

PROGRAM AGREEMENT

Dual Degree Program

between

NATIONAL UNIVERSITY OF TAINAN

Tainan City, Taiwan

Republic of China

and

BOISE STATE UNIVERSITY

Boise, Idaho

United States of America

The above named institutions recognize that a Program Agreement providing for a dual degree program would be of mutual benefit for the Department of Education, Technology Development and Communication at the National University of Tainan (NUTN) and Educational Technology at Boise State University (BSU). The home institution is defined as the university in which students begin their graduate study. The host institution is the university that students visit for the second degree.

Program Summary

1.01 The institutions agree to cooperate in offering a dual degree program in Educational Technology/Master of Science (BSU) and Technology Development and Communication/Master of Education (NUTN) as described in Appendix A attached to this Program Agreement.

1.02 Each institution identifies faculty members who participate in this program through teaching, advising, and/or research.

Students

2.01 Each graduate student in this program is subject to the admission requirements and tuition and fees of the home and host institutions. The home institution may recommend students for admission to the host institutions, but the host institution makes the final admission decision to its program. A student cannot participate in the

dual degree program unless he or she is admitted to both degree programs.

2.02 Language competency must be at a level that allows participating students to attend classes at the host institution. The authority to determine this level of language competency lies with the host institution.

2.03 Students are responsible for their own transportation to and from the host institution, as well as for their tuition and fees, room, board, and any other necessary expenses or fees incurred while attending the host institution.

2.04 Students will purchase the health insurance plan provided by the host institution.

2.05 Both institutions will attempt to provide support in the form of scholarships, assistantships, and/or assistance with the costs of room and board, but the institutions are not bound to provide such support for any student.

2.06 Both institutions will make the estimated cost of attendance available to student participants, including estimates for tuition, required fees, books, room and board, transportation, health insurance, and other personal expenses.

2.07 Participating students are subject to all applicable rules and regulations of the host institution, including the host institution's disciplinary policy.

2.08 A student who is dismissed from either the home or host institution because of a violation of that institution's academic performance requirements and/or the student code of conduct is dismissed from the dual degree program. The other institution may or may not allow the student to remain in its master's degree program, at its discretion.

Term

3.01 This Program Agreement is in effect for five years from the date the last required signature is obtained, at which point it will cease to exist unless it is renewed. Renewal will be initiated jointly by the department chairs at the two institutions, who will revise and update the current agreement and obtain a set of approval signatures from representatives of both institutions in positions of authority comparable to those obtained for the current agreement.

3.02 This Program Agreement may be terminated by either institution by providing 180 days written notice to the coordinators listed below.

3.03 Should this Program Agreement be terminated, students in the program at the time of termination may continue to pursue only the master's degree offered by their home institution. Graduate credits already earned (or in progress) in the dual degree program may be applied to the home institution's master's degree, at the home institution's discretion.

Designation of Coordinators

4.01 Each party designates the following individuals to serve as coordinators under this Program Agreement. The individuals designated as coordinators may be revised by either party by providing written notice to the current coordinators.

[Boise State University]

Department Website	http://edtech.boisestate.edu
Name	Jui-Long Hung, Ed.D., Assistant Professor
Office Location	E327
Mailing Address	Department of Educational Technology, Boise State University 1910 University Drive, Boise, Idaho 83725-1747
E-mail	andyhung@boisestate.edu
Phone Number	002-1-208-426-5542
Fax Number	002-1-208-426-1451

[National University of Tainan]

Department Website	http://www.edu.nutn.edu.tw/
Name	Kuan-Chung Chen, Ph.D., Assistant Professor
Office Location	Department of Education, National University of Tainan
Mailing Address	Department of Education, National University of Tainan No. 33, 2nd Section, Shu-Lin St. Taiwan, R.O.C.
E-mail	kcchen@mail.nutn.edu.tw
Phone Number	886-6-213-3111 ext. 971
Fax Number	886-6-301-7011

General

5.01 Expenses incurred by each institution under this Program Agreement will be the sole responsibility of the departments of the institutions and all activities will be dependent upon the availability of sufficient funding.

5.02 Each institution agrees to comply with the host country's immigration guidelines in support of exchanges of international students and/or faculty.

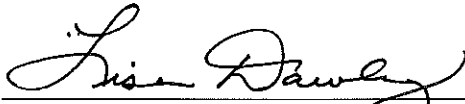
5.03 The host institution will notify the home institution if a student receives any scholarships, grants, loans, or other financial aid from the host. The host institution will alert the home institution if a student drops below full-time credit or if a student withdraws from semester classes prior to the end of the semester. The host institution will comply as quickly as possible with all requests from the home institution for additional enrollment information.

5.04 All activities conducted under this Program Agreement will be in accordance with all applicable rules and regulations of the home and host institutions, and all applicable federal, state and local laws, rules, and regulations.

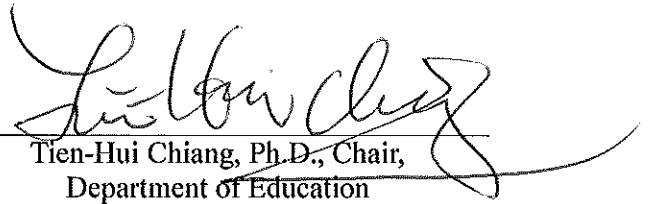
The parties have executed this Program Agreement on the date and year specified below.

Boise State University

National University of Tainan



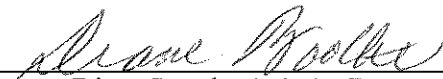
Lisa Dawley, Ph.D., Chair,
Department of Educational
Technology



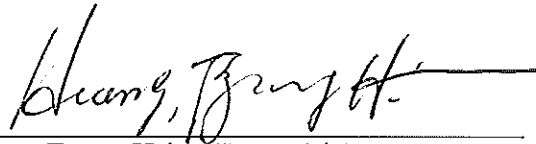
Tien-Hui Chiang, Ph.D., Chair,
Department of Education

Date: 11/11/10

Date: 1/27/11



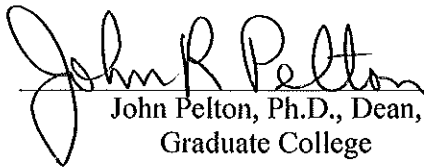
Diane Boothe, D.P.A., Dean,
College of Education



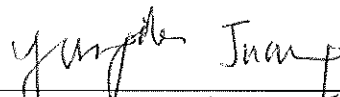
Tzung-Hsien Huang, Ph.D., Dean,
College of Education

Date: 11/10/10

Date: 01/31/11




John Pelton, Ph.D., Dean,
Graduate College



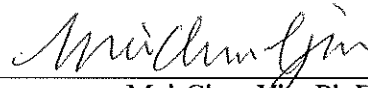
Yung-Der Juang, Ph.D., Dean,
Office of Academic Affairs

Date: 12/8/10

Date: 2/15/11



Martin Schimpf, Ph.D.,
Provost and Vice President for
Academic Affairs



Mei-Chun Yin, Ph.D.,
Vice President

Date: 12-10-10

Date: 2/15/11

Appendix A: Program Details

PROGRAM GOAL

Boise State University and National University of Tainan signed a general collaboration agreement on May 22, 2009. The current program agreement (this document) provides an opportunity under the general collaboration agreement for selected graduate students to earn dual master's degrees in Educational Technology at BSU and in Technology Development and Communication at NUTN. The program offers graduate students a *unique opportunity to obtain education degrees in two different countries.*

PROGRAM REQUIREMENTS

The requirements for both degrees are similar (33 credits for the BSU degree, 32 credits for the NUTN degree) with 15 credits in common. Students can apply those credits to both sets of degree requirements. Students need to complete courses proprietary to each institution, with a total of 50 credits required to earn degrees from both institutions. Common courses are listed in Appendix B and also in Appendix C.

Participating students are subject to the admission requirements of the home and host institutions, including language requirements. Specific requirements are posted on the dual-degree website. Boise State University will accept the NUTN entrance exam in place of the Graduate Record Examination.

Taiwanese students must satisfy the Ministry of Education's residency requirements. Both institutions may provide language support at additional cost to students. In addition, the Department of Educational Technology plans to provide regular activities, field trips, etc., to provide an American experience.

THESIS

Each student's thesis committee is chaired by a home-institution faculty member and co-chaired by a host-institution faculty member. The committee contains at least one additional committee member from the home institution. Additional members may be added with the approval of the office of the Graduate Dean (Boise State University) and

the Chair of Department of Education (National University of Tainan). Regardless of the host institution, the thesis is defended according to Boise State University's guidelines, including 1) the completion of all post-defense signature pages, 2) thesis processing, and 3) final approval by the Graduate Dean. At that point the thesis is processed by the National University of Tainan according to their procedures.

ACADEMIC STANDING

Students may take classes from both institutions simultaneously and must meet all academic performance requirements of the institution(s) in which they are taking classes. Students may finish and defend their thesis while at the host institution; however, NUTN students should register at their home institution during the last semester of their course of study. Each student's thesis committee is chaired by a home-institution faculty member and co-chaired by a host-institution faculty member. Each student's time limit for completing the program is subject to the regulations of the home institution. The committee chair and the student should discuss and determine the location for the final defense.

The following applies to all students in the dual degree program, regardless of home institution:

Semester Grade Point Average (GPA) – a 3.0 GPA or better (on a scale from 0.0 – 4.0) is required each semester or summer session in which a student is enrolled in the program. If a student fails to meet this requirement, then he/she is placed on academic notice (for a first occurrence) or dismissed from the program (for a second occurrence) as described in the Boise State University graduate catalog.

Program Grade Point Average – A student who is admitted to the dual degree program is required to list a set of specific courses to be applied to meet the program's credit requirements of each degree. That set of courses must be completed with an overall GPA of 3.0 or better.

Individual Course Requirements – Only courses in which a grade of 2.3 (equivalent to a C-) or better is achieved can be applied toward the program's credit requirements.

ADMINISTRATIVE ARRANGEMENTS

The application materials and processes are the same as presently constituted at both institutions, except that the host institution accepts the entrance examination used by the home institution. Students submit a letter of recommendation to the program coordinator at the host institution written by the student's advisor at the home institution.

Each institution assigns a faculty member or administrator to serve as the dual-degree program coordinator. This individual's duties include, but are not limited to, answering students' questions, advising students on programmatic issues, and maintaining formal communication with the other institution, including ensuring that transcribed grades are passed on to the other institution at the end of each semester and confirming that students are enrolled in appropriate courses.

All instructors in the dual-degree program shall have graduate faculty status at Boise State University.

Any modifications to this agreement must be approved by the Dean of the Graduate College (and, if appropriate, by the Graduate Council) at Boise State University and by the Dean of the Office of Academic Affairs at National University of Tainan.

Records maintenance for program participants is the same as for domestic students, except the host university sends an official transcript to the home institution when students finish their degree.

The dual degree website lists all general administrative support details, including admission services, registration, student financial aid, academic advising, laboratory and equipment support, library and media resources, pre-departure/orientation programming.

Dual degree courses are taught in English and in delivery formats common to each institution. Technology requirements for online learning are provided on the dual degree website.

RESPONSIBILITY SHARING

Students pay all university fees, so there is no financial burden for either institution.

PROGRAM ASSESSMENT

Longitudinal and cost-benefit data will be collected and analyzed by the departments in an annual report and cumulatively at the end of years three and five. The program report will be submitted by the department chairs to the other signatories of this agreement. The program will end after five years unless it is renewed.

Appendix B: The Course Equivalency Table of The Dual Master's Degree Program

<p>MS in Technology Development and Communication (National University of Tainan)</p>	<p>MS in Educational Technology (Boise State University)</p>
<p>Introduction to the Development of Technology and Communication (3 Credits)</p> <p>Course Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Understand the development and application of emerging technologies • Communicate through e-learning platforms for educational purposes • Evaluate the usefulness of educational technology • Investigate the trends and difficulties of existing technology <p>Assessment: Operation and presentation (60%) Oral and written report (30%) Participation (10%)</p>	<p>EDTECH 501 Introduction to Educational Technology (3 Credits)</p> <p>Course Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Reflect upon your first interaction with an educational technology; • Discuss the elements of the current definition of educational technology through a shared document; • Demonstrate and apply your understanding of APA conventions through using Zotero, citation practice, discussion forum posts, and other online tutorials; • Discuss the implications of Digital Inequality as it applies to education; • Research technology trends, investigate, and share a new technology you might use in your classroom/business; • Identify and discuss three professional development models and your experiences with professional development; • Evaluate your school's current technology environment through a Technology Maturity Model evaluation tool; • Develop a complete Technology Proposal for your classroom,

	<p>department, school, or organization;</p> <ul style="list-style-type: none"> • Identify ways RSS can be used as a media resource for learning; • Develop a personal Zotero library, contribute to a shared class Zotero library, and produce an annotated bibliography of resources; • Argue for the effective use of technology in education through a final paper, synthesizing research compiled throughout the semester; • Critique a self-selected book from the SCoPE website; • Review a live or archived presentation of a SCoPE seminar; and • Develop a WordPress blog to begin your learning log for the M.E.T. Portfolio. <p>Assessment:</p> <p>Learning forums (15%) APA learning forums (10%) Elements of EDTECH (10%) Annotated bibliography (10%) School environment evaluation (10%) Technology proposal assignment (15%) Final synthesis paper (20%) Electronic learning log (10%)</p>
<p>Instructional Design (3 credits)</p> <p>Learning Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Students will understand the definition of instructional design and related theory. • Students will understand 	<p>EDTECH 503 Instructional Design (3 credits)</p> <p>Learning Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its

<p>instructional design processes and principles, and be able to apply their knowledge to design instruction activity or a course.</p> <ul style="list-style-type: none"> • Students will understand trends in instructional design and be able to apply their knowledge to design courses. <p>Assessment: Participation: 10 %. Discussion: 15 %. Instructional Design Project: 30%. Reflection paper: 45 %.</p>	<p>use.</p> <ul style="list-style-type: none"> • Describe at least two reasons why instructional design models are useful • Identify at least six instructional design models and classify them according to their use. • Compare and contrast the major elements of three theories of learning as they relate to instructional design. • Define “instructional design.” • Define the word “systematic” as it relates to instructional design • Define “learning” and synthesize its definition with the practice of instructional design • Relate the design of instruction to the term “educational (or “instructional”) technology” • Describe the major components of the instructional design process and the functions of models in the design process • Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor) • Build an instructional design product that integrates major aspects of the systematic process and make it available on the web. • Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. • Apply state and national content standards to the development of instructional products.
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	<ul style="list-style-type: none"> • Meet selected professional standards developed by the Association for Educational Communications and Technology • Use various technological tools for instructional and professional communication <p>Assessment:</p> <p>Instructional design projects: 50%</p> <p>Discussion board posts & replies: 25%</p> <p>Other assignments/tasks: 25%</p>
<p>The Introduction of E-learning (3 Credits)</p> <p>Learning Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Understand the definition and theories of E-learning. • Understand the design elements of E-learning. • Evaluate the E-learning courses. • Understand some important issues related to E-learning. <p>Assessment:</p> <p>Midterm paper (30%)</p> <p>Final exam and paper (30%)</p> <p>Oral and written report (30%)</p> <p>Participation (10%)</p>	<p>EDTECH 504 Theoretical Foundations of Educational Technology (3 Credits)</p> <p>Learning Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Compare and contrast notions of past, present and future theories of educational technology. • Distinguish between the theoretical positions that underlie current approaches to educational technology. • Define and identify epistemological principles. • Identify major theoretical schools of thought. • Differentiate between epistemological beliefs and theoretical schools of thought. • Describe and account for the origins of major theories and their influence on educational technology. • Show how perceptions and approaches to educational

	<p>technology have been influenced by prevailing educational theories.</p> <ul style="list-style-type: none"> • Explain how systematic approaches to educational technology differ from traditional classroom-based approaches to teaching. • Contextualize emerging theories of learning within the framework of advancing technological innovations. • Apply educational technology theories to practical development contexts. <p>Assessment: In-class projects/preparation/participation (40%) Reflection (20%) Major paper or web pages (40%)</p>
<p>Application Evaluation for Media and Technology (3 credits)</p> <p>Learning Objectives: Student will be able to:</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Describe key theoretical foundations of web-based evaluation. • Describe the process of web-based evaluation design and development. • Evaluate web-based evaluation instruments. • Investigate the effectiveness of evaluations using statistical software. <p>Assessment: Midterm exam (30%) Final exam and paper (30%)</p>	<p>EDTECH 505 Evaluation for Educational Technologists (3 credits)</p> <p>Learning Objectives: Student will be able to:</p> <ul style="list-style-type: none"> • Describe the process of planning evaluation research, design data collection instruments, and analyze data. • Management, models, data sources, analysis, and reporting results. • Evaluate educational materials. • Investigates the effectiveness or impact of interventions and social programs. <p>Assessment:</p>

<p>Oral and written report (30%) Participation (10%)</p>	<p>Mid-term exam (10%) Evaluation proposal (20%) Final project (35%) Discussion (30%) Evaluation scenario (5%)</p>
<p>Interactive Homepage and Programming (3 Credits)</p> <p>Learning Objectives: Student will be able to</p> <ul style="list-style-type: none"> • Understand the theories in the making of digital content. • Produce media materials according to instructional design. • Create basic Flash projects that incorporate animation, interaction, and multimedia elements. • Evaluate the appropriateness of the media product. <p>Assessment: Project design proposal (30%) Group projects (60%) Participation (10%)</p>	<p>EDTECH 511 Interactive Courseware Development (3 Credits)</p> <p>Learning objectives: Student will be able to:</p> <ul style="list-style-type: none"> • Explore, categorize, and evaluate existing Flash projects. • Create basic Flash projects that incorporate animation, interaction, and multimedia elements. • Participate in class discussion and online communication for the purpose of sharing resources, ideas, and drawing conclusions on projects and issues. • Design and develop an interactive instructional program using Flash. <p>Assessment: Assignments (40%) Project design proposal (15%) Final project & user manual (35%) Participation 10%</p>

Appendix C: Degree Requirements for Dual Degree Students

Master of Science in Educational Technology (BSU)	
Course Number and Title	Credits
Requirements: * EDTECH 501 Introduction to Educational Technology..... 3 EDTECH 502 The Internet for Educators 3 * EDTECH 503 Instructional Design3 * EDTECH 504 Theoretical Foundations of Educational Technology3 * EDTECH 505 Evaluation for Educational Technologists 3 EDTECH 506 Instructional Message Design ... 3 EDTECH 561 Research in Educational Technology..... 3	21
Students should take at least 6 credits of elective course work. * EDTECH 511 Interactive Courseware Development..... 3 EDTECH 512 Online Course Design..... 3 EDTECH 513 Multimedia 3 EDTECH 521 Online Teaching in the K-12 Environment..... 3 EDTECH 522 Online Teaching for Adult Learners3 EDTECH 523 Advanced Online Teaching Methods 3 EDTECH 531 Teaching and Learning in Virtual Worlds..... 3 EDTECH 532 Educational Games and Simulations 3 EDTECH 541 Integrating Technology..... 3 EDTECH 542 Technology-Supported Project-Based Learning..... 3 EDTECH 551 Technical and Grant Writing 3 EDTECH 552 Introduction to Network	6

Administration	3	
Culminating Activities		
EDTECH 593 Thesis	6	6
TOTAL		33

Master of Education in Technology Development and Communication (NUTN)	
Course Number and Title	Credits
Requirements:	9
* Introduction to the Development of Technology and Communication	3
Seminar on Library & Information Science.....	3
* Instructional Design.....	3
Students should take at least 23 credits of elective course work.	23
Education Research on Media Literacy	3
Seminar on Educational Technology and Communications	3
Learning Psychology.....	3
Seminar on Information Communication Systems	3
Seminar on Information Ethics	3
Study of Multimedia.....	3
Seminar	4
Research Methods in Academic Essays	3
Advanced Educational Statistics	3
Qualitative Research Methods	3
Action Research.....	3

Experimental Design.....	3	
Study of Animation Design	3	
Design and Development for Digital Content and Instructional Materials	3	
Seminar on Information Literacy	3	
Web-based Instruction and Learning.....	3	
*Application Evaluation for Media and Technology	3	
Study of Computer Assisted Instruction.....	3	
*The Introduction of E-Learning	3	
* Interactive Homepage and Programming.....	3	
Research on Information Seeking Behavior	3	
Seminar on distance education	3	
Others		
Culminating Activities		
Thesis	0	0
TOTAL		32

* Courses in the Course Equivalency Table, Appendix B.