Literacy
- Distance Learning
- Organizational Change
- Instructional Design
- Program Management

Multimedia Development and Literacy relates to current issues and topics related to media literacy, its effect on society, and the design, development, and implementation of culturally responsive media for instructional purposes. The focus is on using media and other technologies as tools to create student-centered learning environments designed to meet the needs of diverse, rural communities. Associated with these concepts is the need to develop ADA compliant instructional multimedia and adaptive technologies for stand-alone and online delivery of instruction, addressing the issues addressed by Universal Design.

Distance Learning focuses on the delivery of online instruction and other mediums which support distance learning such as instructional television and online instruction. Distance learning is of key importance to rural communities as they strive to provide the breadth of instructional opportunities needed for their students to compete in the current educational environment and economy. Online education could be the disruptive force that transforms education and training practices in the 21st century. Through this lens, current trends impacting the field of distance education, and their implications for the design and development of distance-learning programs must be addressed. This field also addresses the different models, theories, and technologies used in the development and delivery of online education and training programs.

Organizational Change includes the review of change theory and its application to the implementation of new learning technologies by an institution or organization. As new technologies and other innovations are brought forward, the biggest impediment to change is the organization and the people within the organization. This field addresses the theories and

techniques needed to facilitate the change process and the institutionalization of innovation within an organization.

Instructional Design and Learning Theory addresses the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Instructional Design models, such as ADDIE, and learning theory are applied in education or training environments, and the particular model implemented varies depending on the outcomes identified for the project. Systematic design processes are utilized to develop interventions for human performance issues, develop multimedia instruction, address performance issues within an organization, and design instruction which supports individual learning needs in a culturally responsive manner.

Program Management focuses on project management tools, procedures, and methods utilized to facilitate the development of a product by a design team. Key to this is the interrelated nature of the triple constraints of time, cost, and scope, and their impact on the overall quality of the project.

Application Deadlines

Students may apply for admission following the timelines identified by the College of Education. Currently, applications are due prior to October 31 or April 15. Applications are processed prior to the end of the fall and spring semesters.

Admission Requirements

General admission requirements for graduate programs as identified in the WNMU Catalog plus the IT&D program will require:

- A bachelor's degree from an accredited university
- A letter of intent that addresses the individual's professional and personal goals focusing on career interests
- A brief one to two page resume that summarizes the candidate's background and experience
- Three letters of recommendation from individuals who know the candidate professionally, including former employers, colleagues, or professors
- A sample of the candidate's technology ability. Examples may include a presentation, multimedia program, or another implementation of technology which can be presented visually
- Background Check
- Disclosure of Criminal Records
- Successful completion of Professional Behaviors and Dispositions Assessment

B. Justification for the Proposed Program

Need

Background

Globalization and the increased use of digital technologies across our society have led to changes in the nature and structure of learning experiences. Accompanying these changes is the need for

professionals capable of designing technology-based learning curricula. Most recently, online learning and other 21st century initiatives in the educational sector has led to an increased need for instructional design professionals in school districts and institutions of higher learning.

Instructional Design is a discipline that began in military, government, and corporate sectors where the ability to effectively and efficiently design, deliver, and evaluate instruction in ever-increasing demand. As leaders in corporate and government arenas have long known, an instructional designer can create powerful learning experiences and effectively deploy technologies to foster learning.

Employment trends for the instructional designer/technologist category are outlined on O-Net (<http://www.onetonline.org/link/summary/25-9031.01>) and are quite favorable for the future. In fact, the projected growth for 2008-2018 is much faster than average (20% or higher) specifically for the government and educational services sectors (see Table 1). Given these data and the listing of jobs directly in the field of instructional technology and design (see Table 2) there are employment opportunities within the field.

Table 1: Instructional Coordinator National Wage and Employment Trends

Job	Median Annual Wage (2011)	Employment (2010)	Projected Growth	Projected job openings
Instructional Coordinator	\$59,280	140,000	Faster than average (20% to 28%)	58,100
Training and Development Specialist	\$55,150	218,000	Faster than average (20% to 28%)	98,300
Training and Development Manager	\$91,740	30,000	Average (10% to 19%)	11,600

Additionally, a survey of likely students or employers was conducted in February 2012, to assess the current need for the proposed educational opportunities. Fifty-four individuals responded and 90% of them indicated that they saw a need for such a program at WNMU. Therefore, WNMU’s College of Education is proposing the addition of a Master’s program and four related certificate areas that will prepare students to meet the increasing societal need for instructional design professionals.

Table 2: Instructional Technology and Design Related Job Postings on Sept. 14, 2012

Position	Organization	Location	Source
Instructional Designer	Presbyterian Health Services	Albuquerque, NM	http://www.jobs-to-careers.com
Multimedia Design Engineer	Lockheed Martin	Albuquerque, NM	http://www.jobs-to-careers.com
Instructional Designer/Technical Writer	Parallelhr Solutions	New Mexico	http://us.jobrapido.com
Distance Learning	New Mexico Junior	Hobbs, NM	http://us.jobrapido.com

Instructional Designer	College		
eLearning Specialist	Presbyterian Health Services	Albuquerque, NM	http://www.jobs-to-careers.com
Trainer - APAC	Desire2Learn Inc		
Technical Analyst	Regal Computer Systems Inc.	Santa Fe, NM	http://us.jobrapido.com
PSO Education Coordinator Job	Vmware	El Alto, NM	http://us.jobrapido.com
Resource Teacher: Technology	Albuquerque Public Schools	Albuquerque, NM	http://us.jobrapido.com
Health Information Technology Instructor	ITT Manufacturing Enterprises	Albuquerque, NM	http://us.jobrapido.com
eLearning Developer	TrueBridge Resources	Katy, Tx	http://seeker.dice.com
Instructional Designer/eLearning	Computer Technologies Consultants, Inc.	Sterling, VA	http://seeker.dice.com
eLearning Developer/Instructional Designer	Relay Technology	Ballwin, MO	http://seeker.dice.com
eLearning Developer	Global Associates	Charlotte, NC	http://seeker.dice.com
eLearning Curriculum Specialist	Modis	Santa Clara, CA	http://seeker.dice.com
Instructional Designer	Bass & Harbinger	Dallas, TX	http://seeker.dice.com

While graduates of the master’s program will be eligible for instructional technology and design positions, the primary focus of the program will be to provide skills to those in positions not directly related to instructional design and technology. These job skills are needed by educators, trainers, managers, public relations personal, advertising, media design, non-profit organizations, professional developers, etc. Positions are available in education, corporations, government and the military. A list of potential employers in southwest New Mexico and Southeast Arizona are provided in Table 3.

Table 3: Potential Southwest New Mexico and Southeast Arizona Employers

Name:	Location
School Districts	
Animas Public Schools	
Animas Elementary	Animas, NM
Animas Middle School	Animas, NM
Animas High School	Animas, NM
Cobre Consolidated Schools	
Bayard Elementary	Bayard, NM
Central Elementary	Central, NM
Hurley Elementary	Hurley, NM
San Lorenzo Elementary	San Lorenzo, NM
Snell Middle School	Bayard, NM
Cobre High School	Bayard, NM
Deming Public Schools	
Bataan Elementary	Deming, NM

Bell Elementary	Deming, NM
Chaparral Elementary	Deming, NM
Columbus Elementary	Columbus, NM
Memorial Elementary	Deming, NM
Ruben S. Torres Elementary	Deming, NM
My Little School	Deming, NM
Deming Intermediate School	Deming, NM
Red Mountain Middle School	Deming, NM
Deming High School	Deming, NM
Gallup-McKinley County Public Schools	
Chee Dodge Elementary	Yatahey, NM
Church Rock Elementary	Church Rock, NM
Crownpoint Elementary	Crownpoint, NM
David Skeet Elementary	Vanderwagen, NM
Indian Hills Elementary	Gallup, NM
Jefferson Elementary	Gallup, NM
Juan De Oate Elementary	Gallup, NM
Lincoln Elementary	Gallup, NM
Navajo Elementary	Navajo, NM
Ramah Elementary	Ramah, NM
Red Rock Elementary	Gallup, NM
Rocky View Elementary	Gallup, NM
Roosevelt Elementary	Gallup, NM
Stage Coach Elementary	Gallup, NM
Thoreau Elementary	Thoreau, NM
Tobe Turpen Elementary	Gallup, NM
Tohatchi Elementary	Tohatchi, NM
Twin Lakes Elementary	Gallup, NM
Washington Elementary	Gallup, NM
Chief Manuelito Middle School	Gallup, NM
Crownpoint Middle School	Gallup, NM
Gallup Middle School	Gallup, NM
John F. Kennedy Middle School	Gallup, NM
Navajo Middle School	Gallup, NM
Thoreau Middle School	Thoreau, NM
Tohatchi Middle School	Tohatchi, NM
Crownpoint High School	Crownpoint, NM
Gallup High School	Gallup, NM
Miyamura High School	Gallup, NM
Navajo Pine High School	Navajo, NM
Ramah High School	Ramah, NM
Thoreau High School	Thoreau, NM
Tohatchi High School	Tohatchi, NM
Tse' Yi' Gai High School	Cuba, NM
Gallup Central Alternative High School	Gallup, NM
Middle College High School	Gallup, NM
EDC-Educational Development Center	Gallup, NM
Grants-Cibola County Schools	
Bluewater Elementary	Bluewater, NM
Cubero Elementary	Cubero, NM
Mesa View Elementary	Grants, NM

Milan Elementary	Milan, NM
Mount Taylor Elementary	Grants, NM
San Rafael Elementary	San Rafael, NM
Seboyeta Elementary	Seboyeta, NM
Laguna-Acoma Middle School	Casa Blanca, NM
Los Alamos Middle School	Grants, NM
Grants High School	Grants, NM
Laguna-Acoma High School	Casa Blanca, NM
Hatch Valley Public Schools	
Garfield Elementary	Hatch, NM
Hatch Valley Elementary	Hatch, NM
Rio Grande Elementary	Hatch, NM
Hatch Valley Middle School	Hatch, NM
Hatch Valley High School	Hatch, NM
Lordsburg Municipal Schools	
Animas Elementary	Animas, NM
Animas Middle School	Animas, NM
Animas High School	Animas, NM
Magdalena	
Central Elementary	Lordsburg, NM
R.V. Traylor Elementary	Lordsburg, NM
Southside Elementary	Lordsburg, NM
Dugan-Tarango Middle School	Lordsburg, NM
Lordsburg High School	Lordsburg, NM
Quemado Independent Schools	
Datil Elementary	Datil, NM
Quemado Elementary	Quemado, NM
Quemado High School	Quemado, NM
Reserve Independent Schools	
Glenwood Elementary	Glenwood, NM
Reserve Elementary	Reserve, NM
Reserve High School	Reserve, NM
Silver Consolidated Schools	
Cliff Elementary	Cliff, NM
G.W. Stout Elementary	Silver City, NM
Harrison H. Schmidt Elementary	Silver City, NM
Jose Barrios Elementary	Silver City, NM
Sixth Street Elementary	Silver City, NM
La Plata Middle School	Silver City, NM
Cliff High School	Cliff, NM
Opportunity High School	Silver City, NM
Silver High School	Silver City, NM
Aldo Leopold Charter School	Silver City, NM
Socorro Consolidated Schools	
Edward E. Torres Elementary	Socorro, NM
Midway Elementary	Polvadera, NM
Parkview Elementary	Socorro, NM
San Antonio Elementary	San Antonio, NM
Zimmerly Elementary	Socorro, NM
Raymond Sarracino Middle School	Socorro, NM
Socorro High School	Socorro, NM

Cottonwood Valley Charter School	Socorro, NM
Truth or Consequences Municipal Schools	
Arrey Elementary	Arrey, NM
Sierra Elementary	T or C, NM
T or C Elementary	T or C, NM
T or C Middle School	T or C, NM
Hot Springs High School	T or C, NM
Zuni	
A:Shiwi Elementary	Zuni, NM
Dowa Yalanne Elementary	Zuni, NM
Zuni Middle School	Zuni, NM
Twin Buttes High School	Zuni, NM
Zuni High School	Zuni, NM
Alpine Elementary District	Alpine, AZ
Alpine Elementary School	Alpine AZ
Chinle Unified District	Chinle, AZ
Mesa View Elementary	Chinle, AZ
Canyon De Chelly Elementary School	Chinle, AZ
Tsaile Elementary School	Chinle, AZ
Many Farms Elementary School	Chinle, AZ
Chinle Elementary School	Chinle, AZ
Chinle High School	Chinle, AZ
Chinle Junior High School	Chinle, AZ
Turquoise Dawn Alternative	Chinle, AZ
Concho Elementary District	Concho, AZ
Concho Elementary School	Concho, AZ
Ganado Unified School District	Ganado, AZ
Ganado High School	Ganado, AZ
Ganado Intermediate School	Ganado, AZ
Ganado Middle School	Ganado, AZ
Ganado Primary School	Ganado, AZ
Kin Dah Lichii Olta' Charter School	Ganado, AZ
Kin Dah Lichii Olta And Inc.	Ganado, AZ
Nazlini Charter School	Ganado, AZ
Nazlini Community School And Inc.	Ganado, AZ
McNary Elementary District	McNary, AZ
McNary Elementary School	McNary, AZ
Red Mesa Unified District	Teec Nos Pos, AZ
Red Mesa Elementary School	Teec Nos Pos, AZ
Red Mesa High School	Teec Nos Pos, AZ
Red Mesa Junior High School	Teec Nos Pos, AZ
Red Valley/Cove High School	Teec Nos Pos, AZ
Round Valley Unified District	Springerville, AZ
Round Rock Elementary School	Round Rock, AZ
Round Valley Elementary School	Springerville, AZ
Round Valley High School	Springerville, AZ
Round Valley Middle School	Springerville, AZ
Round Valley Primary School	Springerville, AZ
Sanders Unified District	Sanders, AZ
Sanders Elementary School	Sanders, AZ
Sanders Middle School	Sanders, AZ

Valley High School	Sanders, AZ
St Johns Unified District	St. Johns, AZ
Coronado Elementary School	St. Johns, AZ
St Johns High School	St. Johns, AZ
St Johns Middle School	St. Johns, AZ
St. Johns Learning Center	St. Johns, AZ
New Visions Academy - St. John's Campus	St. Johns, AZ
Vernon Elementary District	Vernon, AZ
Vernon Elementary School	Vernon, AZ
Window Rock Unified District	Ft. Defiance, AZ
Integrated Preschool	Ft. Defiance, AZ
Sawmill Elementary School	Ft. Defiance, AZ
Window Rock Elementary School	Window Rock, AZ
Window Rock High School	Ft. Defiance, AZ
Dine Bi'olta (Immersion School)	Ft. Defiance, AZ
Tse Ho Tso Intermediate Learning Center	Ft. Defiance, AZ
Tse Ho Tso Primary Learning Center	Ft. Defiance, AZ
Tse'hootsooi Elementary School	Ft. Defiance, AZ
Tsehootsooi Middle School	Ft. Defiance, AZ
Benson Unified School District	Benson, AZ
Benson High School	Benson, AZ
Benson Middle School	Benson, AZ
Benson Primary School	Benson, AZ
New West School	Benson, AZ
San Pedro Valley High School	Benson, AZ
San Pedro Valley High School	Benson, AZ
Visions Unlimited Academy And Inc.	Benson, AZ
Bisbee Unified District	Bisbee, AZ
Bisbee High School	Bisbee, AZ
Bisbee Middle School	Bisbee, AZ
Cochise Co Educational Service	Bisbee, AZ
Greenway Primary School	Bisbee, AZ
Lowell School	Bisbee, AZ
Prep Tec - Manuel Borjorquez Learning Center	Bisbee, AZ
Bowie Unified District	Bowie, AZ
Bowie Elementary School	Bowie, AZ
Bowie High School	Bowie, AZ
Cochise Elementary District	Cochise, AZ
Cochise Elementary School	Cochise, AZ
Douglas Unified District	Douglas, AZ
Center For Academic Success #4	Douglas, AZ
Center For Academic Success And The #2	Douglas, AZ
Center For Academic Success And The #3	Douglas, AZ
Clawson School	Douglas, AZ
Douglas High School	Douglas, AZ
Early Learning Center	Douglas, AZ
Joe Carlson Elementary School	Douglas, AZ
Maryvale School	Douglas, AZ
Omega Alpha Academy	Douglas, AZ
Omega Alpha Academy School	Douglas, AZ
Paul H Huber Jr High School	Douglas, AZ

Ray Borane Middle School	Douglas, AZ
Sarah Marley School	Douglas, AZ
Stevenson Elementary School	Douglas, AZ
Apache Elementary District	Douglas, AZ
Apache Elementary School	Douglas, AZ
Faras Elementary School	Douglas, AZ
Elfrida Elementary District	Elfrida, AZ
Elfrida Elementary School	Elfrida, AZ
Valley Union High School District	Elfrida, AZ
Valley Union High School	Elfrida, AZ
Fort Huachuca Accommodation District	Ft. Huachuca, AZ
Palominas Elementary District	Hereford, AZ
Coronado Elementary School	Hereford, AZ
Palominas Elementary School	Hereford, AZ
Sierra Summit Academy	Hereford, AZ
Valley View Elementary School	Hereford, AZ
Double Adobe Elementary District	McNeal, AZ
Double Adobe Elementary School	McNeal, AZ
Forrest Elementary District	McNeal, AZ
Mcneal Elementary District	McNeal, AZ
Mcneal Elementary School	McNeal, AZ
Naco Elementary District	Naco, AZ
Naco Elementary School	Naco, AZ
Ash Creek Elementary District	Pearce, AZ
Ash Creek Elementary	Pearce, AZ
Pearce Elementary District	Pearce, AZ
Pearce Elementary School	Pearce, AZ
Pomerene Elementary District	Pomerene, AZ
Pomerene Elementary School	Pomerene, AZ
San Simon Unified District	San Simon, AZ
San Simon School	San Simon, AZ
Sierra Vista Unified District	Sierra Vista, AZ
The Berean Schools	Sierra Vista, AZ
Apache Middle School	Sierra Vista, AZ
Bella Vista Elementary School	Sierra Vista, AZ
Buena High School	Sierra Vista, AZ
Carmichael Elementary School	Sierra Vista, AZ
Center For Academic Success #5	Sierra Vista, AZ
Center For Academic Success And Inc.	Sierra Vista, AZ
Center For Academic Success And The #1	Sierra Vista, AZ
Cochise Community Development Corporation	Sierra Vista, AZ
Huachuca Mountain Elementary School	Sierra Vista, AZ
Joyce Clark Middle School (Formerly Sierra Vista Middle School)	Sierra Vista, AZ
Pueblo Del Sol Elementary School	Sierra Vista, AZ
Town & Country Elementary School	Sierra Vista, AZ
Village Meadows Elementary School	Sierra Vista, AZ
St David Unified District	St. David, AZ
St David Elementary School	St. David, AZ
St David High School	St. David, AZ
Tombstone Unified District	Tombstone, AZ

	Huachuca City School	Tombstone, AZ
	Tombstone High School	Tombstone, AZ
	Walter J Meyer School	Tombstone, AZ
Willcox	Unified District	Willcox, AZ
	Willcox Elementary School	Willcox, AZ
	Willcox High School	Willcox, AZ
	Willcox Middle School	Willcox, AZ
Bonita	Elementary District	Bonita, AZ
	Bonita Elementary School	Willcox, AZ
Fort Thomas	Unified District	Ft. Thomas, AZ
	Fort Thomas Elementary School	Ft. Thomas, AZ
	Mt. Turnbull Academy	Ft. Thomas, AZ
	Mt. Turnbull Academy	Ft. Thomas, AZ
	Fort Thomas High School	Ft. Thomas, AZ
	Pima Unified District	Pima, AZ
	Discovery Plus Academy	Pima, AZ
	Pima High School	Pima, AZ
	Pima Elementary School	Pima, AZ
	Graham County Special Services	Pima, AZ
Safford	Unified District	Safford, AZ
	Dorothy Stinson School	Safford, AZ
	Gila Educational Group	Safford, AZ
	Gila Preparatory Academy High School	Safford, AZ
	Lafe Nelson School	Safford, AZ
	Mt Graham High School	Safford, AZ
	Ruth Powell Elementary School	Safford, AZ
	Safford High School	Safford, AZ
	Safford Middle School	Safford, AZ
	Triumphant Learning Center	Safford, AZ
Klondyke	Elementary District	Safford, AZ
Solomon	Elementary District	Solomon, AZ
	Solomon Elementary School	Solomon, AZ
Thatcher	Unified District	Thatcher, AZ
	Jack Daley Primary School	Thatcher, AZ
	Thatcher High School	Thatcher, AZ
	Thatcher Elementary School	Thatcher, AZ
	Thatcher Middle School	Thatcher, AZ
Blue	Elementary District	Blue, AZ
	Blue Elementary School	Blue, AZ
Clifton	Unified District	Clifton, AZ
	Clifton High School	Clifton, AZ
	Eagle Elementary District	Clifton, AZ
	Greenlee Alternative School District	Clifton, AZ
	Laugharn Elementary School	Clifton, AZ
Duncan	Unified District	Duncan, AZ
	Duncan High School	Duncan, AZ
	Duncan Elementary	Duncan, AZ
	Duncan Primary	Duncan, AZ
Morenci	Unified District	Morenci, AZ
	Fairbanks Elementary School	Morenci, AZ
	Morenci Junior/Senior High School	Morenci, AZ

Heber-Overgaard Unified District	Heber, AZ
Mountain Meadows Primary	OVERGAARD AZ
Capps Elementary School	85933
Mogollon High School	Heber, AZ
Mogollon Jr High School	Heber, AZ
Holbrook Unified District	Heber, AZ
Holbrook High School	Holbrook, AZ
Holbrook Junior High School	Holbrook, AZ
Hulet Elementary School	Holbrook, AZ
Indian Wells Elementary	Holbrook, AZ
Navajo County Accommodation District #99	Holbrook, AZ
Park Elementary School	Holbrook, AZ
Joseph City Unified District	Joseph City, AZ
Joseph City Elementary School	Joseph City, AZ
Joseph City High School	Joseph City, AZ
Joseph City Junior High School	Joseph City, AZ
Kayenta Unified District	Kayenta, AZ
Kayenta Elementary School	Kayenta, AZ
Kayenta Middle School	Kayenta, AZ
Kayenta Primary School	Kayenta, AZ
Monument Valley High School	Kayenta, AZ
Cedar Unified District	Keams Canyon, AZ
White Cone	Keams Canyon, AZ
White Cone High School	Keams Canyon, AZ
Jeddito School	Keams Canyon, AZ
Blue Ridge Unified District	Lakeside, AZ
Blue Ridge Elementary School	Lakeside, AZ
Blue Ridge High School	Lakeside, AZ
Blue Ridge Jr High School	Lakeside, AZ
Blue Ridge Middle School	Lakeside, AZ
Blue Ridge Intermediate School	Lakeside, AZ
Pinon Unified District	Pinon, AZ
Pinon Elementary School	Pinon, AZ
Pinon High School	Pinon, AZ
Pinon Middle School	Pinon, AZ
Shonto Governing Board Of Education And Inc.	Shonto, AZ
Shonto Preparatory Technology High School	Shonto, AZ
Show Low Unified District	Show Low, AZ
Clay Springs School	Show Low, AZ
Founding Fathers Academies And Inc	Show Low, AZ
Jefferson Academy Of Advanced Learning	Show Low, AZ
Linden Elementary School	Show Low, AZ
Nikolaus Homestead Elementary School	Show Low, AZ
Pinedale Elementary School	Show Low, AZ
Sequoia Village School	Show Low, AZ
Show Low High School	Show Low, AZ
Show Low Junior High School	Show Low, AZ
Show Low Preschool	Show Low, AZ
Successful Beginnings Charter School	Show Low, AZ
Successful Beginnings Charter School	Show Low, AZ

Whipple Ranch Elementary School	Show Low, AZ
White Mountain Institute	Show Low, AZ
Snowflake Unified District	Snowflake, AZ
Highland Primary School	Snowflake, AZ
Snowflake High School	Snowflake, AZ
Snowflake Intermediate School	Snowflake, AZ
Snowflake Junior High School	Snowflake, AZ
Snowflake Preschool	Snowflake, AZ
Taylor Elementary School	Snowflake, AZ
Taylor Intermediate School	Snowflake, AZ
Career Development And Inc.	Taylor, AZ
Northern Az Academy For Career Dev. - Taylor	Taylor, AZ
Whiteriver Unified District	Whiteriver, AZ
Alchesay High School	Whiteriver, AZ
Canyon Day Junior High School	Whiteriver, AZ
Cradleboard School	Whiteriver, AZ
Seven Mile School	Whiteriver, AZ
Whiteriver Elementary	Whiteriver, AZ
Winslow Unified District	Winslow, AZ
Bonnie Brennan School	Winslow, AZ
Developing Innovations In Navajo Education	Winslow, AZ
Dine Southwest High School	Winslow, AZ
Jefferson Elementary School	Winslow, AZ
Little Singer Community Junior High School	Winslow, AZ
Little Singer Community School Board Inc.	Winslow, AZ
Northern Az Academy For Career Dev. - Winslow	Winslow, AZ
Washington School	Winslow, AZ
Winslow High School	Winslow, AZ
Winslow Junior High School	Winslow, AZ
Sonoita Elementary District	Elgin, AZ
Elgin Elementary School	Elgin, AZ
Nogales Unified District	Nogales, AZ
A J Mitchell Elementary School	Nogales, AZ
Challenger Elementary School	Nogales, AZ
Desert Shadows Middle School	Nogales, AZ
Lincoln Elementary School	Nogales, AZ
Little Red Schoolhouse	Nogales, AZ
Mary L Welty Elementary School	Nogales, AZ
Mexicayotl Academy And Inc.	Nogales, AZ
Mexicayotl Charter School	Nogales, AZ
Nogales High School	Nogales, AZ
Pierson Vocational High School	Nogales, AZ
Robert Bracker Elementary	Nogales, AZ
Santa Cruz County Regional School District	Nogales, AZ
Santa Cruz Elementary District	Nogales, AZ
Vasquez De Coronado Francisco School	Nogales, AZ
Wade Carpenter Middle School	Nogales, AZ
Patagonia Elementary District	Patagonia, AZ
Patagonia Elementary School	Patagonia, AZ
Patagonia Montessori Elementary School	Patagonia, AZ
Patagonia Union High School	Patagonia, AZ

Patagonia Union High School District	Patagonia, AZ
Patagonia Montessori School	Patagonia, AZ
Santa Cruz Valley Unified District	Rio Rico, AZ
Calabasas Middle School	Rio Rico, AZ
Coatimundi Middle School	Rio Rico, AZ
Mountain View School	Rio Rico, AZ
Pena Blanca Elementary School	Rio Rico, AZ
Rio Rico High School	Rio Rico, AZ
San Cayetano Elementary School	Rio Rico, AZ
Montessori De Santa Cruz - St. Ann's Hall	Tubac, AZ
Santa Cruz Valley Opportunities In Education Inc.	Tubac, AZ
East Central Regional Service Center	Southeastern, AZ
Northeast Arizona Regional Service Center	Northeastern, AZ
Government Agencies	
Gila National Forest	Southwestern, NM
Apache and Sitgreaves National Forests	Southeastern, AZ
Grant County Government	Southwestern, NM
Catron County Government	Southwestern, NM
Hidalgo County Government	Southwestern, NM
Luna County Government	Southwestern, NM
Sierra County Government	Southwestern, NM
Socorro County Government	Southwestern, NM
Cibola County Government	Southwestern, NM
McKinley County Government	Southwestern, NM
Apache County Government	Southeastern, AZ
Navajo County Government	Southeastern, AZ
Gila County Government	Southeastern, AZ
Cochise County Government	Southeastern, AZ
Greenlee County Government	Southeastern, AZ
Santa Cruz County Government	Southeastern, AZ
White Sands Missile Range	Southwestern, NM
Holloman Air Force Base	Southwestern, NM
Gila Cliff Dwellings National Monuments	Southwestern, NM
White Sands National Monument	Southwestern, NM
El Malpais National Monument	Southwestern, NM
Judicial Systems	Southwestern, NM
New Mexico Department of Game and Fish	Southwestern, NM
Bureau of Land Management	Socorro, NM
New Mexico State Parks	Southwestern, NM
New Mexico Department of Workforce Solutions	Silver City, NM
New Mexico Gas Company	Silver City, NM
PNM Electric	Silver City, NM
Division of Vocational Rehabilitation	Socorro, NM
NM Division of Vocational Rehabilitation	Gallup, NM
City Governments/Judicial Systems	
City of Silver City	Silver City, NM
City of Hurley	Hurley, NM
City of Bayard	Bayard, NM
City of Santa Clara	Santa Clara, NM
City of Socorro	Socorro, NM

City of Gallup	Gallup, NM
City of Grants	Grants, NM
City of Safford	Safford, AZ
City of Thatcher	Thatcher, AZ
City of Clifton	Clifton, AZ
City of Wilcox	Wilcox, AZ
City of Benson	Benson, AZ
City of Sierra Vista	Sierra Vista, AZ
City of Douglas	Douglas, AZ
City of Bisbee	Bisbee, AZ
Non-Profit Organizations	
Mimbres Region Arts Council	Silver City, NM
Big Brothers Big Sisters of Grant County	Silver City, NM
CATS Community Access Television of Silver	Silver City, NM
Copper Cowbells	Silver City, NM
Fort Bayard Historic Preservation Society	Silver City, NM
Friends of the Fire & Rescue Volunteers	Silver City, NM
Girl Scouts of the Desert Southwest	Silver City, NM
The Glenwood Gazette	Glenwood, NM
Grant County Community Concert Association	Silver City, NM
Grant County Community Health Council	Silver City, NM
High Desert Humane Society	Silver City, NM
Small Business Development Center	Silver City, NM
Battered Families Services	Gallup, NM
Big Brothers & Big Sisters of North NM	Gallup, NM
Community Pantry	Gallup, NM
Gallup-McKinley County Humane Society	Gallup, NM
Health Services	
Gila Regional Medical Center	Silver City, NM
Border Area Mental Health	Silver City, NM
Hidalgo Medical Services	Silver City, NM
Bridge Community.. Spanning Life's Transitions	Ft. Bayard, NM
Fort Bayard Medical Center	Santa Clara, NM
Gila Animal Clinic	Silver City, NM
Mimbres Region Mental Health	Silver City, NM
Socorro Mental Health	Socorro, NM
Socorro General Hospital	Socorro, NM
NM Cancer Center	Gallup, NM
Na'Nizhoozhi Center, Inc	Gallup, NM
Red Rock Animal Hospital	Gallup, NM
Mimbres Memorial Hospital	Deming, AZ
Corporations	
Southwest Mining	Hurley, NM
Freeport McMoRan Copper & Gold	Tyrone, NM
Spaceport America	T or C, NM
1 Voice Music Group	Silver City, NM
AmBank	Silver City, NM
Chino Federal Credit Union	Silver City, NM

Effective Environments Engineers Inc.	Silver City, NM
First New Mexico Bank	Silver City, NM
Pro Creative Design and Printing	Silver City, NM
Silver City Daily Press	Silver City, NM
Silver City Radio – KNFT, KSCQ, KPSA	Silver City, NM
Silver City Sun News	Silver City, NM
Western Bank	Silver City, NM
Bank of America	Silver City, NM
Coca Cola Bottling Co	Gallup, NM
Gallup Journey Magazine	Gallup, NM
KGAK Radio	Gallup, NM
KGLX (Clearchannel)	Gallup, NM
KGLP	Gallup, NM
Millennium Media, Inc	Gallup, NM
Pepsi Beverages Company	Gallup, NM
Pinnacle Bank	Gallup, NM
Washington Federal Savings Bank	Gallup, NM
Wells Fargo	Gallup, NM
Western New Mexico University – Gallup	Gallup, NM
Western New Mexico University	Silver City, NM
WNMU – Learning Center	Lordsburg, NM
WNMU – Learning Center	Deming, NM
WNMU – Learning Center	T or C, NM
Community Colleges	
Cochise College	Douglas, AZ
Maricopa County Community College	Tempe, AZ
Eastern Arizona College	Thatcher, AZ
Pima Community College	Tucson, AZ
Central Arizona College	Coolidge, AZ

Overview

The basic core of the proposed program will provide students with knowledge and skills, not only in using technology as a tool, but also in planning, implementing, and evaluating instruction experiences that feature the use of technology. Inherent within this approach is a basic grounding in the research surrounding adult learners and the art and science of organizational change and project management.

Given the continued growth of digital technology within our society, it is evident that our society will continue to see the impact of digital technologies on teaching and learning. WNMU’s College of Education (COE) is poised to influence future generations of learners as they design, develop and manage 21st century learning environments. The adult learner focus of the program may be of interest to nurse educators, social workers, and other professionals who need to present information. It is also a cost-effective addition to the existing programs of the COE, as

three existing faculty members hold advanced degrees in the field of instructional technology and design and are prepared to begin offering courses in the Fall of 2013.

The proposed IT & D program could be offered with very little additional cost to the university and would be a healthy growth area for the College of Education (COE) and the university. Not only is the proposed IT & D program a natural outgrowth of existing programs, it will help fuel growth in traditional educational sectors while also preparing students for well-paid jobs in other sectors. As the only fully online program of its type in the state it will fill a niche that is not only a current need but will be a need for years to come.

Given the excellent reputation of WNMU's College of Education in preparing teachers and other educational professionals, the prospects for employment in the PK-12 environment as an instructional/technology coordinator or instructional coach are excellent and the additional endorsement area would provide a new direction of interest to both pre-service and in-service educators. Moreover, the new program would attract a new cadre of students who would be preparing for jobs in other employment sectors as instructional designers, faculty developers, online teachers and training professionals. The various potential employment sectors will be discussed in the next sections.

PK-12 Educational Sector

The College of Education (COE) at WNMU has been preparing educational professionals to meet the needs of PK-12 students since its inception as a Normal School in 1893. While a growth surge is not anticipated for PK-12 teachers, there will continue to be a need for PK-12 teachers and the existing 27 programs available at WNMU's College of Education will continue to provide quality education for teaching candidates. The success of the existing programs uniquely qualifies the College of Education at WNMU to lead the effort to prepare teachers and instructional coordinators and coaches that will meet the increasing demand for teachers who are fluent with technology and with using technology to create effective student-centered instructional strategies.

Creating a new Master's degree program in the area of instructional design and technology will address the need for schools to move away from an emphasis on teacher-centered, lecture-based instruction toward technology-rich, student-centered, interactive learning environments. The student-centered, technology-fueled approach to instruction encourages innovation, creativity, and collaboration, which are all necessary attributes for the 21st century learner and worker. Many of the teachers in our existing work-force do not understand the new paradigm of teaching and learning nor do they know how to use technology effectively to build student-centered learning environments in their classrooms. Therefore, school districts hire instructional coordinators and coaches, who are also sometimes called technology coordinators to address the needs inherent in training the teaching workforce to deploy more innovative learning environments in the classroom. This represents a growth opportunity for WNMU's COE that can be addressed by creating a fully online Master's degree program that will prepare licensed teachers to pursue endorsements from the New Mexico Public Education Department as technology coordinators/instructional coaches. The endorsements require 24 credit hours and the COE is also proposing to offer 18 - hour certificates in the areas of technology coaching and technology coordinator. The certificate areas can be combined to meet the requirements of endorsement areas and also applied toward the Master's degree.

The Occupational Handbook of 2010-11 (<http://www.bls.gov/ooh/Education-Training-and-Library/Instructional-coordinators.htm#outlook>) calls the category *instructional coordinators*, saying that the number of instructional coordinators in K-12 schools is expected to grow by 23 percent over the 2008–18 decade, which is much faster than the average for all occupations. The Handbook goes on to say that these workers will be instrumental in developing new curricula to meet the demands of a changing society and in training teachers. Familiarity with computer technology is critical for instructional coordinators, who are increasingly involved in gathering technical information for students and teachers. The basic core of the proposed program will provide fluency with technology, grounding in the methodology of instructional design, familiarity with the characteristics of adult learners, and the art and science of change management.

Another growth area in the PK-12 sector involves online learning. Many districts are now requiring K-12 students to take online courses, and the current teaching force will need training so that they will be able to effectively design, facilitate, and deliver online courses. The proposed program will address an anticipated need to train an online teaching work force. The College of Education is also proposing to offer an 18 hour certificate specifically for teaching online. The certificate would be of interest to PK-12 teachers and also to other sectors, such as the higher education sector, which is actively engaged in online course development and delivery.

There is a need for an instructional technology program designed to meet the needs of rural education. These educators are required to address a myriad of needs with limited external support. By providing a program which will develop educators skills in the multiple avenues required to support the implementation of instructional technology as a teaching tool, it will allow them to better meet the needs of their students, as well as support districts with limited resources.

Instructional Designer/Technologist and Trainer in Corporate, Government, and Higher Education Environments

WNMU's proposed program is the only one in the region that would offer student preparation for a career as an instructional designer or a related career path within sectors other than education. Graduates of the IT&D program can not only become leaders in the integration of technology in teaching, but they would also qualify for positions in the areas of curriculum design, training and development, training management, distance education, human performance support, instructional design, and project management. Perusing a few current online job boards for instructional designer and technologist positions indicate that listings for contract and salaried designers are plentiful for hospitals, government contractors, corporations, small businesses, and private and public universities. Table 4 provides a listing of the jobs available in these fields. Websites reviewed include:

- HigherEdJobs.com (<http://www.higheredjobs.com>)
- Indeed.com (<http://www.indeed.com/q-Instructional-Designer-jobs.html>)
- Indiana University (http://education.indiana.edu/istnew/Jobs_View_Xmod/tabid/10529/Default.aspx)
- ASTD's Job Bank (<http://jobs.astd.org/jobs#/results/filter=%28category:consulting-services-and-brokers%29>)

- Chronicle of Higher Education
(http://chronicle.com/search/?search_siteId=5&contextId=&action=rem&searchQueryStr ing=instructional+design)
- Association for Educational Communication and Technology (AECT)
http://www.jobtarget.com/c/search_results.cfm?site_id=136

Table 4: Instructional Technology and Design Positions

Position	Location
Senior Instructional Systems Designer Instructional Technology and Design (Posted 09/19/12)	Dept. of the Treasury Washington, D.C.
Instructional Systems Specialist Instructional Design (Posted 09/26/12)	Dept. of Defense Quantico, VA
Director, Human Systems Department Instructional Design (Posted 10/1/12)	Dept. of Navy Orlando, FL
Training Specialist Instructional Design (Posted 09/27/12)	Dept. Homeland Security Yorktown, VA
Training Specialist Instructional Design (Posted 09/10/12)	Dept. Hlth./Human Serv. Silver Spring, MD
Instructional Design Manager Instructional Technology and Design (Posted 09/12/12)	University of Missouri Columbia, MO
Instructional Designer Instructional Technology and Design (Posted 08/31/12)	Penn State University Park, PA
Health Communication Specialist Instructional Design and Technology (Posted 09/28/12)	Dept. Hlth./Human Serv. Atlanta, GA
Educational Technologist / Instructional Designer - National Department of eLearning Instructional Technology and Design (Posted 08/24/12)	Hebrew Union College - Jewish Institute of Religion New York, NY
Center for Professional Development (CPD) Assistant Support and Training (Posted 09/14/12)	Oakton Community College Des Plaines, IL
Manager, Honors Program & Curricular Learning Communities Curriculum Design (Posted 09/14/12)	Moraine Valley Community College Palos Hills, IL
Education Program Developer Curriculum Design (Posted 09/14/12)	Harvard University Boston, MA
Faculty, Contributing Teacher Education Instructional Technology and Design (Posted 09/14/12)	National Hispanic University San Jose, CA
Instructional Designer II Curriculum Design (Posted 09/13/12)	University of the Rockies Denver, CO
Library Instructional Design Resident Instructional Technology and Design (Posted 09/13/12)	Western Washington University Bellingham, WA
Visual Designer (Posted 09/13/12)	Tier1 Performance Solutions Covington, KY
Instructional Designer	Overstock.com

(Posted 09/14/12)	Salt Lake City, UT
Instructional Designer (Posted 09/14/12)	Dartmouth College New Hampshire
Instructional Designer (Posted 09/13/12)	TTi Rochester Hills, MI
Instructional Designer (Posted 09/13/12)	Tier1 Performance Solutions Pittsburgh, PA
Instructional Designer (Posted 09/13/12)	Columbia University New York, NY
Contract Instructional Designer (Posted 09/13/12)	TrainingPros Atlanta, GA
Principle Instructional Designer	Engility Corporation Seattle, WA
Instructional Designer	Level 3 Communications Broomfield, CO

The U.S. Bureau of Economic Analysis released data in April 2008 that indicates strong, continued growth for the field of instructional design and technology 2008-2018 employment projections (<http://www.bls.gov/emp/>). The report goes further to project continued growth 2009 wage data (<http://www.bls.gov/oes/>). In general, the report indicates that earning trends will continue to open doors to job opportunities in explosive growth areas such as online learning, while the PK–12 and higher education sectors will continue to increase.

As small business and communities work to grow and support the implementation of instructional technologies, it is necessary that employees have the skills necessary to move a project from conception to completion. The Master’s in Instructional Technologies and Design program is planned to provide students with not only the basic skills for supporting the use of instructional technologies in the design, development, and delivery of instruction, but also to provide students with the skills necessary to obtain funding for projects, manage special programs and projects, and facilitate the adoption of new technologies by their organizations.

Duplication

PK-12 Educational Sector

New Mexico State University and Eastern New Mexico University offer educational technology endorsements for teachers. However, neither of those programs is fully online and ENMU’s program is only offered as an elementary endorsement area. WNMU’s program will not only be offered as an online program, but will also offer more breadth than either of the existing programs offered by our sister institutions. WNMU’s proposed program will not only focus on PK-12 teacher preparation, but will also prepare students to meet the unique needs of adult learners. It will offer emphasis areas that will not only appeal to educational professionals but will also meet the needs of those students who are preparing for careers in different types of organizations, working as instructional designers, faculty developers, and other training professionals in the corporate, government, and higher education environments.

Instructional Designer/Technologist and Trainer in Corporate, Government, and Higher Education Environments

The only program in the state that is designed specifically toward developing instructional design expertise and training designers to fill positions in corporate, government, and higher education is the Organizational Learning and Instructional Technology (OLIT) program at the University of New Mexico. OLIT offers a similar program to the proposed IT&D program. The OLIT program offers online classes and has been meeting the needs of its mostly urban students for more than 20 years. While both programs are grounded in Instructional Design, the OLIT program is more focused on Organizational Learning and Knowledge Management than the IT&D program will be. Further, the OLIT program prepares graduates to meet the needs of the industries located in the northern part of the state. The IT&D program would be the only program in the state that specifically targets the unique needs of rural learners and would focus on the preparing graduates for the industries that are available within the southern and western regions of the state. Industries include mining, forest service, spaceport, White Sands Missile range, Border Patrol, institutions of higher education in our region, along with the new green and solar energy industries that are emerging. Of course, WNMU's COE has a traditional audience of PK-12 educators and the proposed program will offer a specific endorsement area and several certificate areas that are targeted toward PK-12 teachers. The OLIT program does not specifically target the untapped market of educators. In general, the IT&D program will fill a niche distinct from the OLIT program. The rural nature of the communities served by WNMU naturally target different employers than UNM's OLIT program, and even if there is some duplication, there is certainly room for a program in the southwestern quadrant of the state.

C. Clientele and Projected Enrollment

Clientele

Potential students for the proposed program would be recruited from existing student populations who are currently served by WNMU. Qualitative evidence, collected as faculty members advise current students and the popularity of the Master's Degree in Interdisciplinary Studies (MAIS) indicate that current students are likely to enroll in new Master's level degree programs. The nation currently is experiencing a shortage of nurse educators. The proposed program could provide the adult learner focus and instructional design methodology that would meet the instructional design methodology needs of nurse educators in WNMU's Department of Nursing. There are also other potential partnerships with other departments within the university that can be explored. Students enrolled in Interdisciplinary Expressive Arts (IDEA) or Applied Sciences, for example, may be interested in furthering their studies in a related area and obtaining certificates that will improve their ability to obtain work as an instructional designer, online instructor, or instructional technologist. Once the program is approved, more potential partnership between departments are likely.

While specific data about the potential for partnering with other departments is still emerging, a survey was conducted in February 2012 to explore and quantify the need for the proposed program with COE existing students and school partners. 90 % of the 54 respondents indicated an interest in learning more about utilizing technology to support teaching and learning. 63% of those pre-service and in-service teachers surveyed indicated an interest in acquiring an endorsement area in instructional technology and 58% indicated that they would be interested in

learning how to design and facilitate online courses. It is clear that school personnel and current students are interested in the proposed program.

Data relating to survey respondents’ desire to work as instructional designers or trainers in industry was less encouraging. The populations surveyed generally are not informed about the field of instructional design and are already highly invested in the educational sector. In spite of these constraints, 44% of respondents were interested in working to support human resources and professional development in the private sector; 33% indicated an interest in working as an instructional designer or trainer in industry, 45% were interested in working as a faculty developer, and 35% expressed an interest in working in multimedia and software development. Clearly, there are more avenues for recruitment that have not yet been explored in the local region. In addition, since the program will be fully online the growth potential is not limited to local students.

Projected Enrollment

Table 1 contains the projected enrollment of students. Table 2 contains the projected credit hours generated and formula funding generation. The program, as proposed, can be completed in two academic years.

Table 5: Projected Student Enrollment

Enrollment Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	10	10	10	10
Returning Students	0	10	10	10	10
Total Head Count	10	20	20	20	20
Graduates	0	5	5	5	5

D. Institutional Readiness for the Program

Teaching Faculty

All faculty members that are needed to teach in the program are currently in the College of Education. Three faculty members within the College of Education already have specialties in the fields of study associated with this degree, having doctoral degrees with emphases in instructional design, multimedia development, distance learning, and technology integration. Additionally, they have professional experience working in the fields this program addresses.

Table 6: Faculty Qualifications

Name	Degree(s)	Area (s) of Specialization	K-12 Comparable Experience
Dr. Manny Bustamante	Ph.D. – New Mexico State University	Curriculum and Instruction: Learning Technologies	yes
Dr. Debra Dirksen	Ph.D. – University of Northern Colorado	Educational Technology: Instructional Design Distance Learning Multimedia Design Organizational Change Technology Integration Grant Writing Project Management	yes
Dr. Barbara Taylor	Ed.D.	Vocational – Technical Education Leadership Theory HR Development	
Dr. Shirley Weaver	Ph.D. – University of New Mexico	Language, Literacy, and Sociocultural Studies: Literacy Language Arts Technology Instructional Design Project Management Distance Learning Multimedia Design & Development	yes
Dr. Dabareh Vowell	Ph.D. – New Mexico State University	Curriculum and Instruction: Learning Technologies	yes

Appendix E contains the vitae for the current WNMU faculty who would be responsible for teaching courses for the Master’s in Instructional Technologies and Design. These three individuals will be most directly involved in teaching and administering the proposed degree. Also included are the vitae of the faculty member who teaches the research courses affiliated with this degree.

Library and Other Academic Support Services

Current academic support resources are sufficient to initiate the program. A formal assessment of library resources was undertaken by the WNMU Library to determine long-run library resource needs. The College of Education in which the Master's of Instructional Technologies and Design will utilize a portion of the \$7243.24 allocated to the College of Education for new Library books and media each year for use to upgrade the materials needed to support the program. A listing of all current library resources which support this program are included in Appendix F.

Courses

Ten of the courses identified for this program are new courses. The proposed courses are as follows:

ITD 540: Media Literacy

Students enrolled in this course will research current issues and topics related to media literacy and its effect on society. This research and collaboration with colleagues will serve as a foundation that informs them in the creation of curriculum and the designing of a mini-service learning/community project. (3)

ITD 546: Learning Theories and Instructional Technology

Students will examine theoretical foundations of learning theory and instructional methods. As well, students will explore the importance of incorporating technology into instructional strategies to support and facilitate learning. Students will also consider effective and appropriate ways of transforming instruction based on learner styles and strategies. (3)

ITD 552: Change and Organizational Development

This course will provide students with instruction in change theory and organizational change, providing them with the skills to support the diffusion of innovation, and manage organizational change. (3)

ITD 555: Instructional Design

In this course, students learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students explore commonly used instructional design models, such as ADDIE, and learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings. (3)

ITD 565: Educational Technology Support and Management

This course will provide students with instruction and practice in the evaluation, implementation, maintenance, management, and evaluation of the performance of educational technologies. (3)

ITD 570: Distance Learning

Students will examine theoretical foundations of learning theory and instructional methods. As well, students will explore the importance of incorporating technology into instructional strategies to support and facilitate learning. Students will also consider effective and appropriate ways of transforming instruction based on learner styles and strategies. (3)

ITD 577: Project Management

Students learn to use various project management tools, procedures, and methodologies, and apply them to projects in a real-world education or training environment. Students analyze the interrelated nature of the triple constraints of time, cost, and scope, and their impact on the overall quality of the project. (3)

ITD 583: Program Assessment, Evaluation, and Funding

This course will provide students with skill in the areas of program assessment, evaluation of program activities, and the development of funding sources to support individual programs. The emphasis is on school technology programs, but will allow for individuals to expand the focus and address their needs in these areas. (3)

ITD 587: Multimedia Resources, Research, and Development

This course will provide students with instruction and practice in the design, development, and implementation of ADA compliant instructional multimedia and adaptive technologies for standalone and online delivery of instruction. (3)

ITD 597: A Multi-Media Approach to Service Learning

Students enrolled in this course will create and participate in a Community/Service Learning project grounded in the theories and strategies learned as they progressed through the program of study. (3)

A request for CIP code has been submitted to the appropriate offices and will be listed as 13.05.

Equipment and Technology Resources

Western New Mexico University has a Virtual Campus, which provides support for online courses and programs. There will be no additional costs for equipment associated with this program. A summary of services and software is provided in Appendix: G.

Physical Facilities

Due to the wide area served by Western New Mexico University, and the demand for online courses identified in the needs assessment, this program will initially be delivered 100% online. There will be no additional costs for facilities associated with this program.

Existing External Facilities

None of the existing external facilities will be used at this time for this program.

E. Projected Costs of the Program

New Costs for Program Start-Up

Faculty

No additional faculty have been requested for this program. The faculty teaching in this program will need to adjust course rotations so that they will be able to teach one course each semester. This will allow three to four classes, which are part of this program, to be taught each semester. Students will be able complete the degree in four semesters.

Library Resources

No additional costs for library resources will be accrued for this program, although a portion of the existing library budget for the College of Education will be used to update library resources as needed.

Additional Facilities, Equipment, and Technology Resources

Current facilities, equipment, and technology resources are sufficient to address the needs of the program.

New Graduate Assistantships needed to support the program

Current graduate assistantships assigned to the College of Education will be sufficient to meet the needs of the program.

Professional and Administrative Personnel

Current professional or administrative personnel will be sufficient to meet the needs of the program.

State Support

We are not requesting specific new funding from the State of New Mexico. The program will receive funding at Tier 1 for graduate courses.

Other Support

All attempts will be made to expose students to a wide variety of experiences with instructional technologies and design given the resources available in the WNMU service area.

Table 7: Projected Graduate Program Cost Estimates and Resources

Institution: Western New Mexico University

Proposed Program: Instructional Technologies and Design

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition*		\$35,963		\$75,522		\$79,298		\$83,263		\$87,426
External Grants and Contracts	\$15,000		\$15,000		\$15,000		\$15,000		\$15,000	
Other										
TOTAL REVENUE	\$50,963		\$90,298		\$94,298		\$98,263		\$102,426	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	\$12,000	--	\$4000	\$71,500	\$75,500	--	\$75,500	--	\$75,500	--
Learning Resources	--	--	--	\$2000	\$2000	--	\$3000	--	\$3000	--
Equipment	\$10,000		\$10,000		\$10,000		\$10,000		\$10,000	
Facilities & modifications	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other										
TOTAL EXPENSES	\$22,000		\$87,500		\$87,500		\$88,500		\$88,500	
DIFFERENCE (Rev.-Exp.)	\$28,963		\$2,798		\$6,798		\$9,763		\$13,926	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE Enrollment		20		20		20		20	
Projected Annual Credits Generated	180		360		360		360		360	
Tuition Generated	\$117,975.66		\$235,951.20		\$235,951.20		\$235,951.20		\$235,951.20	

* Based on current per credit hour graduate tuition plus a 5% escalation annually

F. Quality of the Program

Western New Mexico University and the College of Education uphold the highest of standards as attested to by the recent accreditation visit completed by the National Council for Accreditation of Teacher Education (NCATE) and the New Mexico Public Education Department (NMPED) accreditation team which completed a visit at the same time. The College of Education passed all standards as identified by NCATE and all programs were accredited by NMPED. This program is aligned with the NMPED competencies identified for Technology Coordinators (see Appendix H. Additionally, the program is aligned with the standards identified by the Association for Education Communications and Technology (AECT) for programs in Educational Communications and Instructional Technology programs (see Appendix I).

The faculty teaching in the program are experienced instructors who have worked in the field as practitioners and instructors for a combined total of 55 years. They are experienced online instructors, each having a reputation for being quality instructors who support student learning. Faculty and peer support will be utilized at all points in the program to support student success.

As a Hispanic serving institution, and given the rural population we serve, a diverse multicultural and multidimensional population is anticipated. We strive to serve educators as well as community members working to support the implementation of technology and life-long learning within the community. Students completing this program will have broad background, allowing them to have the skills to manage and implement instructional technologies and design instruction without needing to contract with outside services which are largely unavailable to rural communities.

G. Assessment of Operations and Impact

Assessment of the operations and the impact of the program will be addressed using the major goals of the program and a monitoring assessment system designed to track student progress at entry, midpoint, and exit from the program. The planned evaluation is designed to complement existing WNMU Student Learning Outcomes Assessment and Program Evaluation Plans. Student Learning Outcomes Assessment will be provided annually to the Vice President for Academic Affairs and to the WNMU Board of Regents and the New Mexico Higher Education Department on request.

The assessment plan for the Master's in Instructional Technologies and Design is outlined as follows:

Admission to Instructional Technology and Design Program

Type	Item Measured	Knowledge, Skills, & Dispositions	P-12 Student Learning	Candidate Performance	Measure	Responsibility
I	Letters of Recommendation	K,S,D		X	WNMU Catalog	Faculty
I	Technology Sample	K,S,D		X	WNMU Catalog	Faculty
I	Application packet	K,S,D		X	Checklist and	Faculty

					Rubric	
I	Degree Plan	K, S, D		X	WNMU Catalog	Faculty
I	Successful completion of Professional Behaviors and Dispositions Assessment	K,S,D	X	X	Rubric	Faculty

Monitoring of candidate progress

Type	Item Measured	Knowledge, Skills, & Dispositions	P-12 Student Learning	Candidate Performance	Measure	Responsibility
E	Maintain CGPA of 3.0 or better	K,S		X	Catalog	Advisor
I	Successful completion of Professional Behaviors and Dispositions	K,S,D	X	X	Rubric	Faculty
I	Competencies: Project Management Project	K, S	X	X	Faculty Developed	Faculty
I	Competencies: Grant Proposal	K, S	X	X	Faculty Developed	Faculty
I	Competencies: Distance Learning Project	K, S	X	X	Faculty Developed	Faculty
I	Competencies: Multimedia Project	K, S	X	X	Faculty Developed	Faculty

Exit Requirements

Type	Item Measured	Knowledge, Skills, & Dispositions	P-12 Student Learning	Candidate Performance	Measure	Responsibility
E	Successful completion of required coursework with a 3.0 GPA	K,S,D		X	Catalog and degree plan	Advisor and Registrar
I	Professional Portfolio	K,S,D	X	X	Practice Teaching Handbook	UPC and Director of Field Experience
E	Service/Community Learning Experience	K,S,D	X	X	Rubric	Clinical Faculty and Lead Clinical Faculty
E	Successful completion of Professional Behaviors and Dispositions Assessment	K,S,D	X	X	Rubric	Clinical Faculty
E	Successful completion of NMTA Content Knowledge	K,S		X	NMPED Standard	Exec. Sec. and Registrar
E	Comprehensive Exam	K, S		X		Director of Field Experience

H. Administrative Responsibility for the Program and Institutional Commitment

The proposed graduate program will be administered by the Dean of the College of Education. The Advanced Programs Committee will serve to help process applications and oversee the admissions process. They will also maintain the schedule for comprehensive exams and provide support for student appeals. Advising and support for capstone projects will be provided by faculty teaching within the program.

Statements of administrative support can be found in Appendix J.

Appendices

Appendix A: TITLE 5 POST-SECONDARY EDUCATION

CHAPTER 5 POST-SECONDARY EDUCATIONAL PROGRAMS

PART 2 APPROVAL OF NEW GRADUATE PROGRAMS

5.5.2.1 ISSUING AGENCY: New Mexico Higher Education Department (NMHED).

[3/16/51, 7/1/94; 5.5.2.1 NMAC - Rn & A, 5 NMAC 5.2.1, 02/28/07]

5.5.2.2 STATUTORY AUTHORITY: The NMHED has statutory responsibility to review new graduate programs proposed by state universities as part of its authority for statewide planning and oversight of post-secondary education. The Post-Secondary Educational Planning Act, specifically Section 21-2-5 NMSA 1978, authorizes the NMHED to conduct statewide planning, including analyses of state needs for post-secondary educational programs. Section 21-1-24 NMSA 1978 requires that any graduate program that is to benefit from state funding must first be approved by the NMHED and by the New Mexico state board of finance.

[4/5/71, 3/29/73; 5.5.2.2 NMAC - Rn & A, 5 NMAC 5.2.2, 02/28/07]

5.5.2.3 SCOPE: The provisions of 5.5.2 NMAC apply to any new graduate program proposed for implementation by any constitutional institution of higher education in New Mexico.

[2/26/85, 5/4/90, 9/30/97; 5.5.2.3 NMAC - Rn, 5 NMAC 5.2.3, 02/28/07]

5.5.2.4 DURATION: Permanent.

[9/30/97; 5.5.2.4 NMAC - Rn, 5 NMAC 5.2.4, 02/28/07]

5.5.2.5 EFFECTIVE DATE: September 30, 1997, unless a later date is cited at the end of a section.

[9/30/97; 5.5.2.5 NMAC - Rn & A, 5 NMAC 5.2.5, 02/28/07]

5.5.2.6 OBJECTIVE: The objective of 5.5.2 NMAC is to provide an orderly, objective basis for review and approval or disapproval of each new graduate program proposed for implementation. Although this regulation is intended primarily to guide decisions by the NMHED and its staff, it may also be used to guide review by the institutions and by statewide councils of graduate deans and chief academic officers. Decisions about new graduate program proposals shall be exercised so as to:

- A. fulfill societal requirements, employer needs and student demand;
- B. support high standards of academic quality;
- C. encourage cooperation among institutions, public and private;

D. avoid unnecessary or inappropriate duplication; and

E. maximize cost effectiveness for the state.

[2/26/85, 5/4/90, 9/30/97; 5.5.2.6 NMAC - Rn & A, 5 NMAC 5.2.6, 02/28/07]

5.5.2.7 DEFINITIONS:

A. "Graduate program" is defined as any sequence of courses, activities or experiences which leads to award of any degree beyond the baccalaureate degree. Graduate programs subject to 5.5.2 NMAC include those leading to a Master's degree, a doctoral degree, or a professional degree in fields such as law, medicine or other professions.

B. "New" graduate program is defined as one that differs from currently approved programs at the proposing institution, in terms of level of degree or area of study.

[2/26/85, 5/4/90, 9/30/97; 5.5.2.7 NMAC - Rn & A, 5 NMAC 5.2.7, 02/28/07]

5.5.2.8 GENERAL REQUIREMENT OF NMHED APPROVAL:

A. No graduate program established following the effective date of 5.5.2 NMAC, nor any student enrolled in that program, shall be eligible for inclusion in any of the NMHED's funding recommendations unless the program has been approved by the NMHED and by the New Mexico state board of finance.

B. In the case of a question of applicability of 5.5.2 NMAC to a particular change in graduate programming, the NMHED staff will consult with the NMHED review board, council of graduate deans, and the New Mexico academic council and will consider the advice of all groups in rendering a decision about applicability. Staff decisions may be appealed to the NMHED's cabinet secretary whose decision will be final.

C. Changes that require approval by the NMHED.

(1) Addition of a doctoral degree in an area in which a Master's degree is already awarded, or the converse, is subject to the provisions of 5.5.2 NMAC.

(2) Any substantial change in an existing graduate degree program, which may or may not be reflected as a change in the title of the degree awarded, will be submitted to the NMHED for review and may be required to undergo the process for approval of new graduate programs (5.5.2.10). Among the tests of substantial change will be (i) change in a curriculum impacting at least one-third of the courses, (ii) change reflecting a new program title in the institution's catalog, (iii) change which adds a distinct and separate course of study at the institution and/or (iv) change that may later change the classification of the program in the institution's inventory of instructional programs.

(a) Addition of a program option, concentration or specialization that will result in a new degree title being awarded will be submitted to the NMHED for review and may be subject to the provisions of 5.5.2 NMAC, but addition of another option, concentration or specialization to an existing approved program that would not change the title of the degree awarded does not require approval of the NMHED.

(b) Proposed changes in the name of an existing program, option, concentration, emphasis, specialization, or number of credit hours, without other substantive change or questions of applicability of 5.5.2 NMAC should be referred to the NMHED for a staff determination of applicability and to assure that the NMHED's data base remains accurate.

D. Changes that do not require approval by the NMHED.

(1) Revisions of the curriculum of a program, option, concentration or specialization that do not alter how the program, enrollments and degrees awarded are reported to the NMHED are not subject to the provisions of 5.5.2 NMAC.

(2) Deletion of a program option, concentration or specialization within an existing graduate program is not subject to the provisions of 5.5.2 NMAC.

(3) Reconfiguration of an existing program in a manner that will retain the title of an existing program and that will not result in a net gain in the number of programs offered by an institution, such as consolidation of two or more programs into a single program, is not subject to the provisions of 5.5.2 NMAC.

(4) Change in the department responsible for a graduate program, without a substantial change in the curriculum of the program and without a corresponding change in the title of the degree awarded, is not subject to the provisions of 5.5.2 NMAC.

(5) A program, option, concentration or specialization that has been prepared to meet a request of a particular employer and that will be financially supported by that employer is not subject to the provisions of 5.5.2 NMAC. However, such programs are considered restricted and do not receive state funding. Students enrolled in such programs are not eligible for any state support until the program is approved pursuant to 5.5.2 NMAC and the program becomes unrestricted.

(6) Dormant programs. Dormant programs are graduate degree programs that have not admitted new graduate students for a period of three consecutive years. The institution of higher education must inform the NMHED about dormant programs each year and indicate whether or not the program of study will be deleted by the institution or revised to attract new graduate students. Programs can be dormant for a period of six years. Plans to revise degree programs that require changes in the type of degree awarded require approval by the NMHED.

(7) Post-baccalaureate certificate of specialization.

E. Post-baccalaureate certificate programs do not require the same level of review and approval as post-baccalaureate degree programs. The NMHED will need to approve programs that demonstrate financial need and require additional resources in the form of new funding, additional faculty or additional facilities. Certificate programs that do not require new resources and can be implemented with existing faculty, existing courses, and existing facilities can be approved internally as indicated below. A certificate of specialization is a program of study that is designed to develop or enhance a focused area of expertise. The primary purpose of certificate programs is to provide specific skill training and to enhance employability and quickly meet manpower needs within the state of New Mexico. Certificate programs can be offered to currently enrolled degree seeking students and students that meet the admissions criteria but that enroll solely to obtain a certificate in a given area of expertise.

F. Concentrations or specializations differ from certificate programs in that they are designed to meet the needs of enrolled degree seeking students within the given institution of higher education.

G. Certificate programs offered by institutions of higher education within the state of New Mexico must include at least 12 credit hours of course work that is interrelated and designed to develop a focused skill or

area of expertise. Certificate programs cannot exceed 18 credit hours. Courses that comprise the certificate must be regular approved courses that are already offered by the institution.

H. Certificate programs that do not require new resources and can be implemented with existing faculty, existing courses, and existing facilities can be approved internally by the appropriate mechanisms within the institution of higher education and the chief academic officer of that institution. Approved certificate programs must be registered with the NMHED within three months of approval. The registration process includes submitting a copy of the proposal, a CIP code request, and a copy of the signature sheet documenting the approval process for the new certificate program.

I. The NMHED will serve as a clearinghouse for information regarding degree and certificate programs offered in the state of New Mexico. A web-based listing of certificate programs posted on the NMHED website will allow potential students to obtain a comprehensive picture of educational opportunities within New Mexico.

J. Internal proposals for new certificate programs should include information on the rationale for the certificate, evidence of need, statements on the ability to meet manpower needs within the state, enrollment projections, and an evaluation plan that indicates whether or not the needs of the state are being met.

K. Certificate proposals that require new resources must develop a proposal for external approval by the New Mexico council of graduate deans, the academic council, the NMHED, and the New Mexico state board of finance, following the process for new degree proposals.

L. Students enrolled in post-baccalaureate certificate programs must meet the same minimum admissions criteria as students admitted into graduate degree programs at the institution of higher education.

M. Institutions of higher education must notify the NMHED immediately if a certificate program is discontinued.

[2/26/85, 5/4/90, 9/30/97; 5.5.2.8 NMAC - Rn & A, 5 NMAC 5.2.7 & 8, 02/28/07]

5.5.2.9 REQUIREMENTS FOR APPROVED GRADUATE PROGRAMS: The requirements and questions listed below will be used in reviewing proposals to establish new graduate programs. The NMHED reserves the right to weigh these factors differentially and to consider additional factors in reaching decisions that best meet the interests of the state of New Mexico. These requirements are constructed to reflect state-level interests in post-secondary education; reviews of new graduate programs within the proposing institution are expected to reflect a somewhat different balance of concerns, for example, devoting greater consideration to details of program quality.

A. Purpose of the program and mission of the proposing institution. The proposed program must have a clear purpose that is consistent with the mission of the proposing institution.

- (1) What is the primary purpose of the proposed program? What are its secondary purposes, if any?
- (2) Is the proposed program consistent with the role and scope of the institution as set forth in its mission statement and interpreted by its governing board?
- (3) What is the institution's priority for the proposed program, as indicated in its most recent plans, funding requests or other institutional documents?

(4) What is the curriculum for the proposed program? What types of courses and other degree requirements are needed for degree completion? What types of skills or competencies will students develop as a result of completing the degree program?

B. Justification for the program. The proposed program must meet one or more specified needs within the state or region; must not duplicate existing programs unnecessarily or inappropriately; and, to the extent feasible and appropriate, should benefit from cooperative arrangements with other institutions.

(1) Need. The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need.

(a) Why is the program needed? Will graduates of the program help meet some specified state or regional workforce need? Have specific potential employers requested or expressed interest in, the program? What, if any, internal institutional needs will also be met by the program?

(b) Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization. Summaries of student interest also are appropriate but will not by themselves be considered sufficient evidence of need.

(c) Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED of need for the program. However, institutions of higher education may build programs around their areas of excellence. A clear demonstration of such excellence is expected in the proposal.

(2) Duplication. The proposed program must not duplicate existing programs unnecessarily or inappropriately. A proposal for a program similar to one (or more) that already exists within the state must present clear and convincing evidence that need for the program cannot be met by the existing program(s).

(a) Is this program, or are similar programs, offered at any other public or private institutions within New Mexico?

(b) If so, what is the remaining capacity of the program(s)? How many students could the existing program(s) accommodate without additional resources for faculty, equipment, facilities and other needs?

(c) In light of the above information, why should the proposed program also be approved? What programmatic, geographic or other factors warrant approval of the program as an addition to the existing educational resources in the state?

(d) Do New Mexico students have access to a comparable program in another state through either the WICHE professional student exchange or the WICHE regional graduate program?

(e) As evidence, the proposing institution must assemble and display data listing each similar program offered by regionally accredited public and private universities in New Mexico; the numbers of students admitted to each of those programs during each of three recent, consecutive years; the numbers of degrees/certificates awarded during each of those years; and each university's estimated remaining capacity of its program(s).

(f) To the extent feasible and appropriate, statements from representatives of the existing programs should be attached to the proposal, articulating their positions with regard to the proposed program.

(g) The purpose of this requirement is twofold: (i) to assure that communication has taken place with existing programs, as an element in planning the proposed program, and (ii) to aid reviewers in assuring that there is need for the program that cannot be met through existing programs.

(3) Inter-institutional collaboration and cooperation. The NMHED strongly encourages collaborative relationships with other programs within New Mexico, so that state investments can be shared and students can benefit from expanded opportunities across institutional boundaries.

(a) Are there programs at other institutions, and particularly programs already supported by the state, through which shared instruction, collaboration with faculty or other means of broadening student options and experiences can be arranged as part of the proposed program?

(b) If the proposed program is related to other programs operating at public institutions in the state, the proposal should document how collaboration will be achieved with those programs. For example, if it is feasible and productive to share faculty, instruction or other assets with an existing program at another institution, the proposal should outline how that collaboration will take place. If other arrangements for expanding students' experiences can be made with other institutions, those arrangements should be summarized.

C. Clientele and projected enrollment. The proposal must clearly describe the population of students who will be recruited for the proposed program and must include a detailed projection of enrollment and credit hours anticipated during the first five years.

(1) Clientele.

(a) Who are the students to be served by the proposed program? Will the program concentrate its recruitment upon students representing some particular geographic area, students from some special employment sector or some other identified group?

(b) What academic or experiential qualifications will be set for admission?

(c) Will the proposed program be consistent with state goals for equitable representation of all students? How will the program assure equal access and success of students from groups historically underrepresented in graduate education or in the fields of employment for which the program is intended to prepare its graduates?

(i) At a minimum, the proposal should include data illustrating the representation of diversity in ethnic and sex/gender groups of (a) undergraduate students and (b) graduate students at the proposing institution and should articulate the methods that will be used to assure equity in access and success in the proposed program.

(ii) To the extent possible, the proposal also should include information about representation in the fields of employment for which the program is intended to prepare students and other information relevant to assessing the capacity of the program to help redress underrepresentation.

(2) Projected enrollment.

(a) The proposal must display, in clear tabular form, the projected enrollment in the proposed program during its first five years. This presentation must distinguish the number of new students (headcount)

expected to enroll each year, the number of returning students expected to re-enroll in each year, and the methodology used to arrive at those projects.

(b) The proposal should indicate the number of students expected to enroll full-time and the number expected to enroll on a part-time basis and must display the total number of student credit hours expected to be generated in each of the first five years.

D. Institutional readiness for the program. The institution should have nearly all of the resources needed to initiate the program. The proposal should include a clear statement of the extent to which the institution is ready to initiate the program, citing the remaining needs and recognizing each of those needs in the cost analysis developed pursuant to Subsection E of 5.5.2.9 NMAC.

(1) Is the teaching faculty adequate in number and qualifications to initiate the program? If not, what additional faculty are needed? To what extent will the program rely upon graduate assistants to free faculty time for graduate instruction in the proposed program?

(2) Are the library and other academic support resources sufficient to initiate the program? If not, what additional resources are needed?

(3) Are the physical facilities of the institution adequate for the first five years of the program? Will additional space or modifications of existing space be required within the first five years of program operation?

(4) Are the institution's equipment and technological resources adequate for the first five years of the program? What, if any, additional equipment will be needed?

(5) Are other operating resources adequate to initiate the program? For example, will additional clerical or specialized personnel be needed?

(6) Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a nursing or allied health program have you established a partnership with local hospital(s) and other clinical settings?

E. Projected cost of the program. The proposal must include a clear analysis of the projected cost of the proposed program and the sources of funding that will support it.

(1) New costs for program start-up. The proposal should provide a clear indication of new costs that must be met in order to begin the program and to sustain it during its first five years. The analysis must address at least the following cost categories:

(a) Additional faculty needed for the program, full-time and part-time.

(b) Additional library resources needed for the program. The proposal should include a statement from the university librarian, indicating the cost of these new resources and the schedule on which the resources will be provided.

(c) Additional facilities, equipment and technological resources needed for the program.

(d) New graduate assistantships needed to support the program, including the dollar value of the assistantships during each of the first five years of the program.

(2) State support. An analysis must be presented showing the approximate amount of state operational formula funding that will flow to the program for each of the first five years, based upon the projected student credit hours and current formula funding factors, and recognizing the delay and averaging characteristic of the formula.

(3) Other support. If the proposed program will benefit from other sources of operational support, the proposal should describe those. For example, if particular cost categories such as new equipment or additional graduate assistantships are expected to be supported by research grants, contracts or other sources, the proposal should clearly describe those sources and levels of support and should indicate the advantage to the state of receiving such support.

F. Quality of the program. The proposed program must be designed to meet high standards of academic quality, considering its instructional curriculum, faculty, student admission standards, opportunities for experiential learning and academic support, and provisions for continual review and improvement of the program.

(1) All programs supported by state funds are expected to comply with principles of academic quality delineated as part of the NMHED's regulation on instructional funding: 5.3.12 NMAC.

(2) Among the questions that will be considered in evaluating proposals for new graduate programs are the following:

(a) Is the curriculum adequately structured to meet the stated purposes of the program?

(b) Is the faculty adequate in number, experience and availability to offer a high quality program?

(c) How do the proposed academic admission standards for students entering the program compare with standards for other programs at the institution and with admission standards for comparable programs at other institutions in New Mexico or other states?

(d) How will the proposed program utilize current technologies to support program quality and delivery?

(e) What opportunities will be available for assisting students to gain experiences relevant to work settings for which the program will prepare them?

(f) What academic support services are available to students, to assist them in succeeding in the program?

(g) What final integrating experiences or other features will be used to assure that graduates have acquired the knowledge and skills expected for the degree or certificate awarded?

(h) Has the proposed program been evaluated by any external reviewers or is there other external evidence or opinion regarding the quality of the program?

(i) When will the new program be proposed for accreditation by the higher learning commission of the north central association?

(j) Will specialized accreditation be sought for the program? If so, when?

G. Assessment of operations and impact. The proposal must include a plan by which the proposed program will be assessed for its operation and impact over at least a five-year period.

(1) At a minimum, the plan must indicate methods that will be used to monitor program operations, progress of students and program completion rates.

(2) The plan also must include methods for obtaining evaluations from students, graduates or other appropriate sources and feeding that information into future operation of the program.

H. Administrative responsibility for the program and institutional commitment. There must be clear indication in the proposal that the institution is committed to the success of the proposed program.

(1) The proposal should indicate where in the structure of the institution the program will be administered. For example, which department will have primary responsibility and which additional departments, if any, will contribute to operation of the program?

(2) The proposal should include a clear statement of administrative support for the program, sufficient to assure that resources will be provided during the first five years of the program. The proposal should also verify that all within-institution approvals needed for the program have been granted, including approval by the institution's governing board.

[2/26/85, 5/4/90, 9/30/97; 5.5.2.9 NMAC - Rn & A, 5 NMAC 5.2.9, 02/28/07]

5.5.2.10 PROCESS FOR APPROVAL OF NEW GRADUATE PROGRAMS:

A. Before submitting a proposal for review by the NMHED, an institution must have completed all internal institutional reviews required for new graduate programs. The proposal must be in a form that is fully supported by the institution.

B. Advance notice to the NMHED staff of the intent to submit a proposal for a new graduate program is required, as it will assist in planning and will create a more efficient review process. A proposal should be submitted to the NMHED and the council of graduate deans at least nine months prior to the anticipated date of implementation of the program, in order to allow sufficient time for review by the council of graduate deans, the academic council, the NMHED review board and the New Mexico state board of finance prior to implementation. Programs cannot be included in institutional catalogs until they have been approved.

C. The proposal may be submitted simultaneously to the NMHED and to the council of graduate deans. The NMHED staff will begin an independent review of the proposal and will follow the proposal through the review process with the council of graduate deans and the academic council. Members of the council may solicit input on the proposal from cognizant members of their faculty, for inclusion in the council's consideration. As it deems appropriate, the council may suggest modifications of the proposal or the proposed program.

D. If the council of graduate deans finds that the proposed program warrants further consideration, it will forward its written recommendation and comments to the academic council on higher education (the chief academic officers of the state universities) and to the NMHED. A proposal considered but not

recommended by the council of graduate deans may be forwarded by the sponsoring institution directly to the academic council.

E. The academic council will conduct its review of the proposal and may suggest modifications of the proposal or the proposed program. The NMHED staff will participate in the review by the academic council.

F. When the academic council has completed its review of the proposed program, it will notify the NMHED that the proposal is ready for consideration by the NMHED. The council will forward to the NMHED its written comments regarding the proposed program.

G. Following notification by the academic council, the proposal will be subjected to independent review by the NMHED staff. The NMHED staff may request additional information from the institution for use in its review. Based upon the outcome of its review, staff will submit a written recommendation to the NMHED review board indicating either (1) that the proposal satisfies the requirements set forth in this regulation and that the NMHED recommends approval of the program; or (2) that staff recommend denial of the proposal. Information supporting the decision to deny the proposal will be included.

H. Following completion of the staff review, the proposal and staff recommendation will be considered by the NMHED review board. The proposal and staff recommendation will be presented as an approval item at the next NMHED review board meeting. The NMHED may elect to return a proposal to the sponsoring institution, for modification, or to the council of graduate deans, the academic council, or both, for reconsideration. At any point during the review process, the sponsoring institution may withdraw its proposal.

I. If the NMHED review board approves the proposed program, the NMHED staff will submit the proposal or an appropriate summary of the proposal, along with the council of graduate deans, the academic council's, the NMHED review board's, and the NMHED's recommendations, to the New Mexico state board of finance. The NMHED staff will notify the institution of the date when the New Mexico state board of finance has scheduled its consideration of the proposal.

J. The NMHED staff will present a summary of the proposed program along with the recommendation of the NMHED to the New Mexico state board of finance. Institution personnel will be expected to be present to answer questions, present additional information or provide justification of the proposal to the New Mexico state board of finance. The role of the NMHED staff will be to present the recommendation of the NMHED to the board.

[9/30/97; 5.5.2.10 NMAC - Rn & A, 5 NMAC 5.2.10, 02/28/07]

HISTORY OF 5.5.2 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

BEF Rule 210, Graduate Programs - Approval of New, 2/26/85.

CHE Rule 210, Graduate Programs - Approval of New, 5/4/90.

History of Repealed Material: [RESERVED]

Appendix B: WNMU's Mission and Vision

Mission Statement

Western New Mexico University (WNMU) serves the multi-cultural populations of New Mexico, other states and other nations as a comprehensive university with an additional community college role. While research and public service are important undertakings of the institution, teaching and learning are preeminent at WNMU. We are a University that believes in the promise of every student, and together we work to create an educational community of diverse backgrounds, perspectives and talents that instills the values and develops the knowledge and skills necessary to prepare our students for the challenges of a changing world.

WNMU Vision

To be recognized as a leader among peer institutions as evidenced by measurable success in meeting the education, research and service needs of the populations we serve.

Appendix C: Accreditation Documentation

November 10, 2011

Dr. Joseph Shepard
President
Western New Mexico University
P.O. Box 680
Silver City, NM 88062

Dear Dr. Shepard:

Let me begin by thanking you for your commitment to high quality educator preparation as exemplified by your participation in the NCATE national accreditation process. I am writing to inform you that at its October 24-28, 2011 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the School of Education at Western New Mexico University. We have been most impressed with the cooperation received from the faculty, staff, and administration at your institution. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education at Western New Mexico University at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Special congratulations are in order because the Unit Accreditation Board has cited no areas for improvement relative to any of the standards. Strengths noted in the Board of Examiners report have not been reiterated in this report but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

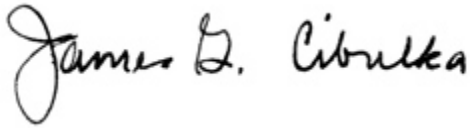
The next NCATE visit is scheduled for **Spring 2018**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. As you know, all institutions are asked to complete the NCATE annual report each year during the accreditation period. We ask that you provide us with information on your unit's efforts to assure that you are meeting the expectations of the six unit standards.

Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Accreditation," then "After the Visit," "Celebrating Accreditation," and then "Press Packet." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive style with a large initial 'J'.

James G. Cibulka
President

Enclosures: Action Report, Policies on Dissemination of

Information cc: Dr. Patricia Manzanares-Gonzales, School of

Education

Dr. Debra J. Dirksen, School of Education
Matthew Montano, New Mexico Public Education Department
Board of Examiners Team



Western New Mexico University
Silver City, New Mexico

November 2011

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Spring 2018.

Please refer to the Board of Examiners report for strengths of the unit and for additional information on findings and areas for improvement.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

None.

NOTE: Neither NCATE staff, team members, nor other agents of NCATE are empowered to make or modify Unit Accreditation Board decisions. These remain the sole responsibility of the Unit Accreditation Board itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

August 24, 2011

Western New Mexico University
Dr. Patricia Manzanares-Gonzales
School of Education
P.O. Box 680
Silver City, New Mexico

Dear Dr. Manzanares-Gonzales:

I have accepted the recommendation of the Board of Examiners to approve for state accreditation through the spring of 2018, the following educator preparation programs have been approved at Western New Mexico University:

Licensure Programs: Early Childhood Education, Elementary K-8, Secondary K-12, Special Education, Career and Technical Teacher Education, School Counseling, Educational Leadership, Alternative Elementary K-8, Alternative Secondary K-12, Alternative Special Education Pre K-12; School Psychology-Advanced Program Level; Movement Science K-12.


Endorsement Programs: Reading, Science Education, Art –Elementary, Bilingual Education, Business-Secondary, Classical Language-Spanish, General Science-Elementary, Language Arts, Mathematics, Physical Education, Psychology, Social Studies, Teachers of English to Speakers of Other Languages (TESOL), Theater, Coaching and Health.

If there are any programs that you are offering that are not listed above, please submit them for Public Education Department approval as soon as possible. For information on this process, please contact Mr. Matthew Montaño, Assistant Secretary, Educator Quality Division. Likewise, if there are programs on the list that you have discontinued or plan to discontinue, please inform the Public Education Department (PED) through Mr. Montaño. This list needs to be updated constantly to assure that your graduates can easily obtain New Mexico Teacher and administrator licensure at the conclusion of their programs.

This state accreditation approval is based on information gathered during the spring of 2011 on-site visit to your institution by the State BOE team representing the PED.

Again, congratulations on meeting the NCATE/State standards in all your programs and your commitment to improve educator quality in New Mexico.

Warm regards,


Hanna Skandera
Secretary of Education

HS/MM/egm

Encl: (1)

Appendix D: College of Education Strategic Goals

Updated August 10, 2011

1. Promote, facilitate and sustain a quality competency based academic environment to ensure faculty and students grow as active participants & advocates within their professional, social, and international communities, who demonstrate the Professional knowledge, skills and attitudes of truth, integrity, hard work, and compassion through:

- Culturally responsive and respectful practices
- Integration of the arts sciences, and technology
- Innovative methodology
- Critical reflection and creativity
- Social action and service learning principles

2. Ensure effective and culturally responsive advisement of all students by:

- Mentoring and advising students regularly
- Improving student support services and scholarship opportunities by effectively communicating the upcoming changes to the system
- Reviewing and updating information—web pages, catalog, degree plans
- Training faculty for advisement related to gender, SES, language, culture, ageism, ableism, and sexual orientation
- Tutoring support for NMTA, CPCE, writing
- Increase the recruitment, retention, graduation and licensure rates, particularly of Hispanic & Native American males with attention to different needs of each group
- Review and monitor student files
- Experience global partnerships by creating opportunities for faculty and student exchanges

3. Promote academic integrity within a supportive, collegial climate to create quality education for students and faculty:

- Sharing ideas and techniques
- Collaborating across programs & campuses on research projects, co-teaching, presentations, curriculum development, grant writing, and Peer support (mentoring, SGIF [small group instructional feedback])
- Creating curricular continuity through efficient communication between faculty, i.e., coursework
- Streamlining policies and communication regarding academic integrity

4. Effectively lobby internally and externally for COE priorities:

- Develop and maintain strong relationships and partnerships with public schools, agencies, community organizations and develop global partnerships.
- Implement use of technological environments to support relationships within educational communities.

- Promote the COE faculty, students, and programs by being more visible and interactive in meaningful community, state and national activities
5. Review existing COE processes, programs, and practices to evaluate whether there are “smarter” and more cost effective ways to accomplish them
- Review existing processes, programs, and practices
 - Plan for changes to increase efficiency and effectiveness
 - Implement the Plan
6. Align programs to NCATE requirements, close the assessment loop, and use data, findings and feedback from stakeholders to improve instruction and better meet the needs of students, faculty and staff.
- Continue cross departmental collaboration
 - Identify program specific stakeholders and strengthen communication
 - Support the University Assessment requirements
 - Continue development and implementation of database
 - Continue ongoing data retreats
 - Streamline programs that require too many graduate hours to complete
 - Expand technology in COE, i.e., ITV access, smart boards in other locations
 - Seek funding to support COE faculty travel and supplies line items
7. Increase enrollment of identified key markets and aggressively recruit and retain students from underserved markets:
- ELL learners
 - Peace Corps fellows
 - TESOL endorsements
 - Hispanics
 - Native Americans
 - Tribal Incentive Programs
 - Out-of-state/international
 - Other partnerships (school districts, etc.)
 - Community colleges
 - Dual enrollment

Appendix E: Faculty Vitae

Manuel E. Bustamante, Ph.D.

1011 Hill St.

Silver City, New Mexico 88061

(575) 639-3632

bustamantem@wnmu.edu

Education

2007 **Doctorate of Philosophy**, Curriculum and Instruction, New Mexico State University, Las Cruces New Mexico.

Emphasis: Multicultural Education, Bilingual Education, Critical Pedagogy, and Educational Learning Technologies.

“Constructing Culturally Responsive Technology Enhanced Curriculum Projects”

1996 **Master of Arts**, Curriculum and Instruction, New Mexico State University, Las Cruces, New Mexico

1992 **Bachelor of Business Administration**, New Mexico State University, Las Cruces, New Mexico

Major: Finance

Professional/Teaching Experience

July 2002-Present

Associate Professor- Western New Mexico University, College of Education, Silver City, NM.

As an associate professor, I teach and have taught several courses, EDUC 402, EDUC 534, BLED 414/514, BLED 401/501, BLED 445/545, EDUC 444/544, EDUC 480/580 and HIST 450. All courses incorporate the use of progressive and research based pedagogy.

EDUC 402, Computers in the Classroom, the use of microcomputers in the school curriculum as an instructional tool; prepares elementary and secondary teachers for making decisions about purchasing microcomputer software and hardware systems: incorporates an integrated program.

EDUC 534, Technology in the Classroom, has a focus on technology as a vehicle for creating student centered learning environments. A community project is also incorporated in to the design of this course.

BLED 414/514, Multicultural Education, is an education foundations course for Teacher Education, Bilingual Education and English as Second Language Education students. It is also a component of our Education Leadership program. Students participate in multicultural classroom practices that are grounded on the lives of students, critical, anti-racist, pro-justice, participatory, experiential, visionary, academically rigorous, and culturally sensitive.

BLED 401/501, Current Issues in Language Minority Education, is a foundations course for the bilingual and TESOL endorsements. Current issues are explored and discussed in a risk free environment.

BLED 445/545, ESL Methods for Content Literacy, involves current trends, assessment, and sheltered instruction for development of English Language Learners.

EDUC 444/544 is designed for Professional Development Credit for the purpose of professional growth, enrichment, and salary advancement. Specific courses within this category have been Technology and Lesson Study, Math and Lesson Study, and Curriculum Development for teachers in a local school district to re-design the bilingual education curriculum.

EDUC 480/580, Technology in the ESL classroom, was specially developed for and taught to Mexican teachers under a new university initiative that allows Mexican teachers to pursue a Masters in Interdisciplinary studies. This particular course brings together ESL (English as a Second language) strategies with Educational learning Technology strategies to allow teachers to create culturally responsive technology enhanced curriculum projects. At the same time this course helps prepare teachers for their Master's comprehensives.

HIST 450, Social Studies Methods course designed to help teacher candidates explore and create technology enhanced and culturally responsive curriculum based on the Social Studies.

CCHS 370- Currently under development. I am currently developing a Media Literacy course for the Chicano/a Hemispheric Studies Department. Delivery date is scheduled for Spring 2010.

I currently serve as a faculty advisor for the Academic Support Center. This is where we have the opportunity to advise students regarding General Education courses and help plan for the future. We place a strong emphasis on the recruitment and retention of students as they progress through the early academic years. With this focus we critically analyze our First Year Experience program and make modifications as needed.

Fall 2008

Part time Instructor-Eastern New Mexico University.

As a part time instructor for ENMU I have taught the BLED 580, Methods course. This course is part of ENMU's conceptual framework and TESOL Endorsement Program where professional studies are organized into four broad categories:

- 1-Perspectives and Preparation
- 2-Learning Environment
- 3-Instruction
- 4-Professionalism (Described in the syllabus)

Summer 2007

Part time Instructor- New Mexico State University, School of Education, Las Cruces, NM.

As a part time instructor for NMSU I have been teaching EDUC 518, Technology and Pedagogy. Since technology is an important component of K-12 education, it is evident that a course offering media, tools, and support for new ways of learning is needed. This course is based on two fundamental ideas regarding the integration of technologies into education.

1-Teacher's can be at the forefront of teaching and learning using technology.

2-New technologies can help teachers teach in more creative and effective ways.

Coupled with the ideas of culturally responsive teaching and learning this course offers opportunity to create and explore theory-based strategies and interdisciplinary units using technology as a tool to enhance learning. The goals of the course reflect standards established by the International Society for Technology in Education (ISTE), the National Center for Accreditation of Teacher Education, and the College of Education.

August 2000-July 2002

Project Coordinator for PT3 at NMSU (Preparing Tomorrow's Teachers Today). Department of Curriculum & Instruction, New Mexico State University, Las Cruces, NM.

As the Project Director, my role is to help build community between all participants and support the PT3 plan to increase the confidence in faculty to use technology, to restructure the current teacher education program at NMSU, and to build a community between the university and public schools committed to better serve all students.

Specifically, I help with the organizing of technology training, budget decisions, and supporting current and future needs of all involved. This community building has grown from a focus on the local arena to the national arena through collaborative exchanges.

October 2001-July 2002

Think Quest site facilitator at NMSU. Department of Curriculum & Instruction, New Mexico State University, Las Cruces, NM.

T3 (Think Quest for Tomorrow's Teachers) at NMSU is a partner project with Think Quest for Tomorrow's Teachers, a consortium of universities from across America whose goal is to prepare a new generation of teachers to use technology to enhance student learning. My role in this effort is to organize a team of professors and teacher candidates who will create web-based learning modules that are culturally relevant. I help with the budget and management components of this grant. In the last few months our teams have grown from four faculty members and their students to six, with interest coming from another three. This interest has blossomed because of the possibilities available to integrate technology into specific content areas in creative and innovative ways. Six participants from NMSU will participate in the Think Quest Live conference in July to be held in Seattle Washington.

November 2000-July 2002

College Instructor, Department of Curriculum & Instruction, New Mexico State University, Las Cruces, NM.

Education 368 (Integrating Technology into Education)

The focus of EDUC 368 is to allow pre-service teachers the opportunity to build skills in technology while learning how to integrate it into teaching students in K12 classrooms. Several technologies are utilized in order to accomplish this. The class uses a constructivist approach promoting interdisciplinary strategies like thematic units, Web-quests, Think Quests and Project/problem based learning. These strategies are then put into practice by having elementary school students in collaboration with pre-service teachers; create a

project at the University site. The pre-service teachers then go to an actual school site and interact and create another project with students there. Throughout the class session collaborative efforts are utilized in order to create a community of learners within the classroom as well as outside of it. I have developed web-based curriculum units in support of pre-service teacher's learning.

Fall 1999-Fall 2001

Curriculum Advisor/Consultant for MathStar New Mexico & PT3 (Preparing Tomorrow's Teachers Today). Department of Curriculum & Instruction, New Mexico State University, Las Cruces, NM.

MathStar New Mexico is a three-year initiative whose objective is to improve middle school mathematics. It is a tri-state initiative, which includes California, Colorado, and New Mexico. The Curriculum advisor supports teachers by helping them to incorporate technology into their curriculum. Support includes the development of web-based resources and units for the diverse population that is present in these three states. Professional development was also offered through in school seminars, state technology conferences to summer institutes held at New Mexico State University.

PT3's intention is to improve quality, equity, and quantity in teacher preparation through the efforts of technology competent faculty that support student-centered and culturally responsive learning communities. The Curriculum advisor works with PT3 faculty and staff in areas related to web-based curriculum and multicultural education.

Fall 1997- Spring 1998

College Instructor, Department of Curriculum & Instruction, New Mexico State University, Las Cruces, NM.

EDUC 454/554 (Social Studies Methods)

Social Studies Methods was designed to help pre-service teachers to create and use strategies that would help students become aware of social justice issues as well as what the regular curriculum had to offer. During this class, students incorporated culturally sensitive ideas into their teaching. Students put together a field trip to the University for students from a local elementary school ballet folklorico. The idea was to put together a program from the ground up. Technology was an important component of their studies. The variety of technology use was widespread, from putting together documents and/or electronic presentations to handling all the video and audio equipment to record different activities, such as the end of the semester program.

Fall 1996-Spring 1999

La Clave Technology Trainer, San Miguel Elementary School, Gadsden Independent School District, Anthony, NM

The technology trainer attends monthly district workshops on technology integration and is responsible for training other teachers at the school to use technology in their curriculum. Additional duties included training a team of selected fifth graders to use technology. This team, the "Techno-Pals," in turn taught peers and helped teachers and students with technology in the classroom.

Fall 1995-Spring 1999

Teacher/Bilingual Teacher. San Miguel Elementary School, Gadsden Independent School District, Anthony, NM

My duties were to facilitate the learning process of all students by incorporating innovative and creative strategies into the current curriculum for students in the third through fifth grades. Topics covered were math, reading, language arts, social studies, science, and computer literacy. These topics were covered in both Spanish and English. During this term I also helped with the district's Curriculum Alignment Plan and an Education Plan for Student Success at our site. As part of this plan, I assisted my students in creating a bilingual newsletter. This newsletter incorporated items of interest to students, parents, teachers, and the school district personnel.

Fall 1992-Spring 1994

Bilingual Assistant. La Mesa Elementary School, Gadsden Independent School District, Anthony, NM

At this site I helped with science projects, math skills, physical education, art, social studies and language arts. The majority of the students are either bilingual or monolingual Spanish so communication was done in both English and Spanish. I was a guest speaker for "Community Helpers Week", a program to build awareness about professions in the community.

Feb. 1994- May 1994

Technical Assistant. Tombaugh Elementary, Las Cruces Public Schools, Las Cruces, NM

As the Technical Assistant I provided technical advice and support to teachers to integrate technology into their daily teaching activities. Some professional development was given to teachers to build and maintain technology skills. I helped with the organization of meetings, which consisted of staff, students, parents, ESC personnel, and NMSU technology support members.

Conference Presentations

Bustamante, M., Elder, A. 2006 Arts Conference in Edinburgh Scotland. August 2006.

Presented on progressive strategies and methodology to support and expand existing programs in local school districts and technology committee. The integration of performance and technology into teaching and learning was discussed.

Bustamante, M., Elder, A., & Lara, M. WNMU Chicano Institute. "Chicano Roots: A Historical and Spiritual Perspective." June 2006. Presented a monologue, history lecture, and spiritual video created by the authors addressing the components of Chicano History.

Bustamante, M., Manzanarez, M. BEAMS (Building Engagement and Attainment of Minority Students) conference in Minneapolis, Minnesota, April 2006. Co-presented on BEAMS and ADP (American Democracy Project) projects used in our University to help all students stay in school. Project discussed were the use of the university communication portal to improve communication between, faculty and students, community projects that involved peer leaders, voter registration drives, student success courses, and monologues created by students and presented to the public.

Bustamante, M., Rodrigues, R., Tolar, T., Manzanarez, M. & Maya, G. "NACCS (National Association for Chicana and Chicano Studies), June 28, 2006." Co-presented with a team of University colleagues on practices used in order to recruit and retain both faculty and students of minority status.

Bustamante, M. 2nd Annual WNMU Assessment Convocation, September 2004. Presented on strategies used in order to retain minority students in school.

Bustamante, M., Bacallao, M. "Advancing Digital Equity in Teacher Education: Building a PT3 Digital Equity Community". Co-presented at the 22nd annual Florida Educational Technology Conference (March 6-8, 2002). During this session we discussed the integration of technology with education through our respective PT3 grant sites and building a community that serves under represented populations.

Bustamante, M., Barreras, C., Saenz, S., Castaneda, A. & Neihoff, S. Co-presented at the New Mexico Association for Bilingual Education Conference in Albuquerque New Mexico (February 21-23, 2002). This was a hands-on session showing how to facilitate language acquisition through technology based on project-based learning theories. The presenters are members of "The Literacy Council", a teacher candidate organization at NMSU.

Bustamante, M., Wiburg, K, & Macias, A. "The Chile Challenge: Constructivist Uses of Technology For Second Language Learning". Co-presented at the National Association for Bilingual Education's (NABE) 30th Annual International Bilingual/Multicultural Education Conference in Phoenix, Arizona, (February 20-24, 2001). During this session we discussed inquiry based curriculum development that integrates technology for second language learners. A model lesson, the Chile Challenge, was described along with theoretical foundations for the lesson. The emphasis was on technology as a tool to enhance learning of subject matter and language development for English Language Learners (ELL's).

Bustamante, M., "Culturally Responsive Pedagogy: Strategies for Working with ELL's (English Language Learners) in Math". Presented at the Celebrating Diversity 2000 conference in Albuquerque, New Mexico, (October 20-21, 2000). The presentation focused on strategies that enhance comprehension of math content for ELL's (English Language Learners).

Professional Associations:

Member of Teachers of English to Speakers of Other Languages, Inc. (TESOL).

“TESOL's mission is to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide. This is accomplished via the following values: professionalism in language education, individual language rights, accessible, high quality education, collaboration in a global community, interaction of research and reflective practice for educational improvement, respect for diversity and multiculturalism.”

http://www.tesol.org/s_tesol/sec_document.asp?CID=3&DID=220

Member of The Computer Assisted Language Instruction Consortium (CALICO).

A professional organization that serves a membership involved in both education and technology. **CALICO** has an emphasis on language teaching and learning but reaches out to all areas that employ the languages of the world to instruct and to learn. **CALICO** is a recognized international clearinghouse and leader in computer assisted learning and instruction. It is a premier global association dedicated to computer-assisted language learning (CALL).

<https://calico.org/page.php?id=240>

Member of the International Society for Technology Education (ISTE).

This organization helps with the integration and professional development for teachers to use technology.

Member of Pedagogy and Theatre of the Oppressed (PTO).

This organization deals with social justice issues using creative performance as a vehicle to counter oppressive practices.

Member (Former) of The Literacy Council.

My role in this organization is that of a facilitator and advisor. The advisory component allowed me to work with teacher candidates by making recommendations about course work, leadership skills, planning, and presenting. Our goal is to improve literacy through reading and writing. Many times this is done through technology integration. Together we participated in many community activities that involved going into classrooms and working with children on several projects. As a group we presented at the New Mexico Association for Bilingual Education. There we shared many strategies that would help second language build literacy through the use of technology as a tool and motivator.

Member (Former) of the Hispanic Educators Association.

My role in this organization is that of a facilitator. As a facilitator my goal is to provide links of communication between pre-service teachers, faculty at the University, and professional teachers already working in our schools. Through these links pre-service teachers will be able to help in the schools, have face-to-face interaction with professors, and build networks, which will help them and the schools when they graduate and in search of employment. This organization is very active and culturally sensitive, as most of its members are female and/or Latinos. In April they put together a field trip for high school students to attend. This field trip was open to students of lower economic and/or minority status. The idea was to expose these students to a University setting, in hopes that it would encourage them to further their academic careers. This organization was also involved in New Mexico State University's first "Digital Divide Symposium", where we demonstrated our role in dealing with the nation's Digital Divide. At this symposium we also presented a culturally sensitive project based activity to peers, professors, and members of other Universities.

Member (Former), National Association for Bilingual Education

“NABE's mission is to advocate for our nations Bilingual and English Language Learners and families and to cultivate a multilingual multicultural society by supporting and promoting policy, programs, pedagogy, research, and professional development that yield academic success, value native language, lead to English proficiency, and respect cultural and linguistic diversity.”

<http://www.nabe.org/>

Debra J. Dirksen

309 E. 35th
Silver City, NM 88061
(h) 575.654-6242
(c) 575-519-9601
drddirk@aol.com
dirksend@wnmu.edu



Current Position:

Position:

Associate Professor

Institution:

Western New Mexico University

Dates:

August 2007 to Present

Duties:

Assessment Coordinator, Instructor for Classroom Management and Classroom Assessment.

Position:

Instructor

Institution:

Aims Community College

Dates:

August 2006 to Present

Duties:

Instructor for Educational Foundations and Educational Technology Courses. Design of education classes for online delivery.

Education:

Degree:

Ph.D.

Field:

Educational Technology: Instructional Design

Dissertation:

A Case Study: Feedback Techniques Used by a Master Teacher to Motivate Students At-Risk for Dropping Out of School to Exhibit Self-Regulated Learning Skills

Institution:

University of Northern Colorado

Date:

1997

Degree:

M.Ed.

Field:

Secondary Education with an emphasis in Instructional Technology

Project:

The How To of Computer-Based Instruction and Hypercard stack "Software Evaluation"

Institution:

Utah State University

Date:

1991

Degree:

BS

Field:

Health Science Education, Mathematics

Institution:

Brigham Young University

Date:

1984

Employment:

Position: **Instructional Designer, Title III**
Institution: Aims Community College
Dates: April 16, 2003 to Present
Duties: Provide support, instructional design, and training for faculty with alternative teaching methods. Support objectives identified in the Title III grant, provide evaluation and budgetary information.

Position: **Assistant Professor**
Institution: Metropolitan State College of Denver
Dates: August 1998 to May 2003
Duties: Teaching Introduction to Educational Technology courses to pre-service teachers. Director of the Educational Resource Center. Responsible for the development of a minor in Educational Technology.

Position: **SDE Educational Technology Specialist**
Institution: Idaho State Department of Education
Dates: January 1997 to September 1998
Duties: Work with the LEA's within the state of Idaho who received Goals 2000 grant monies. Promote collaboration and build relationships between the ISDE, Idaho's universities, and private industry. Promote the integration of technology within the curriculum at the K- 12 level. Direct an evaluation effort to evaluate the impact of technology integration on Idaho's students and teachers. Support other ISDE projects and responsibilities such as school accreditation and writing Federal grant applications.

Position: **University Consultant**
Institution: University of Northern Colorado
Dates: September 1992 to December 1996
Duties: Supervise the student teaching experience for students obtaining their degree in mathematics education for use at the secondary level and certain elementary level candidates. Responsible for developing a system for bringing all student teachers on- line to aid in supervision of the student teaching experience. Also responsible for teaching the student teaching seminar which runs concurrent with the student teaching experience.

Position: **Instructor**
District: University of Northern Colorado – Continuing Education
Location: Sterling, Colorado

Dates: Spring 1995
Duties: Assisted in teaching a course on computer technology for math and science teachers.

Position: Mathematics Instructor

District: Farmington Municipal Schools
Location: Farmington, New Mexico
Dates: September 1991 to June 1992
Duties: Taught eighth grade mathematics and advanced Algebra I.

Position: Teaching Assistantship

Institution: Utah State University
Dates: September 1990 to August 1991
Duties: Taught lab section for instructional methods course.

Position: Mathematics Instructor

District: Newton USD 373
Location: Newton, Kansas
Dates: March 1987 to June 1990
Duties: Taught eighth grade mathematics, advanced Algebra I., and computer science. Supervised math competitions: KATM, Math Counts, AJHSME, and SIGMA. Supervised student activities – carnival, class field trips. Instrumental in bringing a pre-algebra program for advanced seventh grade students to Chisholm Middle School.

Position: Mathematics Instructor

District: Grand County School District
Location: Moab, Utah
Dates: August 1985 to June 1986
Duties: Taught seventh grade mathematics and advanced pre-algebra. Worked with sixth, seventh, and eighth grade teachers coordinating a district wide outcome based education program for math, science, and English. Participated on a selection committee reviewing software for district wide use.

Scholarship – Creative Activities:

Publications:

- Books

Dirksen, D.J. (Accepted for Publication). Student Assessment: Fast, Frequent, and Formative. Lanham, Maryland: Rowman and Littlefield Publishers, Inc.

Hall, G.E., Dirksen, D.J., George, A. (2005) "Levels of Use" Southwest

Educational Development Laboratory.

Dirksen, D. J. (1999). Computer Mediated Communication in the Mathematics Classroom. In Z. L. Berge and M. P. Collins (Eds.), *Wired together: Vol. 2. Why use computer-mediated communication?*. Cresskill, NJ: Hampton Press.

Jennings, M. J. & Dirksen, D. J. (1997). Facilitating the adoption of Web-based instruction. In B. H. Khan (Ed.), *Web based instruction*. Englewood Cliffs, NJ: Educational Technology Publications.

Dirksen, D. J. (2011). Press the Reset Button: Use Formative Assessment to Guide Instruction. *Phi Delta Kappan*, 92(7), 26-31.

Dirksen, D. J. (2000). Wheatland: An exercise in systemic change. National Education Computing Conference Proceedings 2000.

Dirksen, D. J., Bauer, C., Coffland, D., & Naylor, S. (1998). A Statewide Evaluation of the Impact of Technology Integration. Technology and Teacher Education Annual 1998. Charlottesville, VA: Association for the Advancement of Computing in Education.

Dirksen, D. J. & Tharp, D. (1997). Utilizing the Concerns-Based Adoption Model to facilitate systemic change. Technology and Teacher Education Annual 1997. Charlottesville, VA: Association for the Advancement of Computing in Education.

Dirksen, D. J. & Tharp, D. (1996). Utilizing the Concerns-Based Adoption Model to facilitate systemic change. Proceedings of Selected Research and Development Paper Presentations. Washington, DC: Association for Educational Communications and Technology.

Dirksen, D. J. & Tharp, D. (1996). Utilizing CBAM to promote the use of instructional technologies in the classroom. Technology and Teacher Education Annual 1996. Charlottesville, VA: Association for the Advancement of Computing in Education.

Dirksen, D. J. (1994). Teachers guide: Classroom instruction utilizing CBI. Ottman, T., & Tomek, I. (Eds.). Educational Multimedia and Hypermedia, 1994. Charlottesville, VA: Association for the Advancement of Computing in Education.

Leggett, W.P. & Dirksen, D.J (2002). "Stop Surfing Start Developing Stay Surviving." *Stop Surfing Start Teaching: Teaching and learning through the Internet Conference Proceedings 2002*.

Dirksen, D. J. Hoy, L., and Manzanares- Gonzales, P. (2012). Legislative Finance Committee Audit Report. Silver City, NM: Western New Mexico University

Dirksen, D. J. and Manzanares- Gonzales, P. (2011). Education Accountability Reporting System Report. Silver City, NM: Western New Mexico University

Dirksen, D. J. and Manzanares- Gonzales, P. (2011). National Council for Accreditation of Teacher Education (NCATE) Internal Review.

- Refereed Publications

- Non-refereed Publications

Silver City, NM: Western New Mexico University.

Dirksen, D. J. (1998). A Statewide Evaluation of the Impact of the Integration of Technology within the Curriculum on Idaho Students and Teachers. Boise, ID: Idaho Department of Education.

Dirksen, D. J. (1997). Dissertation: A case study: Feedback techniques used by a master teacher to motivate students at– risk for dropping out of school to exhibit self– regulated learning skills. Greeley, CO: University of Northern Colorado.

Dirksen, D. J. (1991). Master's project: The how to of computer based instruction. Logan, UT: Utah State University.

Presentations and Exhibits:

- Refereed

Dirksen, D.J.; Taylor, B.K.; Hoy, L.; and Gomez, M. (2012). Retention: Roadblocks to Completion. Presentation at New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM

Dirksen, D.J.; Weaver, S., Taylor, B.K. and Bustamante, M. (2011). Really? Assessing the Impact of Instruction and University Resources on Practice. Presentation at New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM

Dirksen, D.J. and Taylor, B.K. (2011) Engaging Students Online. Presentation at The Renaissance Group Conference, Arlington, VA.

Dirksen, D.J., Gruber, G., & Taylor, B.K. (2010). "Pain or Gain: Portfolios" Presentation at New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

Dirksen, D.J. (2009). "Press the Reset Button: Use Formative Assessment to Guide Instruction" Presentation at New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.

Dirksen, D.J. & Taylor, B.K. (2009). "Teaching Online in Economically Challenging Times" Presentation at New Mexico Technology in Education Conference, Ruidoso, NM.

Dirksen, D.J. & Taylor, B.K. (2008). "Engaging Students in the Online Classroom" Presentation at New Mexico Technology in Education Conference, Albuquerque, NM.

Dirksen, D.J (2004). "The Art and Science of Cyber-nagging and Cyber-schmoozing, revisited" Round table presented at the Conference on Information Technology, Tampa, FL.

Dirksen, D.J & Leggett, W.P. (2002). "The Art and Science of Cyber-nagging and Cyber-schmoozing" Paper presented at the Association for Educational Communications and Technology annual conference, Dallas, TX.

Leggett, W.P.& Dirksen, D.J (2002). "Stop Surfing Start Developing Stay

- Surviving.” Paper presented at the Stop Surfing Start Teaching: Teaching and learning through the Internet annual conference, Myrtle Beach, SC.
- Dirksen, D.J. (2001). “Surfing the Third Wave: An information age “Meta-session” on the future of our profession. Paper presented at the annual meeting of the Association for Educational Communications and Technology, Atlanta, GA.
- Dirksen, D.J. (2001). “Help me develop an Innovation Configuration Map.” Workshop presented at the PT3 Grantees meeting, Washington, D.C.
- Dirksen, D.J. (2001). Evaluating Implementation. Paper presented at the PT3 Grantees meeting, Washington, D.C.
- Leggett, W.P.& Dirksen, D.J (2001). “Survivor’s Guide to Online Course Development.” Paper presented at the annual meeting of the Association for Educational Communications and Technology, Atlanta, GA.
- Leggett, W.P., Dirksen, D.J., & Anderson, P. (2001). “Survivors Guide to Online Course Development.” Paper presented at the meeting of the Society for Information Technology and Teacher Education in Education, Orlando, FL.
- Dirksen, D.J. (2000). Peaks and Valleys: Systemic Change in a Teacher Education Program. Paper presented at the meeting of the Association for Educational Communications and Technology, Denver, CO.
- Dirksen, D.J. (2000). “WEBE here before you came, WEBE here after you’re gone.” Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J. (2000). “Grant Writing: How do I evaluate the project I am proposing.” Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J. (2000). “Writing and Winning Grants.” Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J. (2000). “A Minor in Instructional Technology: Can it work.” Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J. (2000). “Wheatland: An exercise in systemic change.” Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J. & Leggett, W.P. (2001). “Anchored Instruction in an Online Environment.” Paper presented at the annual meeting of the Association for Educational Communications and Technology, Atlanta, GA.

- Dirksen, D.J. & Leggett, W.P. (2001). "Please Map my Innovation Configuration." Paper presented at the annual meeting of the Association for Educational Communications and Technology, Atlanta, GA.
- Dirksen, D.J. & Westhoff, G.(2000). "Configuring an Organization: A report on AECT's Innovation Configuration Map." Paper presented at the meeting of the Association for Educational Communications and Technology, Long Beach, CA.
- Dirksen, D.J., Hall, A., & Tharp, D. (1999). "Integrating Technology – Facilitating Change" Paper to be presented at the meeting of the Association for Educational Communications and Technology, Houston, TX.
- Dirksen, D.J. & Nelson, L. (1999). "The Role of Classic Change Research in Systemic Change" Presentation to be made at the meeting of the Association for Educational Communications and Technology, Houston, TX.
- Dirksen, D.J. (1998). "A Statewide Evaluation of the Impact of Technology Integration" Paper presented at the meeting of the Society for Information Technology and Teacher Education in Education, Washington, D.C.
- Dirksen, D.J. (1998). "Statewide Evaluation of the Impact of Integrating Technology within the Curriculum" Paper presented at the meeting of the Association for Educational Communications and Technology, St. Louis, MO.
- Dirksen, D.J. & Tharp, D. (1998). "Facilitating Systemic Change" Paper presented at the meeting of the Association for Educational Communications and Technology, St. Louis, MO.
- Dirksen, D.J. (1997). "Utilizing the Concerns– Based Adoption Model to Facilitate Systemic Change" Paper presented at the meeting of the Society for Information Technology and Teacher Education in Education, Orlando, FL.
- Dirksen, D.J. (1997). "The Use of Feedback in Designing Instruction for At– Risk Students." Paper presented at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.
- Dirksen, D.J., Bauer, J., Jennings, M., & Tharp, D. (1997). "Teaching on the WEB" Paper presented at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.
- Dirksen, D.J. & Hall, A. (1997). "Integrating Computer Technology within the Classroom" Paper presented at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.
- Hall, G., Dirksen, D.J., Persichitte, K., Tharp, D., & Hall, A. (1997). "The Use of Feedback in Designing Instruction for At– Risk Students" Paper presented at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.
- Tharp, D., & Dirksen, D.J. (1997). "The Role of Teacher Education in

Facilitating Systemic Change” Paper presented at the meeting of the Association for Educational Communications and Technology, Albuquerque, NM.

Dirksen, D. J. & Tharp, D. (1996). "Utilizing the Concerns– Based Adoption Model to Facilitate Systemic Change." Paper presented at the meeting of the Association for Educational Communications and Technology, Indianapolis, IN.

Dirksen, D. J. & Tharp, D. (1996). "Utilizing the Concerns– Based Adoption Model to Assess the Use of Instructional Technologies in the Classroom." Paper presented at the meeting of the Society for Information Technology and Teacher Education in Education, Phoenix, AZ.

Dirksen, D. J. (1992). "Effective use of Computer– Based Instruction in the Mathematics Classroom", Paper presented at the meeting of the New Mexico Council of Teachers of Mathematics Conference, Western New Mexico University, Silver City, N.M.

Dirksen, D.J. (1998). "Who me? I have no use for school." Guest speaker Adams County Five Star Schools faculty development workshop, Thornton, CO.

Dirksen, D. J. (1993). "Use of Technology in the Classroom." Education 270 guest speaker, University of Northern Colorado, Greeley, CO.

Dirksen, D. J. (1993). "Interactive Mathematics Instruction", Mathematics department guest speaker, University of Northern Colorado, Greeley, CO.

Dirksen, D. J. (1994). "The How to of Computer Based Instruction." Paper presented at the meeting of the Association for the Advancement of Computers in Education, Vancouver, Canada.

- Non– refereed

- Juried Exhibits

Research and Grants:

- Research in Progress/Completed

Project: Retention: What Challenges Do Students Perceive Might Keep Them From Finishing Their Graduate Program?

Organization: WNMU: School of Education
Dates: 2011-2012

Project: Impact of Technology Bundles on Practice Teacher Integration of Technology into the Curriculum.

Organization: WNMU: School of Education
Dates: 2010-2012

Project: Arts Integration – Silver and Cobre Consolidated School Districts

Organization: NM99 – Kennedy Arts Center Team: WNMU, Mimbres Region Arts Council, Silver and Cobre Consolidated School Districts
Dates: 2009-2011

Project: Evaluating Quality – Special Education Teachers

Organization: Colorado Department of Education
Dates: Beginning Spring 2003

Project: Statewide evaluation of a program implementation

Organization: Wyoming Department of Education
Dates: Spring 1999

Project: Evaluation of a program implementation – integration of technology within the classroom

Organization: Douglas County School District
Dates: Fall 1998

Project: Evaluation of a program implementation – integration of technology within the classroom

Organization: Wheatland School District, Wheatland, Wyoming
Dates: Fall 1998

- Grants Written/Funded

Technology Literacy Challenge Fund (1997). Idaho Department of Education. (Funded)

MSCD Professional Development Grant (1999) Writing a Technology Innovation Challenge Grant. (Funded)

Technology Innovation Challenge Fund (1999). Douglas County School District, Adams Twelve Five Star Schools, Metropolitan State College of Denver. (top 60 of over 500 applications, not funded)

Preparing Tomorrow's Teachers to Use Technology (1999) Aurora

School District, Jefferson County Public Schools, Denver Public Schools, MSCD (Funded)

Aid Association for Lutherans (2001) Augustana Arts (Funded)

Service:

- Community

AdvancEd – support the accreditation of New Mexico schools and districts using the continuous improvement model supported by the NCA.
2007 – ongoing

Weld County Partners – develop and maintain website. Partners is a non-profit organization that works with at-risk teens. Beginning Fall 2000 – ongoing.

Augustana Arts – write grant proposals to obtain funding for ongoing music education programs. Beginning Fall 2000 – ongoing.

Colorado Department of Education – provide training support for an evaluation project in the Special Education Department. Beginning Fall 2000 – ongoing.

Denver Boy's and Girl's Clubs – member of Technology Committee, Beginning Spring 2000.

Highlands Ranch High and Cresthill Middle School – support in developing Integrated Technology Plan, '98– '99.

Adams Twelve Five Star Schools – guest presentation on working with At-Risk students, November 1998

- Professional Organizations

Position: Past President
Organization: Change Division – Association for Educational Communication and Technology
Dates: 2001– '02
Duties: Coordinate activities throughout the year and support current President.

Position: President
Organization: Change Division – Association for Educational Communication and Technology
Dates: 2000– '01
Duties: Coordinate activities throughout the year and support conference planning.

Position: President Elect
Organization: Change Division – Association for Educational Communication and Technology
Dates: 1999– '00
Duties: Conference Planning.

Position: **President**
Organization: Change Division – Association for Educational Communication and Technology
Dates: '00
Duties: Coordinate division activities.

Position: **Secretary/Treasurer**
Organization: Change Division – Association for Educational Communication and Technology
Dates: 1998– '00
Duties: Manage funds and information for the division.

Position: **Secretary/Treasurer Elect**
Organization: Change Division – Association for Educational Communication and Technology
Dates: 1997– '98
Duties: Help support current Secretary/Treasurer to manage funds and information for the division.

Position: **Doctoral Representative**
Organization: Graduate Student Association– Division II
Dates: May 1995 to December 1996
Duties: participate in the allocation of \$10,000 in graduate student fees. Funds are to be used for attendance and participation of graduate students at relevant conferences.

Position: **President**
Organization: Educational Technology Association – University of Northern Colorado
Dates: May 1994 to May 1995
Duties: Chair Executive Committee and weekly organization meetings

Position: **President**
Organization: Graduate Student Association– Division II
Dates: August 1994 to May 1995
Duties: Administer the allocation of \$10,000 in graduate student funds and chair monthly funding meetings. Funds are to be used for attendance and participation of graduate students at relevant conferences.

Position: **Vice– President**
Organization: Educational Technology Association – University of Northern Colorado

Dates: May 1993 to May 1994
Duties: Schedule speakers and sites for weekly meetings of the association. Administer funding and outside activities.

Position: **Member**
Organization: Steering Council for the development of UNC's self–study report for the North Central Association of

- Consulting

Dates:	Colleges and Schools November 1994 to March 1995
Position:	Evaluation Training
Organization:	Arizona State University
Project:	Training and supporting interview process
Dates:	Beginning Spring 2012
Position:	Evaluating – Differentiated Instruction
Organization:	Colorado Department of Education
Project:	Evaluate implementation of Differentiated Instruction statewide
Dates:	Spring 2007
Position:	Evaluating – School Improvement Grants
Organization:	Colorado Department of Education
Project:	Training and supporting interview process
Dates:	Fall 2005
Position:	Evaluating Quality – Special Education Teachers
Organization:	Colorado Department of Education
Project:	Manage and facilitate interview process
Dates:	Spring 2003
Position:	Evaluation Training
Organization:	Natrona School District – Gillette, Wyoming
Project:	Provide training and support the evaluation of a grant
Dates:	Spring 2002
Position:	Evaluation Support and Training
Organization:	Idaho Department of Education – Vocational Education
Project:	Provide training and support the evaluation of a statewide grant
Dates:	Fall 2000
Position:	Evaluation Support and Training
Organization:	Colorado Department of Education – Special Education
Project:	Provide training and support the evaluation of various special education projects – including grants
Dates:	Beginning Fall 2000, ongoing
Position:	Project Director
Organization:	Wyoming Department of Education
Project:	Statewide evaluation of a program implementation
Dates:	Spring 1999
Position:	Trainer
Organization:	Wyoming Department of Education
Project:	Level of Use Interview Training from the Concerns–Based Adoption Model
Dates:	Spring 1999
Position:	Interviewer
Organization:	Cherry Creek School District – Lisa Hall

Project: Performing Level of Use Interview with 12 teachers
 Dates: Spring 1999

Position: Project Director
 Organization: Wheatland School District, Wheatland, Wyoming
 Project: Evaluation of a program implementation – integration
 of technology within the classroom
 Dates: Fall 1998

Position: Support personnel
 Organization: Department of Defense Education Activity
 Project: Project SLICE – Elevation of a mathematics program
 implementation
 Dates: Fall 1998

Position: Evaluator
 Organization: Denver Public Schools
 Project: Evaluation of portfolios for teachers seeking
 Alternative Licensure
 Dates: 1998– '99

Position: Statistician
 Organization: Weld County School District 6
 Project: Qualitative evaluation of data collected by Weld
 County District 6 for November 1996 bond initiative
 Dates: Spring 1996

Honors and Awards:

Selected as an ECT Intern for the February 1996 conference of the
 Association for Educational Communications and Technology.

Selected as an Intern for the August 1996 summer leadership
 conference of the Association for Educational Communications and
 Technology.

References:

Name: Mary Dowse
 Position: Faculty
 Institution: Western New Mexico University
 Phone Number: (575)538-6352
 Email: dowsem@wnmu.edu

Name: DeAnne Miller
 Position: Faculty
 Institution: Western New Mexico University
 Phone Number: (575)538-6255
 Email: deannem@cs.wnmu.edu

Name: JJ Wilson
 Position: Writer in Residence
 Institution: Western New Mexico University
 Phone Number: (575)538-6813
 Email: wilsonj11@wnmu.edu

Name: Dr. Wes Leggett
 Position: Educational Technologist
 Institution: Poudre School District

Phone Number: (970) 490-3025
Email: wleggett@psdschools.org

Name: **Dr. Gene Hall**
Position: Professor
Institution: University of Nevada – Las Vegas
Phone Number: (702) 895-3441
Email: gene.hall@unlv.edu

Name: **Dr. Patricia Manzanares-Gonzales**
Position: Provost and Vice-President for Academic Affairs
Institution: Western State Colorado University
Phone Number: (970)275-8019
Email: pmanzaresgonzales@western.edu

Barbara Kline Taylor

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575-534-4666

taylorbk@gmail.com or taylorb@wnmu.edu

EDUCATIONAL BACKGROUND

- 1981 Doctor of Education, Vocational-Technical Education with emphasis in Leadership Theory and Human Resource Development, Virginia Polytechnic Institute and State University, Blacksburg, Virginia
- 1977 Master of Arts in Education, Curriculum and Instruction with emphasis in Adult and Career Education, Michigan State University, East Lansing, Michigan
- 1969 Bachelor of Science, Business Education, Temple University, Philadelphia, Pennsylvania

PROFESSIONAL EXPERIENCE

WESTERN NEW MEXICO UNIVERSITY, Silver City, New Mexico

Professor, College of Education 2008-

Program Leader, Secondary and Career and Technical Education.

Develop and instruct graduate courses in Methods of Research, Action

Research, History and Philosophy of Education, TEP Field Experience and Vocational

Guidance/Career Development; graduate/undergraduate courses in Curriculum and Instruction,

Classroom Assessment and Foundations of Education both face-to-face, online and via instructional

television. Develop and instruct undergraduate courses online in Principles and Practices of Career and

Technical Education, Coordinating Experiential Work-based Education Programs,

Methods of Teaching in Career and Technical Education. Recruit and advise

students in secondary and career and technical teacher education as well as

alternative licensure. Serve on University committees and College of Education

committees including Faculty Senate, Assessment/NCATE, Undergraduate and

Graduate programs, and the Doctoral Program Development Committee

Associate Professor, School of Education 2005-2008

Program Leader, Secondary and Career and Technical Education.

Develop and instruct graduate and undergraduate courses both face-to-face and

online. Recruit and advise students in secondary and career and

technical teacher education. Serve as Chair of the University Curriculum and

Instruction Committee and member of the University Research Committee. Coordinate School of Education Assessment report, the LFC Audit and serve on other School of Education committees.

Assistant Professor, School of Education 2002-2004

Program Leader, Secondary and Career and Technical Education, 2004-2005

Director, New Mexico Institute for Learning and Evaluation, 2002-2004

Develop and team-taught Foundations of Education and Secondary Observations online and face-to-face for undergraduate/graduate students. Revised the Career and Technical Teacher Education program and began recruiting and teaching undergraduate courses. Developed and instructed graduate course in Methods of Research. Served as University Assessment Coordinator and conducted institutional assessments, coordinated departmental assessments and reporting, provided professional development to faculty and staff in continuous quality improvement in assessment and the first Assessment Convocation. Served as evaluator and reporter for Title V Project for Hispanic Serving Institutions. Directed the New Mexico Institute for Learning and Evaluation, which included conducting research for the School of Education in preparation for NCATE re-accreditation and the Kennedy Center Partnership with local school districts and the Mimbres Region Arts Council.

Visiting Assistant Professor, Department of Applied Technology 2001-2002
Develop and instruct undergraduate courses in Office Administration and Computer Applications.

Adjunct Professor, Department of Education and Psychology and Department of Applied Technology 1987, 1992
Develop and instruct graduate course in Curriculum Construction and undergraduate courses in Computer Applications

TAYLOR AND TAYLOR, Research, Training, and Educational Services, Silver City, New Mexico

Private Consultant, 1986 - to the present

Provide professional services to business and educational agencies for the design, development, delivery and evaluation of performance-based training and education, curriculum design and development, formative and summative evaluation, and staff development. Selected clients have included:

Colorado Commission on Higher Education, Denver, Colorado
Johnson & Wales University; Providence, Rhode Island
Ohio Department of Education, Columbus, Ohio
World Bank, Szekesfehevar and Esztergom, Hungary; Kyrgyzstan, CIS;
Beijing, China
Sodexo University Learning Systems; Gaithersburg, Maryland
Center on Education and Training for Employment, Columbus, Ohio
City College of San Francisco; San Francisco, California
Treasure Chest Advertising, San Antonio, Texas
Tarrant County Community College, Ft. Worth, Texas
Southern Nevada Community College, Las Vegas, Nevada
Angelina College, Lufkin, Texas
Rapid City Public Schools, Rapid City, South Dakota
Concorde Career Colleges, Inc. Kansas City, Missouri
Tulsa Welding School, Tulsa, Oklahoma
Tolles Technical Center; Plain City, Ohio

Crownpoint Institute of Technology; Crownpoint, New Mexico
North Idaho College; Coeur d'Alene, Idaho
Cheyenne School District #1; Cheyenne, Wyoming
Educational Testing Service; Princeton, New Jersey

ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS, Accrediting
Commission, Washington, DC

Commission Evaluator, 1989 – 2001

Evaluate private business schools and colleges to determine efficiency of operations and effectiveness of educational programs as part of the accreditation process. Serve as team leader and/or subject matter specialist.

NEW MEXICO VOCATIONAL ASSOCIATION, Silver City, New Mexico

Executive Director, 1987-1996

Mobilize and direct the talents of the state membership toward achieving Association goals as well as manage the professional business activities of the Association including membership services, governmental and legislative services, public relations, professional development and administrative services. Respond to RFP's and have secured over \$180,000 for planning, preparing, promoting, conducting and evaluating three study tours and six statewide vocational conferences for over 2000 teachers and administrators.

SOUTHERN ILLINOIS UNIVERSITY, Department of Workforce Education
Development, Carbondale, Illinois

Adjunct Professor, 1991-1995 Kirtland Air Force Base, Albuquerque, New Mexico
Instruct undergraduate courses in Instructional Methods and Materials and
Postsecondary Vocational-Technical Education.

NEW MEXICO STATE UNIVERSITY, Department of Agricultural and Extension
Education, Las Cruces, New Mexico

Adjunct Professor, 1989

Instruct graduate level workshop in Curriculum Development for Agriculture Teachers

THE OHIO STATE UNIVERSITY, NATIONAL CENTER FOR RESEARCH IN VOCATIONAL
EDUCATION, Personnel Development and Field Services
Division, Columbus, Ohio

Director, The National Academy for Vocational Education, 1984-1986

Managed the principal human resource and leadership development unit of the National Center. Supervised a staff of nine in the operation of two divisions. Through the Institute Program over 125 sharply focused workshops, seminars, conferences, and study tours were offered annually both on site throughout the United States and through telecommunications mediums on a self supporting basis serving over 7000 participants per year.

Through the In-residence Program, individualized programs of residence study for leadership personnel in vocational education and related areas were provided. Directed the financial operation and evaluation of over one hundred budgets yearly totaling in excess of one-half million dollars on a cost-effective basis.

Initiated and developed cooperative working relationships with leaders in public and private sector agencies including personnel from various educational, technical and behavioral science disciplines. Served as a human resource consultant to national educational advisory groups and technical panels.

Assistant Director, The National Academy for Vocational Education, 1983-1984

Assumed administrative and financial responsibilities for all activities within the National Academy. Continued to manage the Institute Program. Developed advocates and stronger working relationships between the National Center and other organizations and agencies by collaborating on programs, conferences and individualized workshops.

Increased program offerings by 5% and participation by 10%. Initiated the development and production of a videotape series as an alternative for professional development. Assumed the duties of the Director during his absence. Conducted informal needs analyses and developed appropriate strategies for problem solving with public and private agencies. Served as a guest lecturer for career and technical education courses on campus.

Coordinator, Institute Program, The National Academy for Vocational Education, 1981-1983

Coordinated a nationwide cost-recovery leadership/personnel development service by facilitating program planning, development, promotion, administration and evaluation. Recruited, hired, and supervised a staff of three. Increased program offerings by 8% and participation by 12%. Provided consulting services to client groups and responded to requests for proposals from public and private agencies.

TEXAS INSTRUMENTS, Semi-conductor Group, Dallas, Texas

Administrative Intern to the Training and Development Manager, 1979-1980

Developed a model orientation program for new production employees; assisted in a validation study of pre-employment testing; recruited and interviewed prospective trainees at Dallas and Houston sites; wrote proposals; and established guidelines for a training process and instructional skills program for production-line trainers.

PIMA COMMUNITY COLLEGE, Community Services Division, Tucson, Arizona

Administrative Intern to the Dean of Community Services, 1979

Facilitated program planning, development, coordination and evaluation for community service courses; assisted in research on needs assessment, budget analysis and program evaluation.

FAIRFAX COUNTY PUBLIC SCHOOLS, Adult Services Division, Skills Center,
Ft. Belvoir, Virginia

Adult CETA Instructor, Office Administration Skills, 1977-1978

Developed and implemented a performance-based program in clerical and stenographic occupations for CETA clients, developed instructional modules and evaluative instruments; instructed clients in skill areas related to specific job duties; advised clients on job readiness skills and employment opportunities; maintained training records, payroll vouchers, and client progress evaluation reports.

ZAMA AMERICAN HIGH SCHOOL, Tokyo, Japan

Career and Cooperative Education Coordinator, Business Education Instructor, 1974-1977

Established a career resource center offering testing and counseling in cooperation with the guidance department; organized and coordinated Career Awareness Day and Career Improvement Workshops--an in-service program for faculty; coordinated and supervised a school-community diversified cooperative education program that included student placement, development of program objectives, training agreements, logistical arrangements, and evaluation.

Instructed courses in personal, elementary and advanced typing, and business machines; developed and instructed office occupations seminar; organized and coordinated an in-school work experience program; chairperson of the Fine and Practical Arts Department; served on the Principal's Advisory Council.

Organized and chaired the annual school bazaar; chairperson of the faculty social committee; served on the Pacific Area Career Education Curriculum Review Committee; served as the acting principal in the absence of the coordinating principal; and coached girls track team to three Far East championships.

GEN. H.H. ARNOLD HIGH SCHOOL, Wiesbaden, Germany

Cooperative Education Coordinator, Business Education Instructor, 1972-1974

Coordinated, supervised and evaluated a school community cooperative education program in medical occupations; instructed courses in interpersonal skills, personal, elementary and advanced typing, business machines and office practice; chairperson of the Business Education Department; served on the Department of Defense Dependent Schools Curriculum Review Committee; secretary of the school activity fund council and co-chairperson of the faculty social committee.

MONTGOMERY COUNTY PUBLIC SCHOOLS, Rockville, Maryland

Secondary and Postsecondary Business Education Instructor, 1969-1972

Instructed courses in personal, elementary and advanced typing; elementary shorthand, and general business; chairperson of the Business Education Department; increased course offerings, enrollments and staff; assisted in the development of county-wide syllabus for elementary typing for Adult Education Division; served on the Business Education Secondary Curriculum Advisory Committee; assisted in the development of exploratory programs in business; served on the Principal's Council; co-chairperson of the faculty social committee; and sponsored and coached varsity and junior varsity cheerleaders.

SELECTED PUBLICATIONS

Taylor, B. (2009). Food Security Program Under Way. *Silver City Daily Press* November 16, 2009.

Taylor, B. (2007). Backtalk. *Phi Delta Kappan* 89(4), 320.

Taylor, B. (2004). Drama integration with language arts and social studies: A Kennedy Center partners in education professional development research project—phase 2. *Summary Report of Findings*. Kennedy Center, Washington, DC.

Taylor, B. (2002). End your course with an advice letter. *The On-line Guffey Report* 4(8).

Taylor, R. & Taylor B. (1992). Growing emphases in vocational education in the united states. In *Innovationen in der beruflichen bildung* (pp. 397-403) Bundesinstituts fur Berufsbildung, Berlin, Germany.

Taylor, R. & Taylor B. (March 1991). *Toward 2001--Future directions for vocational technical education at North Idaho College*. Coeur d'Alene, Idaho.

Taylor, B. (Fall 1988). Will we continue to develop the nation's workforce? *AVEPDA Review*, 2.

Taylor, B. (1986). Six ways to encourage participation in workshops. *Marketing Classes for Adults*, 6(5).

Taylor, B. (1985). State initiatives for vocational education and economic development. In *Vocational Education and Economic Development in the United States*. Organization for Economic Co-operation and Development, Paris, France.

Taylor, B (1982). Industry-education linkages. *Industrial Education*, 71(8).

SELECTED PRESENTATIONS

“Using Qualitative Data to Make Valid Data Based Decisions.” A workshop presented with Linda Baldwin and George Muncrief at the 9th Annual WNMU Assessment Convocation, Silver City, New Mexico, March 2, 2012.

“Retention: Roadblocks to Completion.” A workshop presented with Debra Dirksen, Linda Hoy and Martha Gomez at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, New Mexico, February 24, 2012.

“Really? Assessing the Impact of Instruction and University Resources on Practice and Beyond.” A workshop presented with Debra Dirksen, Shirley Weaver, Manny Bustamante and graduate students Melissa Nanez and Amy Chacon at the New

Mexico Higher Education Assessment and Retention Conference, Albuquerque, New Mexico, February 24, 2011.

“Engaging Students in the Online Classroom.” A workshop presented with Debra Dirksen at the Renaissance Group Conference, Arlington, Virginia. October 4, 2010.

”Data Driven Decision Making: Making Assessment Meaningful.” A presentation with Debra Dirksen at the WNMU Assessment Convocation, Silver City, New Mexico. March 5, 2010.

“Pain or Gain: Portfolios.” A workshop presented with Debra Dirksen and Gail Gruber at the New Mexico Higher Education Assessment and Retention Conference, Albuquerque, New Mexico, February 25, 2010.

“Teaching Online in Economically Challenging Times.” A workshop presented with Debra Dirksen at the New Mexico Technology in Education Conference, Ruidoso, New Mexico. October 23, 2009.

“Measuring Quality in the Online Classroom.” A workshop presented with Gail Gruber at the Innovate-Educate Technology Summit Conference, Albuquerque, New Mexico. April 30, 2009.

“Creating Rubrics for Use in Online Classes.” A workshop presented at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, New Mexico. February 26, 2009.

“Engaging Students in the Online Classroom.” A workshop presented with Debra Dirksen at the New Mexico Technology in Education Conference, Albuquerque, New Mexico. October 16, 2008.

“ Assessment Essentials for Meeting Teacher Education Competencies.” A workshop presented with Gail Gruber at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, New Mexico. February 28, 2008.

“Preparing Teachers to Create Pathways from High School to College.” A workshop presented with Bryan Baca at the Governor’s Summit on Higher Education. Albuquerque, New Mexico. December 5, 2007.

“Using Assessment Results to Improve Instruction.” A workshop presented at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, New Mexico. February 22, 2007.

“Using an Authentic Activity to Assess Student Learning.” A presentation at the New Mexico Higher Education Assessment and Retention Conference. Las Cruces, New Mexico. February 23, 2006.

“Using Rubrics to Improve Learning.” A workshop presented at the SUN Conference on

Teaching and Learning. El Paso, Texas, March 4, 2005.

“Using the Quiz Tool in WebCT for Student Learning.” A presentation at the New Mexico Higher Education Assessment and Retention Conference with Gail Gruber. Albuquerque, New Mexico, February 25, 2005

“Lessons Learned from Conducting Assessment Convocations.” A presentation at the New Mexico Higher Education Assessment and Retention Conference with Kathie Gilbert and Mary Camarena Hittle. Albuquerque, New Mexico, February 24, 2005.

“Data-based Decision Making for Learning Communities.” A presentation at the Learning Communities and Undergraduate Education Reform: A National Conference with Gail Gruber, Chris Farren, and Janet Wallet-Ortiz. Seattle, Washington, May 21, 2004.

“Does a First Year Experience Promote Retention?” A workshop presented at the New Mexico Higher Education Assessment and Retention Conference with George Muncrief. Albuquerque, New Mexico, February 26, 2004.

“Designing Rubrics to Improve Teaching and Learning.” A workshop presented at the New Mexico Higher Education Assessment and Retention Conference. Las Cruces, New Mexico, February 27, 2003.

“Improving Teaching Effectiveness in Career and Technical Education Through Assessment: Implications for Pre-Service Education.” Two workshops presented at the National Center for Career and Technical Education's Teacher Education Institute, Scottsdale, Arizona, February 3-4 2003.

“Classroom Assessment in Business Communications.” A workshop presented at the New Mexico Higher Education Assessment and Retention Conference. Albuquerque, New Mexico, March 1, 2002.

"Developing Student Performance Objectives." Four workshops presented to the faculty of the Colleges of Business, Culinary Arts, Hospitality, and Arts and Sciences, Johnson and Wales University, Providence, Rhode Island, February, March, April 1997.

"Workforce Preparation in the United States." A two-week seminar presented to the Vocational and Technical Teachers College, Beijing Union University, Beijing, China, August 1994. Project funded by the World Bank.

"Using the Workshop as an Instructional Tool." A workshop presented at the Mountain Plains Business Education Association Conference, Albuquerque, New Mexico, June 1990.

"Leadership Development: An Essential for Excellence," with Robert E. Taylor. American Vocational Association Convention, Orlando, Florida, December 1989.

- "Bridging Academic and Vocational Skills." Cheyenne School District, Cheyenne, Wyoming, April 1989.
- "Issues Surrounding the Reauthorization of the Carl Perkins Federal Vocational Education Act," with Robert E. Taylor. A workshop presented at the Fall Leadership Conference for the National Association of State Directors of Vocational Education, Asheville, North Carolina, September 1987.
- "Distance Delivery of Vocational Education," with Robert E. Taylor. A workshop presented at the University of Alberta, Edmonton, Alberta, Canada, 1987.
- "The Purpose of a Leadership Development Program in a National Research Center, Columbus, Ohio, July 1985.
- "How to Enhance Participation in Workshops," Seminar on Issues and Trends in Vocational Education, Columbus, Ohio, February 1985.
- "Professional Development: A Personal Responsibility," Columbus, Ohio, August, 1984.
- "Leadership and the Development of Leadership Theories," Seminar on Leadership in Vocational Education, Columbus, Ohio, August 1983.
- "Planning and Conducting Effective In-service Programs," presented at the Annual Meeting of the National Network of Curriculum Coordinators in Vocational-Technical Education, with Mark Newton, Oklahoma City, Oklahoma, July 1983.
- "JTPA and Other Training Delivery Systems," presented at the International Institute of Education, Columbus, Ohio, May 1983.
- "The Nitty Gritty of Workshops," presented at the National Dissemination and Utilization Conference, with Mark Newton, Columbus, Ohio, November 1982.
- "Recent Developments in Business Occupations," presentation to the Thailand Vocational Education Team, The Ohio State University, Columbus, Ohio, November 1982.
- "Industry-Education Linkage for Personnel Development," presented at the Industry-Education Showcase Conference, Columbus, Ohio, May 1982.
- "The Industry-Education Connection," Trends and Issues Seminar, Columbus, Ohio, February 1982.
- "Industry-Education Linkage for Personnel Development," presented at the National Association of Teacher Educators of Business and Office Education, American Vocational Association Annual Meeting, Atlanta, Georgia, December 1981.
- "Planning Collaboration in Information, Personnel Development, and Evaluation Systems," presented at the Unidad Coordinador de Empleo, Capacitacion, y Adiestramiento, Mexico City, November 1981 with Joel Magisos, N. L. McCaslin, and James

Watkins.

PROFESSIONAL SERVICES

- 1985- Certified DACUM (Developing a Curriculum) and SCID (Systematic Curriculum
2012 and Instructional Development) Instructor/Facilitator for Job Analyses, Curriculum Development and Competency Based Instruction
- 2002- (2009) Past President, (2008), President-elect (2007) New Mexico Higher Education
2012 Assessment Association
- 1989- State Parliamentarian, currently, past offices include State President, State President-
2007 elect, State Nominating Committee Chairman, District II Director, State Finance
Chairman, State Bylaws Chairman, Turquoise Editor, New Mexico Federation of
Business and Professional Women
- 1990- President, Co-Chair of the Investment Committee, Board of Directors of the
2002 Western New Mexico University Foundation
- 1991- Program Director, Working Woman's Workshop, a community in-service program
2000 for working women sponsored by Silver City Business and Professional Women.
- 1995- Member, Editorial and Publications Committee, American Vocational Association
1998
- 1989- Advisory Committee Member GRADS Program, Silver High School
1998
- 1994- Secretary, National Executive Directors Association for State and
1996 Territorial Vocational Associations
- 1989- Applied Technology Advisory Committee Member, Western New Mexico
1995 University
- 1992- Member, Two-Year Postsecondary and Vocational Subcommittee of the New
1995 Mexico State Board of Education
- 1989 Treasurer, Legislative Liaison, Southwest New Mexico Literacy Volunteers of
1994 America
- 1985- Secretary/Historian, National Vocational-Technical Education Program
1993 Improvement Coordinating Council, National Association of State
Directors of Vocational Technical Education
- 1985- President, President-elect, Secretary/Treasurer, Newsletter Editor, Liaison,
1993 American Vocational Education Personnel Development Association

- 1991- President, Silver City Business and Professional Women's Organization
1993
- 1990- Liaison to the American Vocational Association Board of Directors
1992
- 1985- Consultant to the Educational Testing Service on Vocational Education
1991
- 1989- President, President-elect, National Executive Directors Association for State and
1991 Territorial Vocational Associations
- 1989- Member and Participant, New Mexico First, Town Hall #5--Beyond Survival:
1990 Public Education in New Mexico
- 1987- Literacy and English as a Second Language Volunteer, Literacy Volunteers of
1990 America
- 1985- Vice President for Professional Development, Secretary, Central Ohio Chapter
1986 American Society for Training and Development
- 1985- Technical Advisory Group "Achieving Excellence in Vocational Teacher
1986 Education." Office of Vocational and Adult Education, United States
Department of Education
- 1983- Alternate Member, Ohio Job Training Partnership Council
1986
- 1984- Co-Chair of the 20th Anniversary Task Force for The National Center for
1985 Research in Vocational Education, The Ohio State University
- 1983- Member, Peer Review and Promotion Reclassification Committee, The National
1985 Center for Research in Vocational Education, The Ohio State University
- 1984 Member, Editorial Review Committee, American Vocational Education Research Association
- 1983 Member, Task Force to Examine Vocational Education at the Secondary Level,
The Ohio State University
- 1982 Discussion Leader, Special Interest Group on Qualitative Research, The Ohio State
University
- 1982 Chairperson, Graduate Leadership Development Program, American Vocational
Association Annual Meeting, St. Louis, Missouri

HONORS AND AWARDS

- 2010 Best Online Instructor, Western New Mexico University
- 2004 Faculty Research Award, Western New Mexico University
- 1994 Honorary Research Fellow of the Vocational-Technical Education Research Institute, Beijing Union University
- 1992 Woman of the Year, Region II New Mexico Federation of Business and Professional Women
- 1989 American Vocational Education Personnel Development Association Distinguished Award Service
- 1987 Who's Who in the West, 21st Edition
- 1987 Who's Who in the Midwest, 21st Edition
- 1986 Carl Duisberg Society Fellow to West Germany to study the vocational training system
- 1984 American Society for Training and Development Service Award
- 1978- National Graduate Leadership Development Fellowship in Vocational and
1981 Technical Education, U.S. Department of Education
- 1970 Mott Foundation Scholarship in Economic Development
- 1969 Temple University Service Award
- 1969 National Business Education Association Award of Merit
- 1968 Future Business Leaders of America Award

CURRENT PROFESSIONAL ASSOCIATIONS

Association for Career and Technical Education
 Association for Personnel Development in Career and Technical Education
 Association for Supervision and Curriculum Development
 American Vocational Education Research Association
 Charter Member, Edutopia
 National Federation of Business and Professional Women's Clubs of the United States of America
 New Mexico Federation of Business and Professional Women
 New Mexico Career and Technical Education Association
 New Mexico Women's Foundation
 Phi Delta Kappa
 Phi Gamma Nu Professional Fraternity for Women in Business

CURRICULUM VITAE

Shirley Weaver, Ph.D.

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EDUCATION:

Doctor of Philosophy
2008

University of New Mexico
Albuquerque, New Mexico
College of Education
Department: Language, Literacy, and Sociocultural Studies
Emphasis Areas: Literacy, Language Arts, and Technology
Committee Chair: Dr. Lucretia Pence

Dissertation: *From Page to Screen: Multimedia Composing in the Emerging Genre of Talking Storybooks*

Master of Arts
1992

University of New Mexico
Albuquerque, New Mexico
College of Education
Department: Training and Learning Technologies
Emphasis Area: Learning Technologies and Instructional Design

Bachelor of Arts
1985

Western New Mexico University
Silver City, New Mexico
Double- major: English and History
Minor: Education (Obtained secondary licensure in major fields and TESOL)

PROFESSIONAL EXPERIENCE:

Career Summary:

Teacher-Educator -- Direct foundational, intermediate, and capstone level field experiences at Western New Mexico University. Teach capstone level student teaching seminar. Have recent experience in teaching undergraduate and graduate-level instructional technology courses at the University of New Mexico. Have worked as a teacher-educator for the past 10 years.

Experienced Online Facilitator -- Teach fully online, graduate courses in Organization Behavior, and Learning Theories. Have also taught Instructional Design, Foundations of Distance Education, Multimedia Web Design, Reading in the Content Areas and have worked as a mentor for Ph.D. students as they work through their dissertation process at a private online university. 12 years' experience as an online facilitator

Faculty Developer -- Support and coach College of Education faculty members through the design, development, facilitation, and evaluation of online courses at Western New Mexico University. Held a similar position at the University of New Mexico's Technology Education Center where I provided training and mentoring around technology topics to faculty members. Four years' experience in faculty development.

Instructional Systems Designer -- Hands-on media development expert able to produce training documentation and the media necessary for each phase of the iterative instructional design process with over ten years experience designing, managing, and developing technology-based training projects and programs in corporate, government, and education environments.

Certified K-12 Teacher -- Taught Language Arts at the secondary level for six years to diverse populations of students. (Currently endorsed in Language Arts, Social Studies, TESOL and Information Technology.)

Western New Mexico University
2009 - present

Director of Field Experiences Assistant
Professor

Walden University

Instructional Design and Technology

2008 - present	Department (Lead faculty member)
Western New Mexico University 2007 – 2009	Visiting Professor of Faculty Development
University of New Mexico 2004 -2005	Instructor - Educational Technology Course
University of New Mexico 2001 -2004	Training & Development Specialist Technology Education Center
University of Phoenix Online 2001- 2011	Online Faculty (Part-time)
PriceWaterhouseCoopers Consulting 1998 - 2001	Learning Management Specialist
Science Applications International Corporation (SAIC) 1996 - 1998	Instructional Systems Designer
AlliedSignal Aerospace 1991 – 1996	Senior Training Specialist
University of New Mexico 1991 – 1992	Graduate Teaching Assistant
West Mesa High School 1990-1991	Social Studies Teacher
Hogares Alternative School 1990 (summer)	Language Arts Teacher
American School of Guatemala 1989 – 1990	Language Arts Teacher
Magdalena High School 1987 - 1989	Language Arts Teacher
Alamo Navajo Community School 1985-1987	Language Arts Teacher

PROFESSIONAL ORGANIZATIONS:

- ASTD (American Society for Training and Development)
- ISTE (International Society for Technology in Education)
- NEA (National Education Association)
- AACTE (American Association of Colleges for Teacher Education)

CREDENTIALIALS

New Mexico State Teaching Credentials
Secondary Certification – Level III

- Language Arts
- Social Studies
- TESOL (Teaching English to Speakers of Other Languages)
- Information Technology Coordinator

SCHOLARSHIPS

- | | |
|-------------|--|
| 2006 – 2007 | • Regents Fellowship |
| Spring 2006 | • Gates Foundation Stipend |
| 2005 - 2006 | • New Mexico Graduate Scholars Program |

Courses Taught/Developed

Graduate

Practice Teaching Seminar
Technology and the Educational Leader
Instructional Design (Online)
Foundations of Distance Education (Online)
Multimedia and Web Design (Online)
Creating an Online Class for K-12 Classrooms (Online)
Mentoring Online Facilitators (Online)
Designing an Online Course (Online)
Reading in the Content Area (Online)
Organizational Behavior (Online)
Learning Theory (Online)

Undergraduate

Practice Teaching Seminar
Computers in Education
Instructional Design
Designing an Online Course (Online)

SERVICE:

Member: Graduate Council	2012-2013
Member: Early Childhood Programs Committee	2011-2013
Member: Member Undergraduate Programs Committee WMNU	2009 – 2012

Member: Teacher Education Committee WNMU	2009 - 2012
Member: Scholarship Committee WNMU	2007 – 2012
Member: Career and Research Symposium	2007 - 2008
Secretary of Undergraduate Programs Committee WNMU	2007 – 2008
Chair of the Online for Teacher Licensure Advisory Committee WNMU	2007 – 2008
Member Technology Education Center (TEC) advisory committee UNM	2003 – 2004

PRESENTATIONS:

- Weaver, S. (2010). *Beyond text: Facilitating student-centered learning through digital portfolios*. The Renaissance Group: Arlington, VA.
- Weaver, S. (2007). *Multimedia Composing: An Essential Literacy Practice for the Twenty-First Century?* College of Education Colloquium, University of New Mexico.
- Weaver, S. (2006). *Games for Educational Leaders*. New Mexico Educational Technology Conference, Embassy Suites Conference Center, Albuquerque, New Mexico.
- Weaver, S. (2006). *What Video Games Have to Teach Us About Learning*. College of Education Colloquium, University of New Mexico.
- Weaver, S. (1997). *Creating a Learning Environment Using Intranet-based Training*. Web-Based Training Conference, Chicago, Ill.
- Weaver, S. (1997). *The Power of the Internet and Creating an Effective Web Page*. 13th Annual Four Corners Women's Conference, Farmington, New Mexico.
- Weaver, S. and Bohley, M. (1994). *Simulation: An Effective Strategy for Training Emergency Response Personnel*. 18th Annual T.R.A.D.E. Conference, Dallas, Texas.
- Weaver, S. (1993). *Incorporating Multimedia into the Instructional Design Process*. 17th Annual T.R.A.D.E. Conference, Indianapolis, IN.

PUBLICATIONS:

- Weaver, S.D. (2011, October). Engaging students in the process of creating digital storybooks. *Atrium: A journal of academic voices*, 2(2) Retrieved November 27, 2011
http://nwi.ivytech.edu/atrium/The_Atrium/Current_Issue.html.

Weaver, S.D. (2008). *From page to screen: Multimedia composing in the emerging genre of the talking storybook*. Ph.D. dissertation, The University of New Mexico, United States -- New Mexico. Retrieved December 19, 2008, from Dissertations & Theses: Full Text database. (Publication No. AAT 3318979).

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EDUCATION

- 1990 **Bachelor of Science** in *Elementary Education*, minor in Language Arts, Western New Mexico University 4.0
- 1995 **Master of Arts** in *Secondary Education*, minor in Language Arts, Western New Mexico University 4.0
NM teaching license, *Level III-A Instructional Leader*, K-8, 9-12 Language Arts,
NM Endorsement: *Information Technology Coordinator*
- 45 additional hours** in education, technology, teaching strategies 4.0
- 2010 **Ph.D.** in *Curriculum and Instruction* with an emphasis in *Learning Technology* 4.0
Dissertation: *Teachers' Perceptions of Reflection Within an Accountability Structure*

EXPERIENCE

Feb. 2012- *Western New Mexico University*

Present 1000 W. College Silver City, NM 88061 www.wnmu.edu 575.538.6085

Assistant Professor of Faculty Development

- Develop and instruct online faculty development courses
- Inform instructors of best practice
- Serve as resource and consultant
- Offer or arrange opportunities for professional enhancement (workshops, guest speakers)

Sept. 2010- *New Mexico Institute of Mining and Technology, Playas Training and Research Center*

June 2012 1 Plaza Playas, NM 88009 ptrc.emrtc.nmt.edu ptrc-nmt.us 575.436.0500

Research and Online Development

- Developed and taught professional development for 100 employees
- Developed and managed online OSHA and compliance training for employees
- Constructed and maintained company web site (ptrc-nmt.us)
Software: Photoshop, Illustrator, Captivate, Dreamweaver, InDesign,
MOS certified (Office), Acrobat, Blackboard, Adobe Connect

2002- *Animas Middle School and High School* 575.548.2296 # 3

May 2010 7-12 English and technology courses

- English literature and language arts (7-12) Journalism (10-12)
- Creative writing (9-12) Technology (9-12)
- Acted as Distance education facilitator (11-12)
- Created and maintained successful student-run publishing business (ClassInk Publishing)
- Developed and taught online/blended courses (some for IDEAL-NM) (9-12)
- Developed and taught district staff development courses (K-12)
- Mentored new high school teachers

Completed training in and taught Baldrige Systems Improvement

- Acted as district trainer for school staff 2006-2008 (Baldrige Systems Improvement)
- Taught quality management tools in two graduate courses for WNMU
- Mentored teachers in use of quality management techniques and tools

1990- *Animas Elementary*

PO Box 90 Animas, NM 88020 575.548.2296 # 2

2002 Taught Fourth grade (all subjects)

	-Initiated, managed, and maintained 13 school-wide programs <u>Mentored and taught professional development for elementary teachers</u>	
1999-2010	<i>Regional Educational Technology Assistance (RETA) New Mexico State University</i> PO Box 30001 Las Cruces, NM http://reta.nmsu.edu 575.646.8231 <u>Developed and taught teacher training in technology and curriculum graduate credit (11 courses)</u> -Developed curriculum (online, blended)* Media awareness* Best practices Integrating technology Video-making* Reflective practice* Curriculum development* Data-driven decision making Individualizing instruction Online instruction* Web site development* Professional development Dossier Preparation*	
2003-2008	<i>RETA Online</i> <u>Development and instruction of graduate courses in curriculum and instruction</u> <u>Taught online/blended methodology and strategies to teachers statewide</u> Facilitating online learning Online curriculum creation and implementation Online instructional best practice Data-driven decision making NM Professional Development Dossier Preparation	
2006-2009	<i>Online Teaching and Learning Opportunities (OTLO)</i> Federal grant partnership among five districts and NMSU <u>Co-wrote and implemented program for teacher development of online/blended instruction</u> -Created and taught online and blended high school courses -Mentored teachers in online/blended course design, instruction, and assessment -Mentored teachers in five districts in online curriculum design and instruction CLM systems: Moodle, Blackboard	
1999-2000, 2007-2008, 2010	<i>Western New Mexico University</i> P.O. Box 680 Silver City, NM 88062 575.538.6011 <u>Developed and taught educational technology and elementary/secondary curriculum courses graduate credit</u> Integrating technology into the curriculum Restructuring classroom practice with technology (designed curriculum) Secondary curriculum and assessment (designed curriculum) -Taught summer course in Chihuahua City, Mexico for Masters in Teaching cohort Classroom Learning Management systems: WebCT, Moodle, Blackboard - <u>Taught writing (developmental) undergraduate courses</u>	
1996-2003	<i>Bootheel Consortium</i> Silver City, NM 88022 <u>Developed and taught teacher technology education graduate credit</u> Technology in the one-computer classroom Web site development Microsoft applications and teaching tools Technology integration Best practice instruction and assessment	Defunct

PRESENTATIONS

<i>Surface Area- Explorations Utilizing Technology for Grades 4-7 (Workshop)</i> New Mexico Technology Summit, Albuquerque	2001
<i>Station Rotation Method, Columbus-What Have You Done? (Student Demonstration)</i> Deming Middle School, Gifted and Talented Professional Development, Deming	2002
<i>Rural Education and Technology Possibilities (Presentation)</i> New Mexico Senate Special Committee, Santa Fe	2002
<i>Process Plus Product Program: Multimedia/Digital Media Integration (Workshop)</i> NM PED, Silver City	2004
<i>Professional Development Dossier Preparation (Workshop)</i> District Professional Development, Silver City	2006
<i>Professional Development Dossier Preparation (Presentation)</i> NM Alpha Delta Kappa, Lordsburg	2009
<i>Using Clicker Responders in Instruction and Assessment</i> RETA Professional Development, Las Cruces	2009
<i>Teacher Evaluation Criteria—The NM Professional Development Dossier</i> RETA Professional Development, Las Cruces	2009

EXPERIENCE FOCUS

Instruction	Research	Grant writing and administration
Curriculum	Professional development	Writing
Interactive learning module software		Online conferencing software
Online and blended course structure and instruction		Online course evaluation

QUALIFICATIONS

Microsoft Office Specialist	Webmaster and web site administrator	Canvas administrator
NM Technology Coordinator	Blackboard CMS administrator certification	
Moodle CMS administrator	IDEAL-NM instructor	

STRENGTHS

Innovative approach	Work ethic	Organization
Flexibility	Enthusiasm	Professional development
Writing/editing	Educational technology	Data interpretation
Dependability	Communication	Time management

Appendix F: Library Resources

Library Holdings: Books

Call Number	Author	Title	Publication Information
LC5803.C65 B45 2000	Belanger, France and Dianne H. Jordan.	Evaluation and implementation of distance learning : technologies, tools, and techniques	Hershey, PA : Idea Group Pub., c2000
HF1101 .N272 no.42	Christopher, Doris editor.	E-World : virtual learning, collaborative environments, and future technologies	Reston, Va. : National Business Education Association 2004.
LB1028.3 .T39685 2002	Goodman, Paul editor.	Technology enhanced learning : opportunities for change	Mahwah, N.J. : L. Erlbaum, 2002.
LB1044.87 .H35 2000	Hanna, Donald E., Michelle Glowacki-Dudka, Simone Conceição-Runlee.	147 practical tips for teaching online groups : essentials of Web-based education	Madison, Wis. : Atwood Pub., c2000
LB1028.5 .L3885 2005eb	Hiltz, Starr Roxanne and Ricki Goldman.	Learning together online research on asynchronous learning networks	Mahwah, N.J. : Lawrence Erlbaum Associates, 2005
LB1044.87 .D47 2003	Hricko, Mary editor	Design and implementation of Web-enabled teaching tools	Hershey, PA : Information Science Pub., c2003.
LB2395.7 .O65 2006	McGreal, Rory	Online education using learning objects	London ; New York : RoutledgeFalmer, 2006
LC5803.C65 P35 2003	Palloff, Rena M. and Keith Pratt.	The virtual student : a profile and guide to working with online learners	San Francisco : Jossey-Bass, c2003
Call Number	Author	Title	Publication Information

LB1028.5 .S355 2009	Schrum, Lynne Barbara B. Levin	Leading 21st century schools : harnessing technology for engagement and achievement	Thousand Oaks, Calif. : Corwin, c2009
LB1028.5 .W398 2009	West, James A. and Margaret L. West	Using wikis for online collaboration : the power of the read-write Web	San Francisco, CA : Jossey-Bass, c2009
LB1028.3 .O552 2006eb	Williams, David, Mary Hricko, and Scott L. Howell, editors	Online assessment, measurement, and evaluation emerging practices	Hershey, PA : Information Science Pub., c2006.
	Alger, Jonathan R and John R. Przepyszny		
LC5803.C65 .D47 2004	Baarab, Sasha A. , Rob Kling, James H. Gray	Designing for virtual communities in the service of learning	New York : Cambridge University Press, 2004
ED1.49/2-2:8 Microform	Barrera, Aida	Distance learning the challenge for a multicultural society	Washington, DC : National Clearinghouse for Bilingual Education, [1993]
LB2395.7 .B375 2000	Bates, Tony	Managing technological change : strategies for college and university leaders	San Francisco : Jossey-Bass, c2000
LB2395.7 .B375 2000	Bates, Tony,	Managing technological change : strategies for college and university leaders	San Francisco : Jossey-Bass, c2000
LC4036.A2 B34 2003	Belson, Sarah Irvine	Technology for exceptional learners : choosing instructional tools to meet students' needs	Boston : Houghton Mifflin, c2003.
Call Number	Author	Title	Publication Information
LC4036.A2 B34 2003	Belson, Sarah Irvine.	Technology for exceptional learners : choosing	Boston : Houghton

		instructional tools to meet students' needs	Mifflin, c2003
LB1044.87 .B43 2003	Bender, Tisha,	Discussion-based online teaching to enhance student learning : theory, practice, and assessment	Sterling, Va. : Stylus Pub., 2003.
	Berge, Zane L.	Sustaining distance training : integrating learning technologies into the fabric of the enterpri	San Francisco : Jossey-Bass, c2001
LC5803.C65 V58 2005	Berge, Zane L. and Thomas Clark	Virtual schools : planning for success	New York : Teachers College Press, c2005.
	Bers, Marina Umaschi.	Blocks to robots : learning with technology in the early childhood classroom	Teachers College Press, New york City
LB1028.5 .B425 2003eb	Bielawski, Larry	Blended elearning integrating knowledge, performance, support, and online learning	Amherst, Mass. : HRD Press, c2003
LB1044.87 .B64 2010	Boettcher, Judith V	The online teaching survival guide : simple and practical pedagogical	San Francisco : Jossey-Bass, c2010.
LB1028.43 .B64 2000	Bolt, David B and Ray A.K. Crawford	Digital divide : computers and our children's future	New York : TV Books, c2000.
T15 .B64 2004	Bonk, Curtis Jay.	Caught in the current : searching for simplicity in the technological age	New York : St. Martin's Press, 2004.
LC3969.5 .B73 2004	Bookman, Jay	Technology and the diverse learner : a guide to classroom practice	Thousand Oaks, Calif. : Corwin Press, c2004
Call Number	Author	Title	Publication Information
LB1028.43 .B89 2001	Braun, Linda W.	Breaking down the digital walls : learning to teach in a post-modem world	Albany : State University of New

			York Press, c2001
LB1028.3 .L375 2003	Bray, Marty.	Leadership, higher education, and the information age : a new era for information technology and libraries	New York : Neal-Schuman Publishers, c2003
LB1028.43 .W437 2007	Burniske, R. W	What works in K-12 online learning	Eugene, Or. : International Society for Technology in Education, c2007
HF5549.5.T7 C537 2005	Carrie E. Regenstein, Carrie E. and Barbara I. Dewey.	Renaissance elearning : creating dramatic and unconventional learning experiences	San Francisco, CA : Pfeiffer, c2005
HF1106 .C55 2008, Book and CD	Cavanaugh, Cathy and and Robert Blomeyer	E-learning and the science of instruction : proven guidelines for consumers and designers of multimedia learning	San Francisco, CA : Pfeiffer, c2008.
LB1028.68 .C65 2008	Chapnick, Samantha	Using Moodle	Farnham : O'Reilly, c2008
LC5805 .C66 2002	Clark, Ruth Colvin and Richard E. Mayer.	Communication and collaboration in the online classroom : examples and applications	Bolton, Mass. : Anker Pub. Co., c2002.
LB1044.87 .C658 2004	Cole, Jason R	Engaging the online learner : activities and resources for creative instruction	San Francisco, Calif. : Jossey-Bass, c2004
Call Number	Author	Title	Publication Information
LB1044.87 .C658 2004	Comeaux, Patricia.	Engaging the online learner : activities and resources for creative instruction	San Francisco, Calif. : Jossey-Bass, c2004

LB1028.5 .C628 2004	Conrad, Rita-Marie and J. Ana Donaldson.	Powering up : learning to teach well with technology	New York : Teachers College Press, c2004.
LA217.2.C86 1997	Conrad, Rita-Marie and J. Ana Donaldson	Brave new schools : challenging cultural illiteracy through global learning networks	New York : St. Martin's Press, 1997
LB1044.87 .D39 2007	Coppola, Eileen M.	The tools for successful online teaching	Hershey : Information Science Pub., c2007
LC5800 .D66 2005eb	Cummins, Jim,	Advanced methods in distance education applications and practices for educators, trainers, and learners	Hershey PA : Information Science Pub., c2005
LC5803.C65 D72 2002	Dawley, Lisa	Teaching online	River Falls, Wis. : LERN Books, 2002
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	Elbaum, Bonnie, Cynthia McIntyre, and Alese Smith	Digital soul : intelligent machines and human values	Boulder, Colo. : Westview Press, 2003
Z675.U5 G49 2007	Ertmer, Peggy A	The academic library and the net gen student : making the connections	Chicago : American Library Association, 2007
LB1028.3 .T39685 2002	Florida Community College at Jacksonville.	Technology enhanced learning : opportunities for change	Mahwah, N.J. : L. Erlbaum, 2002.
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KF3030.1.Z9 H644 2005	Georges, Thomas Martin,	Copyright in cyberspace 2 : questions and answers for librarians	New York : Neal-Schuman Publishers, c2005
LB1028.3 .O553 2006eb	Gibbons, Susan	Online assessments and measurement foundations and challenges	Hershey, PA : Information Science Pub., c2006.
TK5105.888 .D484 2000, Videorecording	Goodman, Paul	Developing web-based courses on a shoestring Florida Community College at Jacksonville in cooperation with the Center for the Advancement of Teaching and Learning.	Alexandria, Va.] : Adult Learning Satellite Services, c2000

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	Gudea, Sorin Felician Walter	Lessons on accommodations for colleges and rural high schools linking electronically : lessons from the California Young Scholar Program	
LB1028.5 .K35 2000	Hoffmann, Gretchen McCord	Online education : learning and teaching in cyberspace	Belmont, CA : Wadsworth Thomson Learning, c2000.
LC5803.C65 K53 2005eb	Hricko, Mary and Scott L. Howell, editors.	Managing e-learning design, delivery, implementation and evaluation	Hershey, PA : Information Science Pub., c2005
LB1044.87 K43 2005eb	Jacobs, Gabriel, et al.	E-learning QUICK checklist	Hershey, PA : Information Science, c2005.
T58.5 .K57 2009	Johnstone, Sally	Information technology	New York : Ferguson, c2009
LB2395.7 .K67 2001	Kearsley, Greg,	Teaching online : a practical guide	Boston : Houghton Mifflin, c2001
LC5800 .M35 2005	Khan, Badrul H	Making distance education work : understanding learning and learners at a distance	Okemos, Mich. : LearnerAssociates.net, 2005.
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KF4209.E38 L57 2005.	Kirk, Amanda.	Copyright law and the distance education classroom	Lanham, Md: Scarecrow Press, 2005
LB1044.87 .L96 2002	Ko, Susan Schor, Steve Rossen	The online educator : a guide to creating the virtual classroom	London ; New York : RoutledgeFalmer, 2002.
LC5803.C65 M34 2003	Kruse, Kevin	A classroom of one : how online learning is changing our schools and colleges	New York : Palgrave Macmillan, 2003.
LC3969.5 .M37 2003	Levine, S. Joseph.	Technology for inclusion : meeting the special needs of all students	Boston : Allyn and Bacon, c2003.
LB2361 .C68 2005eb	Levy, Yair	Course management systems for learning beyond accidental pedagogy	Hershey PA : Information Science Pub., c2005.
LC5803.C65 M49 2002	Lipinski, Tomas A	Quality in distance education : focus on on-line learning	San Francisco, CA : Jossey-Bass ; Washington DC : the George Washington University, Graduate School of Education and Human Development, ERIC Clearinghouse on Higher Education, ASHE Association for the Study of Higher Education, c2002.

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LB2395.7 .M49 2006	Lynch, Marguerita McVay	Cost-efficiencies in online learning	San Francisco : Wiley/Jossey-Bass, c2006
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LB1032 .P334 2005	Nettelbeck, David.	Collaborating online : learning together in community	San Francisco : Jossey-Bass, c2005
LC5803.C65 P34 2009	Nixon, Thomas	Assessing the online learner : resources and strategies for faculty	San Francisco : Jossey-Bass, c2009
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LB1028.5 .P739 2005eb	Palloff, Rena M	Computers, curriculum, and cultural change an introduction for teachers	Mahwah, N.J. : L. Erlbaum, 2005
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LC5800 .S232 2002	Palloff, Rena M.,	A3-student support services	[Santee, CA] : Distance-Educator.com, c2002.
Z652 .D5 2002	Picciano, Anthony G	A1-copyright issues in distance education	[San Diego, CA] : Distance-Educator.com, Inc., 2002
LC5800 .S23 2002	Provenzo, Eugene F.	A2-faculty and distance education : development, tenure and promotion	Santee, CA] : Distance-Educator.com, c2002.
LB1028.46 .S25 2002	Rehberg, Stephen D	E-tivities : the key to active online learning	London : RoutledgeFalmer : Kogan Page, 2002
HF5549.5.T7 C537 2005	Richard Andrews and Caroline Haythornthwaite	Renaissance elearning : creating dramatic and unconventional learning experiences	San Francisco, CA : Pfeiffer, c2005
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LB1028.38 .I47 2002	Rose, David, Anne Meyer and Chuck Hitchcock.	Improving multimedia and online courses with instructional design	Dallas Teleconferences, Dallas Telelearning, LeCroy Center for Educational Telecommunications, Dallas County , 2002Community College District.
LB1028.3 .S377 1999	Saba, Farhad	Designing and teaching an on-line course : spinning your web classroom	Boston : Allyn & Bacon, c1999
LB1028.3.L38 1994	Saba, Farhad.	Learning without boundaries : technology to support distance/distributed learning	New York : Plenum Press, c1994
LB1028.5 .O499 2007	Saba, Farhad.	The online learning idea book : 95 proven ways to enhance technology-based and blended learning	San Francisco : John Wiley & Sons, Inc. ; Pfeiffer, c2007.
LB1028.5 .I584 2002	Salmon, Gilly.	Integrating technology in the classroom : teachers discovering technology	Cambridge, Mass. : Course Technology, c2002
LB1044.87 .S53 1 CD Rom + 1 booklet (20 p., 28 cm.)	Samantha Chapnick and Jimm Meloy	Assessing online learning	S.l. : Magna, 2004
LC5800 .T43 2009	Sanders, Bob Ray.	Teaching and learning at a distance : foundations of distance education	Boston : Allyn & Bacon/Pearson, c2009.

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ED1.302.C73/6	Seidel, Robert J. and Paul R. Chatelier	CompetencE [sic], without credentials	Washington, DC : U.S. Dept. of Education, Office of Educational Research and Improvement, [1999]
LB2395.7 .V57 2000	Shank, Patti, editor	The virtual university : the Internet and resource-based learning	London ; Sterling, VA : Kogan Page, 2000
QA76.9.C66 T28 1998	Shelly, Gary et al.	Growing up digital : the rise of the net generation	New York : McGraw-Hill, c1998
LB1044.84 .T54 1995	Sherlock, John	In search of the virtual class : education in an information society	London ; New York : Routledge, 1995
TK5105.875.I57 L392 2005, Ref	Simonson, Michael R.	Learning design : a handbook on modelling and delivering networked education and training	Berlin ; New York : Springer, 2005.
LC4024 .U56 2005	Smith, Cassandra J	Making technology work for learners with special needs : practical skills for teachers	Boston : Pearson/Allyn and Bacon, c2005

Call Number	Author	Title	Publication Information
http://purl.access.gpo.gov/GPO/LPS76269	Stacey, Nevzer G.	The internet and the college campus how the entertainment industry and higher education are working to combat illegal piracy : hearing before the Subcommittee on 21st Century Competitiveness of the Committee on Education and the Workforce, U.S. House of Representatives, One Hundred Ninth Congress, second session, September 26, 2006.	
Y 4.ED 8/1:107-20 Microfilm Cabinet	Steve Ryan, et al.	H.R. 1992, the Internet Equity and Education Act of 2001 hearing before the Subcommittee on 21st Century Competitiveness of the Committee on Education and the Workforce, House of Representatives, One Hundred Seventh Congress, first session, hearing held in Washington, DC, June 20, 2001	Washington : U.S. G.P.O. : For sale by the Supt. of Docs., U.S. G.P.O. [Congressional Sales Office], 2002
Y4.ED8/1:105-85 Microfilm	Tapscott, Don	Technology and education : working together for the future	Washington : U.S. G.P.O. : For sale by the Supt. of Docs., U.S. G.P.O. , 1999
Y 4.J 89/1:107/14 Microform cabinet	Thomas, Douglas,	Technology, Education, and Copyright Harmonization Act of 2001 hearing before the Subcommittee on Courts, the Internet, and Intellectual Property of the Committee on the Judiciary, House of Representatives, One Hundred Seventh Congress, first session, on S. 487, June 27, 2001.	U.S. G.P.O. : For sale by the Supt. of Docs., U.S. G.P.O. [Congressional Sales Office], 2
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LC5805 .V35 2000	Tiffin, John	Digital dilemma : issues of access, cost, and quality in media-enhanced and distance education	San Francisco : Jossey-Bass, c2000.
TK5105.8884 .W37 2007	TK5105.875.I57 L392 2005, Ref	Classroom blogging : a teacher's guide to blogs, wikis, & other tools that are shaping a new information landscape	Raleigh, North Carolina : Landmark Project, c2007.
LB2395.7 .W45 2002	Ulman, Jean G	Deep learning for a digital age : technology's untapped potential to enrich higher education	San Francisco : Jossey-Bass, c2002.
LC5805 .P35 1999	United States. Congress. House. Committee on Education and the Workforce. Subcommittee on 21st Century Competitiveness	The online teaching guide : a handbook of attitudes, strategies, and techniques for the virtual classroom	Boston : Allyn and Bacon, c2000
LC5803.C65 S78 2004	United States. Congress. House. Committee on Education and the Workforce. Subcommittee on 21st Century Competitiveness.	The student guide to successful online learning : a handbook of tips, strategies, and techniques	Boston : Pearson/Allyn and Bacon, c2004

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LB1028.3 .M44 2000, Videorecording	United States. Congress. House. Committee on the Judiciary. Subcommittee on Courts, the Internet, and Intellectual Property	Meeting the needs of all students with technology	Princeton, NJ : Films for the Humanities & Sciences, 2000, c1999

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LB1028.3 .O54 2000, Videorecording	Van Dusen, Gerald C	One-computer classroom ENTICE, Education in Nevada: technology infusion for curriculum enhancement	Princeton, NJ : Films for the Humanities & Sciences, 2000, c1999
LC5803.C65 .Z83 2003	Warlick, David	The Virtual High School : teaching Generation V	New York : Teachers College Press, c2003.
LB1028.5 .B597 2008	Weigel, Van B	Empowering online learning : 100+ activities for reading, reflecting, displaying, and doing	San Francisco : Jossey-Bass, c2008.
LC4024 .U55 2005	White, Ken and Bob H. Weight, editors	The universally designed classroom : accessible curriculum and digital technologies	Cambridge, MA. : Harvard Education Press, c2005.
	White, Ken and Bob H. Weight, editors		
	Williams, David D., Mary Hricko, and Scott L. Howell, editors.	Campus technology	Chatsworth, CA : 101 Communications, 2004
	Wilson, Lee, producer	Complete guide to online high schools : distance learning options for teens & adults	
Periodical	Wilson, Lee, producer	Journal of research on technology in education : JRTE	Eugene, OR : International Society for Technology in Education, c2001-

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ED 1.322/2:ED 8	Wilson, Lee, producer	Participation in technology-based postcompulsory education	[Washington, D.C.?] : U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, [2003
LB2341 .T43 2001 Videorecording	Zucker, Andrew A.	Technology-driven planning principles to practice in higher education	Society for College and University Planning and presented by the PBS Adult Learning Satellite Service, 2001
		Journal of research on computing in education	
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Periodical		MultiMedia & internet@schools	Medford, N.J. : Information Today, Inc., c2004-
		MultiMedia schools.	Wilton, CT : Online, Inc., 1994
		Journal of educational multimedia and hypermedia	Charlottesville, VA : Association for the Advancement of Computing in Education, c1992
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D16.3 .H53 2001		History.edu : essays on teaching with technology	Armonk, N.Y. : M.E. Sharpe, c2001.
HF5549.5.T7 K72 2000		Technology-based training : the art and science of design, development, and delivery	San Francisco : Jossey-Bass/Pfeiffer, c2000
LB1044.87 .E78 2003		Education on the Internet : the worldwide classroom : access to people, resources, and curricular connections	Upper Saddle River, N.J. : Merrill/Prentice Hall, 2003.
LB1028.3 .T456 2011		A new culture of learning : cultivating the imagination for a world of constant change	[Lexington, Ky. : CreateSpace?], c2011.
		International journal on e-Learning.	Norfolk, VA : AACD, 2002
LB1044.87 .B72 2001		Introducing the Internet to young learners : ready-to-go activities and lesson plans	New York : Neal-Schuman Publishers, c2001
Y 4.ED 8/1:106-94		The role of technology in America's schools hearing before the Subcommittee on Early Childhood, Youth, and Families of the Committee on Education and the Workforce, House of Representatives, One Hundred Sixth Congress, second session, hearing held in Washington, DC, March 8, 2000.	Washington : U.S. G.P.O. : For sale by the U.S. G.P.O., Supt. of Docs., Congressional Sales Office, 2000.
LB1028.3 .T59 2004		What every teacher should know about using media and technology	Thousand Oaks, Calif. : Corwin Press, c2004.

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Journal Title	Publisher	Academic Search Complete	ERIC
ALT-J: Research in Learning Technology	Routledge		2004-2010
American Journal of Distance Education	Taylor & Francis Ltd	1987-Current	1987-Current
Audiovisual Instruction	Springer		
Audio-Visual Language Journal	Association for Language Learning		1969-1970
Australian Educational Computing	Australian Council for Computers in Education		2002-Current
Australian Journal of Education Technology	Australasian Society for Computers in Learning in Tertiary Education		
AV Communication Review	Springer		1968-1977
AV Guide: The Learning Media Magazine	Educational Screen, Inc.		1971-1973
Behaviour & Information Technology	Taylor & Francis, Ltd		2004-Current
British Journal of Educational Technology	Wiley-Blackwell	01/01/1998 to present (with a 12 Month delay)	1971-Current
Campus -- Wide Information Systems	Emerald Group Publishing Limited	01/09/2007 to present	Academic Search Complete
Journal Title	Publisher	Academic Search Complete	ERIC

Campus Technology	1105 Media, Inc.		2005-Current
Campus-Wide Information Systems	Emerald Group Publishing Limited		2004-Current
Classroom Computer Learning	NewBay Media		1983-1990
Classroom Computer News	NewBay Media		1981-1983
Computer Assisted Language Learning	Routledge	02/01/1997 to present	Academic Search Complete
Computer Education	Staffordshire University, School of Computing		1982-1984
Computers & Education	Elsevier Science		1977-Current
Computers & Education	Pergamon Press - An Imprint of Elsevier Science	01/01/2002 to present	Academic Search Complete
Computers and Composition	Elsevier Science		1987-2003
Computers and the Humanities	r Academic Publishers		1971-1974,1976-1977,1984,1986-2000
Computers in Human Behavior	Elsevier Science		1985-1986,1988-2003
Computers in Libraries	Information Today, Inc.		1990-Current
Computers in the Schools	Routledge		1984-Current
Computers in the Schools	Taylor & Francis Ltd	03/01/1994 to present	Academic Search Complete

Journal Title	Publisher	Academic Search Complete	ERIC
Computers, Reading and Language Arts	Modern Learning Publishers, Inc.		1983-1985
Computing Teacher	International Society for Technology in Education		1979,1982-1995
Contemporary Issues in Technology and Teacher Education (CITE Journal)	Society for Information Technology and Teacher Education		2004-Current
Database	Information Today, Inc.		1978-1999
Digital Education Review	Universidad de Barcelona		2010-Current
Distance Education	Taylor & Francis, Ltd		1980-Current
Distance Education Report	Magna Publications, Inc.		1997-2001
e:Electronic Learning (02783258)	Scholastic Inc.	09/01/1989 to 05/01/1998	Academic Search Complete
Econtent	Online, Inc.		1999-2003
Education and Computing	Elsevier Science		1985-1993
Education for Information	IOS Press		1984-Current
Education, Communication & Information	Routledge	03/01/1990 to present	Academic Search Complete
Educational Media International	Taylor & Francis, Ltd		1971-1981,1985,1989,1992-1995,1998-Current

Journal Title	Publisher	Academic Search Complete	ERIC
Educational Media International	Routledge United Kingdom	03/01/1998 to present	Academic Search Complete
Educational Screen and Audiovisual Guide	Educational Screen, Inc.		1969-1970
Educational Technology	Educational Technology Publications		1970-2003,2007-Current
Educational Technology & Society	International Forum of Educational Technology & Society		1999-Current
Educational Technology Research & Development	Springer Science & Business Media B.V.	01/01/2004 to present	1970-2003,2007-Current
Educational Technology Review	Association for the Advancement of Computing in Education		1994-2003
Educational Television	C. S. Tepfer Publishing Co., Inc.		1969-1971
EDUCAUSE Quarterly	EDUCAUSE		2000-Current
EDUCAUSE Review	EDUCAUSE		2000,2002-Current
Educom Review	EDUCAUSE	01/01/1995 to present	Academic Search Complete
Edutech Report	Magna Publications Inc.	01/01/2004 to 06/01/2008	Academic Search Complete
E-Learning	Symposium Journals		2004-2009
Journal Title	Publisher	Academic Search Complete	ERIC

E-Learning and Digital Media	Symposium Journals		2010-Current
Electronic Education Report	Market Research.com	07/09/1997 to present	Academic Search Complete
Electronic Journal of e-Learning	Academic Conferences Limited		2003-Current
Electronic Journal of Mathematics & Technology	Mathematics & Technology, LLC	06/01/2009 to present	Academic Search Complete
ELECTRONIC Learning	Scholastic, Inc		1982-1990,1992-1993,1996-1997
European Journal of Open, Distance and E-Learning	European Distance and E-Learning Network		2004-Current
Human-Computer Interaction	Taylor & Francis, Ltd		1985,1993-2003
IEEE Transactions on Education	IEEE	08/01/1996 to present	Academic Search Complete
Information Technology in Childhood Education Annual	Association for the Advancement of Computing in Education		1999, 2001, 2004
Information Technology, Learning, and Performance Journal			1999-2002
Innovate: Journal of Online Education	Fischler School of Education and Human Services		2004-2009
Innovations in Education and Teaching International	Taylor & Francis, Ltd		2001-Current
Journal Title	Publisher	Academic Search Complete	ERIC

Interactive Learning Environments	Routledge	03/01/1998 to present	1990,1992-1994,2002-Current
Interactive Technology and Smart Education	Emerald Group Publishing Limited		2004-Current
Interdisciplinary Journal of E-Learning & Learning Objects	Informing Science	01/01/2005 to present	Academic Search Complete
Interdisciplinary Journal of Knowledge & Learning Objects	Informing Science	01/01/2005 to present	Academic Search Complete
International Journal for Technology in Mathematics Education	Research Information Ltd		2004-current
International Journal of Artificial Intelligence in Education	IOS Press		2004-Current
International Journal of Distance Education Technologies	IGI Global	01/01/2003 to present	2004-Current
International Journal of Instructional Media	Westwood Press Inc.	03/01/1998 to present	1974-1976,1990-2009
International Journal of Technology & Design Education	Springer Science & Business Media B.V.	01/01/2003 to present	1994-1995,1997-Current
Internet & Higher Education	Elsevier Science	01/01/2002 to present	1998,2000-Current
Internet@Schools	Information Today Inc.	05/01/1994 to present	Academic Search Complete
Journal Title	Publisher	Academic Search Complete	ERIC

Journal of Digital Learning in Teacher Education	International Society for Technology in Education		2010-Current
Journal of Distance Education	Canadian Network for Innovation in Education (CNIE)		1988-1990,1992-Current
Journal of Educational Computing Research	Baywood Publishing Company, Inc		1985-Current
Journal of Educational Media	Routledge United Kingdom	03/01/1990 to present	1996-1997,1999-2004
Journal of Educational Multimedia and Hypermedia	Association for the Advancement of Computing in Education		1992-Current
Journal of Educational Technology & Society	International Forum of Educational Technology & Society (IFETS)	01/01/2007 to present	Academic Search Complete
Journal of Educational Technology Systems	Baywood Publishing Company, Inc		1972-1982,1984-Current
Journal of Educational Television	Carfax Publishing Company United Kingdom	03/01/1990 to present	
Journal of Information Systems Education			2004-Current
Journal of Information Technology Education	Informing Science Institute		2004-Current
Journal of Interactive Learning Research	Association for the Advancement of Computing in Education		1997-Current
Journal Title	Publisher	Academic Search Complete	ERIC

Journal of Interactive Media in Education	Institute of Educational Technology, The Open University		2004-Current
Journal of Interactive Online Learning	University of Alabama		2004-Current
Journal of Music, Technology & Education	Intellect Ltd. United Kingdom	03/01/2008 to present	Academic Search Complete
Journal of Research on Computing in Education	International Society for Technology in Education	03/01/1990 to present	Academic Search Complete
Journal of Research on Technology in Education	International Society for Technology in Education	03/01/1990 to present	2001-2002,2004-Current
Journal of Science Education & Technology	Springer Science & Business Media B.V.	06/01/2003 to present	1992-Current
Journal of Technology Research	Academic & Business Research Institute	04/01/2009 to present	Academic Search Complete
Journal of Technology Studies	Epsilon Pi Tau		1993-Current
Journal of Technology, Learning, and Assessment	Technology and Assessment Study Collaborative		2004-Current
Learning, Media & Technology	Routledge	03/01/1990 to present	Academic Search Complete
Knowledge Quest	American Library Association		1997-Current

Journal Title	Publisher	Academic Search Complete	ERIC
Learning & Leading with Technology	International Society for Technology in Education		1995-Current
Learning, Media and Technology	Taylor & Francis, Ltd		2005-Current
Library Media Connection	Linworth Publishing, Inc.		2003-Current
Media & Methods	Media & Methods	09/01/1993 to 01/01/2006	Academic Search Complete
Multicultural Education & Technology Journal	Emerald Group Publishing Limited		2007-Current
MultiMedia & Internet@Schools	Information Today Inc.	05/01/1994 to present	Academic Search Complete
Multimedia Schools	Information Today Inc.	05/01/1994 to present	Academic Search Complete
Music Education Technology	Penton Media, Inc.	03/01/2004 to 11/01/2007	Academic Search Complete
New Directions for Teaching and Learning	Jossey-Bass.		1984-Current
Online Classroom	Magna Publications Inc.	01/01/2004 to present	Academic Search Complete
Online Journal of Distance Learning Administration	State University of West Georgia		1999-Current
Open Learning	Taylor & Francis, Ltd		1992-Current
Journal Title	Publisher	Academic Search Complete	ERIC

Quarterly Review of Distance Education	Information Age Publishing	03/01/2002 to present	2000-current
Reading Online	International Reading Association	02/01/2002 to 05/01/2005	Academic Search Complete
ReCALL	Cambridge University Press	01/01/2007 to present	2004-Current
Revista Electrónica de Investigación Educativa	Universidad Autonoma de Baja California (UABC)	07/01/2004 to present	Academic Search Complete
School Library Media Activities Monthly	ABC-Clio - Greenwood Publishing	01/01/1995 to present	Academic Search Complete
Simulation & Gaming	SAGE Publications		1990-Current
T H E Journal	T.H.E. Journal	08/01/1993 to present	1993-current
Tech Directions	Prakken Publications		1992-Current
Technology & Children	International Technology & Engineering Educators Association	12/01/2005 to present	Academic Search Complete
Technology & Learning	NewBay Media, LLC	09/01/1993 to present	1993-1996,1999-2008
Technology, Knowledge and Learning	Springer Science & Business Media B.V.		2011-current
Technology, Pedagogy and Education	Routledge		1992,1994,1999-2000,2004-Current

Journal Title	Publisher	Academic Search Complete	ERIC
TechTrends: Linking Research & Practice to Improve Learning	Springer Science & Business Media B.V.	01/01/2004 to present	1985-current

Appendix G: Summary of Services and Software

Services (People & Capabilities)/Video Overlay Network

- Help Desk
- Training

Distance Education (See (ITV Capable Classrooms/Rooms Map for Locations))

- ITV & VC
- Lecture Capture
 - Department Of Nursing – 4 ITV Rooms
 - Student Memorial Bldg – 2 ITV Capable Rooms
 - Brancheau P.E. Complex – 1 ITV Room
 - J. Cloye Miller Library – 3 ITV Room
 - Bessee-Forward Global Resource Ctr – ITV Capable Auditorium
 - Watts Hall – 1 ITV Room
 - Martinez – Fall Bldg – 1 ITV Room
 - Planning, Configuration, Equipment Selection
- Media Capable Classrooms
 - Harlan Hall – Rooms 111
 - 211
 - 219
 - 222
 - Juan Chacon – Room 270
 - Martinez Bldg – Rooms 150
 - 160
 - 260

Additionally, all ITV and Computer classrooms are media capable

Wireless Network

- Currently 41 WAPS installed. Typical range of 100 feet depending on terrain and walls.

Software (Applications)

- Banner/Banner Web/Oracle
- Blackboard Vista
- New Mexico's Standard Learning Management System. WNMU has a separate, Independent instance provided by Bp.
- Improved Reliability
- Student Lab Software
- Adobe CS
- Microsoft
- Virus Protection

Help Desk Services

- Help, password resets, printing
- Installations, updates and upgrades
- Troubleshooting
- Maintenance and Repair
- Planning, Configuration, Equipment Selection
- Remote Desktop Management (Updates)
- Application Support
- Training

Student Lab Software

- Windows 7
- OS X
- MicroSoft Office (Windows & Mac)
- Adobe Creative Suite 4 Master Collection (Mac)
- Inspiration (Windows)
- Kidspiration
- Inspire Data
- Quickbooks (Windows)
- Jgrasp (Windows)
- Pcounter (Windows)
- Scientific Notebook (Windows)
- Sophos Antivirus (Windows & Mac)
- Alice (Windows and Mac)
- Corel Painter XI (Mac)
- Graphic Converter US (Mac)
- OmnipagePro X (Mac)
- Remote Desktop (Mac)
- Geometers Sketchpad (Mac)
- Virtual Time Clock Pro (Mac)
- Final Cut Studio (Mac)
- Turbo Tax (Mac)
- Maple (Windows)
- Visual Studio (Windows)
- FileZilla (Windows)
- ArgoUml(Windows)
- Gantz Project (Windows)
- Compass (Windows)
- Skillsbank (Windows)

Appendix H: TITLE 6

PRIMARY AND SECONDARY EDUCATION

CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE

PART 9 COMPETENCIES FOR ENTRY-LEVEL INFORMATION TECHNOLOGY COORDINATORS

6.64.9.1 ISSUING AGENCY: Public Education Department

[09-15-99; 6.64.9.1 NMAC - Rn, 6 NMAC 4.7.1.8.1, 10-31-01; A, 06-30-06]

6.64.9.2 SCOPE: Chapter 64, Part 9, governs the competencies that will be used by New Mexico institutions of higher education to establish a curriculum for persons seeking an endorsement in information technology coordinator to a New Mexico educator license.

[09-15-99; 6.64.9.2 NMAC - Rn, 6 NMAC 4.7.1.8.2, 10-31-01]

6.64.9.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, 22-10-3, and 22-10-22, NMSA 1978.

[09-15-99; 6.64.9.3 NMAC - Rn, 6 NMAC 4.7.1.8.3, 10-31-01]

6.64.9.4 **DURATION:** Permanent

[09-15-99; 6.64.9.4 NMAC - Rn, 6 NMAC 4.7.1.8.4, 10-31-01]

6.64.9.5 **EFFECTIVE DATE:** September 15, 1999.

[09-15-99; 6.64.9.5 NMAC - Rn, 6 NMAC 4.7.1.8.5, 10-31-01]

6.64.9.6 OBJECTIVE: This rule is adopted by the public education department ("PED") for the purpose of establishing entry-level information technology competencies that are based on what beginning information technology coordinators must know and be able to do to provide effective information technology programs in New Mexico schools. The competencies were developed to ensure alignment with New Mexico's content standards and benchmarks for all content areas and with the national standards of educational technology as prepared by the international society for technology in education.

[09-15-99; 6.64.9.6 NMAC - Rn, 6 NMAC 4.7.1.8.6, 10-31-01; A, 06-30-06]

6.64.9.7 **DEFINITIONS:** [RESERVED]

6.64.9.8 CORE LICENSURE REQUIREMENTS: Persons seeking an endorsement in information technology to a New Mexico educator license must complete the following core requirements.

A. hold a minimum of a baccalaureate degree from a regionally accredited college or university;

B. have completed an approved educator preparation program that includes at least 14 weeks of supervised student teaching; and

C. pass any PED required licensure examination.

[09-15-99; 6.64.9.8 NMAC - Rn, 6 NMAC 4.7.1.8.8, 10-31-01; A, 06-30-06]

6.64.9.9 COMPETENCIES FOR ENTRY-LEVEL INFORMATION TECHNOLOGY COORDINATORS:

A. Foundations

(1) Basic computer and technology operations and concepts: Candidates will use computer systems to: run software, access, generate, and manipulate data; and publish results. They will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed. The educator will:

(a) operate a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages;

(b) use terminology related to technology appropriate to the teaching field in written and oral communication;

(c) describe and implement basic troubleshooting techniques for multimedia computer systems with related peripheral devices;

(d) use imaging devices;

(e) demonstrate knowledge of uses of computers and technology in business, industry, and society;

(f) operate a variety of audio-visual devices.

(2) Personal and professional use of technology: Candidates will apply tools for enhancing their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems. In addition, they will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer and technology resources. The educator will:

(a) use productivity tools for word processing, database management, and spreadsheet applications;

(b) apply productivity tools for creating a multimedia presentation;

(c) use computer -based technologies including telecommunications to access information and enhance personal and professional productivity;

(d) use computers to support problem solving, data collection, information management, communications, presentations, and decision making;

(e) demonstrate awareness of resources for adaptive assistive devices and software for students with special needs;

- (f) demonstrate awareness of resources for culturally and linguistically diverse students;
- (g) demonstrate knowledge of equity, ethics, legal, and human issues concerning use of computers and technology;
- (h) demonstrate awareness of computer and related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator;
- (i) demonstrate awareness of broadcast instruction, audio/video conferencing, and other distant learning applications.

(3) Application of technology to support teaching and learning: Candidates will apply computers and related technologies to support teaching and learning in their grade level and subject areas. They will integrate a variety of software, applications, and learning tools in the teaching and learning process. Lessons developed must reflect effective grouping and assessment strategies for diverse populations. The educator will:

- (a) explore, evaluate, and use technology resources including applications, tools, educational software, and assorted documentation;
- (b) describe best practice and appropriate assessment as related to the use of technology resources in the curriculum;
- (c) design, implement, and assess learning activities that integrate technology for a variety of grouping strategies for diverse populations;
- (d) design learning activities that foster equitable, ethical, and legal use of technology by students;
- (e) practice responsible, ethical, and legal use of technology, information, and software resources.

B. Research and theories: Candidates will identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of computers and technology in education.

- (1) Summarize knowledge of best practice and trends related to the use of technology to support teaching and learning.
- (2) Apply theories of learning, teaching, and instructional design and their relationship to the use of technology to support teaching and learning.
- (3) Identify human and equity issues concerning the use of computers and related technologies in education.

C. Facilities and resource management: Candidates will be able to demonstrate knowledge of issues related to facilities and resources planning and management. Candidates will be able to:

- (1) facilitate and use budget planning and management procedures related to educational computing and technology facilities and resources;
- (2) plan, develop, implement, and evaluate strategies and procedures for resource acquisition and management of technology-based systems including hardware and software;
- (3) identify, describe, and analyze procedures related to basic trouble shooting, preventive maintenance, and procurement of system wide maintenance services;
- (4) describe and maintain current information involving facilities planning issues related to computers and related technologies;
- (5) demonstrate knowledge of issues related to design and development policies and procedures concerning staffing, scheduling, and security for managing technology in a variety of instructional and administrative settings;
- (6) evaluate school and technology plans and recommend improvements of facilities;
- (7) collaborate and build alliances and partnerships involving educational technology initiatives;
- (8) use evaluation findings to recommend modifications in technology implementations.

D. Operating systems: Candidates will be able to plan, install, customize, and configure the operating systems of computers and computer networks in school settings. Candidates will be able to:

- (1) identify and describe operating systems associated with computing platforms;
- (2) use and manipulate software to effectively manage communication networks;
- (3) evaluate, troubleshoot, and maintain operating systems in a variety of learning environments and administrative offices.

E. Software/hardware design, selection, installation, and maintenance: Candidates will be able to identify and implement software/hardware solutions for a variety of learning environments and administrative environments. Candidates will be able to:

- (1) research and recommend purchasing strategies and procedures for administrative and instructional software and hardware;
- (2) research and recommend technology maintenance agreements;
- (3) provide technical evaluation criteria for software and hardware and identify reliable sources;
- (4) install, maintain, inventory, and manage software;
- (5) research and recommend ethical and legal procedures for maintaining software;
- (6) provide technical evaluation criteria for adaptive assistive hardware and software for special needs population;

(7) facilitate instructional design principles to develop, implement, and test interactive multimedia instructional products using authoring environments.

F. Information access and delivery: Candidates will be able to implement information access and delivery resources in a variety of learning environments. Candidates will be able to:

- (1) demonstrate knowledge of information access and telecommunications tools to support learning;
- (2) implement distance learning delivery systems;
- (3) assist in professional development;
- (4) install, configure, and maintain devices to store and retrieve information;
- (5) describe issues related to selecting, installing, and maintaining communication networks;
- (6) evaluate school and district technology plans and recommend improvements.

G. Professional development and technology leadership

- (1) Candidates will demonstrate knowledge of issues and models related to staff development.
 - (a) Plan and design staff development that integrates national, state, and local standards and benchmarks.
 - (b) Evaluate school and district technology plans and policies and recommend improvements to facilitate staff development.
 - (c) Describe and identify resources for staff development.
- (2) Candidates will be knowledgeable of supervisory concepts and demonstrate skills as they relate to the use of technology-based systems in pre K-12 education.
 - (a) Demonstrate knowledge of strategies for and issues related to managing the change process in schools using appropriate assessment principles and techniques.
 - (b) Identify funding sources available at local, state, and/or national level and collaborate on development of grant proposals.
 - (c) Use knowledge of technology to guide the decision making process that best benefits the constituents.

[09-15-99; 6.64.9.9 NMAC - Rn, 6 NMAC 4.7.1.8.9, 10-31-01; A, 06-30-06]

6.64.9.10 IMPLEMENTATION:

A. Institutions of higher education that prepare teachers shall deliver the competencies in a PED approved endorsement program within a range of twenty-four (24) to

thirty-six (36) semester hours of credit twelve (12) semester hours of which must be upper division credit. Or

B. Persons seeking an endorsement in information technology but who have not completed the requirements in Subsection A of 6.64.9.10 NMAC may receive an endorsement by meeting one of the following provisions:

(1) a degree in instructional technologies or a related field; or

(2) satisfactory demonstration of the competencies through an alternative performance assessment process established by the PED.

[09-15-99; 6.64.9.10 NMAC - Rn, 6 NMAC 4.7.1.8.10, 10-31-01; A, 06-30-06]

HISTORY OF 6.64.9 NMAC: [RESERVED]

Appendix I: AECT Standards for Initial and Advanced Programs in Educational Communications and Instructional Technology

Standard 1: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

1.1 Instructional Systems Design

Instructional Systems Design (ISD) is an organized procedure that includes the steps of analyzing, designing, developing, implementing, and evaluating instruction.

1.2 Message Design

Message design involves planning for the manipulation of the physical form of the message.

1.3 Instructional Strategies

Instructional strategies are specifications for selecting and sequencing events and activities within a lesson.

1.4 Learner Characteristics

Learner characteristics are those facets of the learner's experiential background that impact the effectiveness of a learning process.

Standard 2: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

2.1 Print Technologies

Print technologies are ways to produce or deliver materials, such as books and static visual materials, primarily through mechanical or photographic printing processes.

2.2 Audiovisual Technologies

Audiovisual technologies are ways to produce or deliver materials by using mechanical devices or electronic machines to present auditory and visual messages.

2.3 Computer-Based Technologies

Computer-based technologies are ways to produce or deliver materials using microprocessor-based resources.

2.4 Integrated Technologies

Integrated technologies are ways to produce and deliver materials which encompass several forms of media under the control of a computer.

Standard 3: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

3.1 Media Utilization

Media utilization is the systematic use of resources for learning.

3.2 Diffusion of Innovations

Diffusion of innovations is the process of communicating through planned strategies for the purpose of gaining adoption..

3.3 Implementation and Institutionalization

Implementation is using instructional materials or strategies in real (not simulated) settings. Institutionalization is the continuing, routine use of the instructional innovation in the structure and culture of an organization.

3.4 Policies and Regulations

Policies and regulations are the rules and actions of society (or its surrogates) that affect the diffusion and use of Instructional Technology.

Standard 4: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

4.1 Project Management

Project management involves planning, monitoring, and controlling instructional design and development projects.

4.2 Resource Management

Resource management involves planning, monitoring, and controlling resource support systems and services.

4.3 Delivery System Management

Delivery system management involves planning, monitoring and controlling ‘the method by which distribution of instructional materials is organized’ . . [It is] a combination of medium and method of usage that is employed to present instructional information to a learner..

4.4 Information Management

Information management involves planning, monitoring, and controlling the storage, transfer, or processing of information in order to provide resources for learning.

Standard 5: Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

5.1 Problem Analysis

Problem analysis involves determining the nature and parameters of the problem by using information-gathering and decision-making strategies.

5.2 Criterion-Referenced Measurement

Criterion-referenced measurement involves techniques for determining learner mastery of pre-specified content.

5.3 Formative and Summative Evaluation

Formative evaluation involves gathering information on adequacy and using this information as a basis for further development. Summative evaluation involves gathering information on adequacy and using this information to make decisions about utilization.

5.4 Long Range Planning

Long-range planning that focuses on the organization as a whole is strategic planning....Long-range is usually defined as a future period of about three to five years or longer. During strategic planning, managers are trying to decide in the present what must be done to ensure organizational success in the future.

Appendix J: Administrative Support



**GRADUATE COUNCIL, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AND BOARD OF
REGENTS APPROVAL SIGNATURES
for Proposed New Program**

Title of Program: Masters in Instructional Technologies and Design

Date Approved by Graduate Council: September 20, 2012

SIGNATURES

Approved:

Chair, Graduate Council

September 24, 2012

Date

Faye Vowell, Ph.D., Provost and Vice President for
Academic Affairs

September 24, 2012

Date

Jerry Walz, President, WNMU Board
of Regents

September 24, 2012

Date



GRADUATE COUNCIL APPROVAL SIGNATURES
for Proposed New Program

Title of Program: Instructional Technologies and Design
Date Approved: Sept. 20, 2012

SIGNATURES

Arts & Sciences, College of

Chicano/a & Hemispheric Studies

Expressive Arts

Humanities

Math & Computer Science

Natural Sciences

Social Sciences

[Handwritten signatures for Arts & Sciences]

Business, College of

Education, College of

Health & Human Services, College of

Allied Health

Behavioral Sciences

Social Work

[Handwritten signatures for Health & Human Services]
[See attached email]

Student Representative

Approved:

Marcia Bourdette
Marcia Bourdette, M.A., Associate Vice President
for Academic Affairs and Director of the Graduate
Division

Sept. 25, 2012
Date

Faye Vowell
Faye Vowell, Ph.D., Provost and Vice President for
Academic Affairs

Sept 25, 2012
Date

Marcia Bourdette

From: Jordon Johnson
Sent: Wednesday, September 26, 2012 3:12 PM
To: Marcia Bourdette
Subject: Approval

Hi Marcia,

I apologize for the delay in my approval of COE's program.

I do approve.

Regards,
Jordon



Department of Natural Science

P. O. Box 680 Silver City, New Mexico 88062

505-538-6227

www.wnmu.edu

Fax 505-538-6228

To Whom It May Concern:

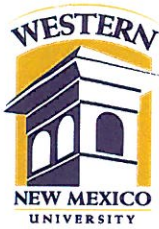
It is a pleasure to write a letter in support of the Instructional Technology and Design (ITD) program at Western New Mexico University. In my role as the Chair of the Graduate Council where the program itself and all supporting classes were submitted for Committee approval, I have administered the review of all course descriptions, course content and course syllabi.

The merits of the ITD program include the compatibility with the institutional mission, scholastic effectiveness, regional service and employment opportunities. The Graduate Council has considered the merits of the program and unanimously approved this program for approval.

Please let me know if there is any additional information that I can provide in support of this outstanding program.

Sincerely,


Zenaido Tres Camacho, PhD
Graduate Council, Chair
Associate Professor
Department of Natural Sciences
Western New Mexico University



**College of Education
1000 College Avenue
PO Box 680
Silver City, NM 88062**

January 31, 2013

To: Graduate Deans of New Mexico
New Mexico Higher Education Department

From: Dr. Linda K. Hoy 
Interim Dean, College of Education, WNMU

I am writing this memo to support the Master of Arts in Instructional Technology and Design degree and program developed by Western New Mexico University faculty. I have shared this proposal with the New Mexico Deans & Director's group and have received support from several of its members. The ITD degree and program also has the full support of the College of Education faculty and staff, the WNMU Vice President of Academic Affairs the WNMU President, as indicated by its successful completion at the institutional level.

The MAITD supports COE growth in the following ways:

- Aligns with university and College of Education (COE) mission and expands the mission of the COE mission into the realm of adult education and instructional technology.
- Enables the COE to serve a wider audience. In addition to K-12 teacher preparation, we can expand our program toward adult training, online learning, instructional technology, and design.
- The fully online program will be a great addition to WNMU's online program offerings and will focus on meeting the unique needs of rural professionals.
- National job prospects for Instructional Design professionals are good and continue to grow.

The MAITD also supports collaboration in the following ways;

- Courses in the program will support other WNMU departments directly by providing specific instruction in online teaching and online course development.
- Offers potential partnerships with other WNMU departments and programs and provide supportive coursework for individuals going into professions such as business, nursing education, corporate training, and program management.

College of Education

NORTHERN New Mexico College



Linda Hoy
Interim Dean
College of Education
Western New Mexico University
Silver City, New Mexico, 88062

Dear Dr. Hoy:

It is with pleasure that I add my support to your efforts to institute a new Master of Arts program in Instructional Technology and Design. There has never been a greater need for training in this growing field, especially in the rural areas we serve. My work has focused on using instructional technologies with adult learners, and I applaud your focus in this area. The promise of instructional technologies and distance learning is to make learning accessible to all, and it has proven to be a way to overcome issues of poverty and isolation so prevalent in rural New Mexico.

I wish you ever success in your efforts. Please let me know if the College of Education and Distance Education Departments at Northern New Mexico College can be of any assistance.

Sincerely,

John Hollenbeck, Ph.D.
Interim Dean
College of Education
Email: hollenbeck@nnmc.edu
Office: 505 747 2194

January 15, 2013

Shirley Weaver, Ph.D.
Assistant Professor and Director of Field Experiences
Western New Mexico University
College of Education
PO Box 680
Silver City, NM 88062

Dear Dr. Weaver:

I have reviewed the information you sent regarding WNMU's proposed master's degree program in Instructional Technologies and Design.

I see that the program is appropriately targeted to serve the needs of the counties/region generally served by your university. The program addresses four distinct areas of promising employment in the region/state. Those areas include K-12 instructional coordinators and coaches, corporate instructional designers/technologists, faculty developers and instructional designers in higher education, and those who support distance learning efforts and online instructors.

As I understand it the program will be offered online. The advantages of this are two-fold. First, students will grow to understand and value the role of the technologies they will later be supporting. And, second, the additional student access provided by offering the program's courses online will prove to be a valuable asset.

You have offered several good reasons to justify such a program. These include serving the needs of the communities your institution serves, helping to develop and support the use of technologies by adult populations, and providing opportunities for students who wish to further their education through doctoral studies.

I realize that there are other details to work out in terms of program resources and staffing. Knowing your excellent background in instructional technology, I assume that you are addressing these and other issues as you further develop your proposal.

I wish you the very best with this effort. I think this could be a valuable addition to higher education offerings in our state.

Sincerely,

William J. Bramble, Ph.D.

Professor Emeritus, University of New Mexico

Organizational Learning and Instructional Technology Program

Linda Hoy

From: Michael Morehead [mmorehea@ad.nmsu.edu]
Sent: Tuesday, December 11, 2012 5:04 PM
To: Linda Hoy
Cc: Linda Lacey
Subject: RE: Request for Support

Dr. Hoy

The College of Education at NMSU has no objections to this proposal.
I am copying our Graduate Dean Dr. Linda Lacey.

Michael A. Morehead
Dean
College of Education
New Mexico State University
575 646 5858

From: Linda Hoy [mailto:Linda.Hoy@wnmu.edu]
Sent: Tuesday, December 11, 2012 3:31 PM
To: Michael Morehead; Braun y Harycki, Dave; michelleosowski@gmail.com; ALLRED, CATRON; Ida Quinones; Alyssa Gallagher; Becky Kappus; Becky Rowley; Bethany Muller; Boris Costa-Guerra; Cheryl Reeves; David Harrell; Delila Cramer; Dianne Marquez; VOLKERS, ERICA; Frances Maestas; Ida Quinones; Jacki Mangieri; James O'Donnell; Jep Choate; Jerry Harmon; Jo Lynn Gallegos; John Hollenbeck; Kathie Good; Linda Fredericks; Mary Harris; Marylou Lovato; Matt Montano; Michael Morehead; Michelle Osowski; Michelle Stobnicke; Peggy Wilson; Rachel Gudgel; Richard Howell
Subject: Request for Support

Good Afternoon,

I would like to follow up on an earlier email concerning the new WNMU-COE MA in Instructional Technology & Design. We are preparing to take this proposal to the NM Dean's Council and need your support. Would you be willing to take a few minutes to write a letter or email of support before you leave for the holiday break? Below are a some points to consider. We appreciate your support.

Linda Hoy
Interim Dean, COE, WNMU

Western New Mexico University's College of Education is proposing a new Master of Arts program and we would like you to write a letter in support our new program. The letter would be included in our proposal to the Graduate Dean's Council and to the Higher Education Division of New Mexico. The proposed Instructional Technologies and Design (IT&D) program will offer unique educational opportunities for potential & existing students. The primary focus of the program is to provide students with the knowledge and skills to support the use of instructional and information technologies for adult learners in rural areas. Graduates of the fully online program will be prepared to design, deliver, and evaluate instruction using a variety of technologies. The proposed master's program will feature four areas of emphasis to prepare potential students for four distinct job markets that are currently in high demand:

Instructional Technology Coordinators and Instructional Coaches in PK-12 environments;
Instructional Designer/Technologists and Trainers in corporate and government environments;
Faculty Developers and Instructional Designers in higher education environments;
Distance Learning and Online Instructors.

Existing and potential students for the proposed program will be drawn from the regional markets that WNMU has always served; the western side of New Mexico, including McKinley, Luna, Catron, Grant,

Hildago, Sierra, Socorro, and Luna counties and also including counties in eastern Arizona. There is an existing cadre of entry-level professionals who live and work in these far-flung rural communities, who will benefit from our proposed program. They work in city government, small businesses, and local schools and they will benefit professionally from the knowledge and skills attained in this program. Their communities will also reap benefits from these individuals as they combine their newfound skills of using 21st century technologies to communicate and instruct with their existing understandings of the communities they serve. These learners are insiders and leaders in their communities and they hold views that are culturally relevant and responsive within the context of each community. In the past, distance and lack of opportunity have been barriers to their success and the inclusion of their rural communities in the global economy. We plan to use distance technologies to attract our largely rural population toward the opportunities offered by attaining a professional degree in the field of instructional design and technologies.

The College of Education at WNMU has been preparing educators for New Mexico's classrooms since 1893. The proposed program aligns with our current mission and expands into the realm of adult education.

Poverty is inherent in our existing populations. The median income in Grant County is \$24,000. Cost of attending other institutions to attain the knowledge and skills offered by the proposed program is prohibitive for many of our students. The per credit hour cost is three times less at WNMU than at other state institutions.

Online access makes this graduate degree attainable to the populations, traditionally served by WNMU. Online access will enable rural professionals to extend their education without leaving their traditional environment or traveling long distances.

The faculty needed to staff the IT&D program are already here and they have designed the curriculum and attained institutional support.

The WNMU faculty members who designed the IT&D program are uniquely qualified to teach the courses and meet the needs of the populations that will be served. The faculty members all hold terminal degrees in the field of instructional technologies and design and have worked with individuals from rural and diverse populations for a number of years.

WNMU faculty are committed to maintain ongoing dialogue and discussions with peers in instructional technology and design across the state. It is possible that some of our students could move to UNM or NMSU for their doctoral studies.



Silver Consolidated Schools
Office of Transportation & Human Resources
2810 North Swan Street
Silver City, New Mexico 88061
Phone: 575-956-2009 • Fax: 575-956-2039

January 21, 2013

To Whom It May Concern,

I know that educational institutions creating multiple educational opportunities that address and prepare students for current demands are vital. These offerings attract students, expand enrollments, and insure stability educationally and economically to the communities they serve. Having the vision to develop programs that anticipate upcoming trends and demands in the workplace insure the university is on the cutting edge. The benefits to those students who proceed through the program remains to be seen, but I feel those benefits will be limitless.

For these reasons, I am happy to lend my support to Dr. Weaver and her colleagues in this endeavor and sincerely hope they get the opportunity to establish the IT&D program. This program will be a tremendous addition to the WNMU curriculum and provide a far-reaching positive impact to our communities in New Mexico.

Sincerely,

Gus Benakis, Associate Superintendent, Silver Consolidated Schools