



UNIVERSITY OF
GEORGIA

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University Council

April 20, 2018

UNIVERSITY CURRICULUM COMMITTEE – 2017-2018

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Dear Colleagues:

The attached proposal from the College of Education for a new Undergraduate Certificate in Learning, Design, and Technology will be an agenda item for the April 27, 2018, Full University Curriculum Committee meeting.

Sincerely,

Alison F. Alexander, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

PROPOSAL FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. **Institution:** The University of Georgia **Date:** March 2, 2018
2. **School/College:** College of Education
3. **Department/Division:** Career and Information Studies
4. **Certificate Title:** Undergraduate Certificate in Learning, Design, and Technology
5. **Level (undergraduate or graduate):** Undergraduate
6. **Proposed starting date for program:** Fall Semester 2018

7. Abstract

The proposed certificate in Learning, Design, and Technology seeks to expand the undergraduate educational experience to promote a more thoughtful and systematic view of the role of educational technology in P-12, higher education, and corporate learning environments. This curriculum includes the analysis, design, development, implementation, and evaluation of technology-based products. Moreover, it will provide avenues for the investigation of the pedagogical implications of technological artifacts and their part in multiple forms of learning environments. The sequence of courses proposed in this certificate provides a comprehensive analysis of educational technologies, while providing undergraduates opportunities to work in collaborative environments, including schools and other organizations to implement educational products.

The proposed certificate is designed to support multiple strategic initiatives from the University of Georgia's strategic plan: for example, hallmarks of the proposed certificate include an emphasis on academic service learning and increased student access through online course offerings. Courses offered in the proposed certificate take students from a general introduction to educational technology tools, to the development of mobile applications for learning, to academic service learning opportunities to support elementary students in STEM-based learning activities. A majority of the courses in the proposed certificate were developed over the last five years based on student demand and interest, filling an instructional gap for preservice teachers and students across a number of majors.

It is expected that a student who successfully completes the proposed certificate program will be more responsible, thoughtful, and effective in the use of educational technologies in P-12, higher education, and corporate learning environments, making them not only more knowledgeable in the expanding field of technology integration, but also increasing their marketability following graduation.

II. Response to the Criteria for All Programs

1. Purpose and Educational Objectives

To provide a certificate in learning, design, and technology for undergraduate students that encourages:

1. practical and developmental knowledge of learning, design, and educational technology in P-12, higher education, and corporate settings;
2. service to the community by working with practitioners to solve authentic problems

These educational objectives support the strategic plans of the College of Education and the University of Georgia, with particular emphasis on Strategic Direction I and IV from the University's Strategic Plan through the emphasis on academic service learning and increased access through the availability of online courses.

The program and its courses will be housed in the Learning, Design, and Technology program within the Department of Career and Information Studies. As a field, Learning, Design, and Technology appeals to pre-service teachers and a wide variety of majors; it is recognized as an interdisciplinary field. In addition, the certificate requires students to take one elective course from a program outside of Learning, Design, and Technology to support an interdisciplinary experience.

2. Demonstrated and well-documented need for the program.

This certificate provides students interested in working in instructional roles in P-12 and corporate environments to design learning environments that utilize educational technology to support learning. There is a high demand in P-12 classrooms for educators with specific skills in educational technology and learning design. An understanding of universal design for learning and the ability to address the needs of all learners is necessary in P-12 and corporate environments. This certificate has a specific emphasis on assistive and learning technologies and how they support universal design for learning.

Timeline:

1. Semester/Year of Program Initiation: Fall 2018
2. Semester/Year Full Implementation of Program: Fall 2018
3. Semester/Year First Certificates will be awarded: Fall 2018
4. Annual Number of Graduates expected (once the program is established): 20
5. Projected Future Trends for number of students enrolled in the program
 - 2018-2019 academic year: 20
 - 2019-2020 academic year: 25
 - 2020-2021 academic year: 30
 - 2021-2022 academic year: 35
 - 2022-2023 academic year: 40

3. Evidence of Student Demand

A. Documentation of student interest in the program

This certificate is an update to the Educational Psychology and Instructional Technology (EPIT) certificate that was terminated during spring 2017 because of a change in course offerings and the development of new courses better suited to a certificate in Learning, Design, and Technology. Students have continued to request access to the certificate, even after it was terminated. EPIT certificate enrollments were small (3-5 students per semester) because the certificate was no longer advertised. Enrollment will increase quickly once a new LDT certificate is advertised as many students take multiple EDIT undergraduate courses included in the required course list, even without the certificate. Current enrollment in all EDIT undergraduate courses is robust, but a certificate in Learning, Design, and Technology would most certainly increase enrollment.

To gauge interest in the certificate, a brief survey was developed and distributed to undergraduate students currently enrolled in at least one EDIT undergraduate course in January 2018. These students came from a variety of majors (e.g., Early Childhood Education, Advertising, Communication Sciences and Disorders, Psychology, International Affairs, Accounting, Entertainment and Media Studies, Agribusiness). Results from the survey indicated a strong interest in an undergraduate certificate in Learning, Design, and Technology. The total number of

undergraduates completing the certificate interest survey was 134. Some questions' responses do not total 134 as not all questions were required to complete the survey.

A breakdown of the results follows:

1. What is your interest in earning a certificate in Learning, Design, and Technology?

	Number of Responses	Percentage (rounded)
No interest	37	28%
Some interest	56	42%
Moderate interest	34	25%
High interest	7	5%

Summary: 41 (30%) respondents expressed moderate to high interest in an undergraduate certificate in Learning, Design, and Technology.

2. If a certificate in Learning, Design, and Technology were offered next year, would you apply?

	Number of Responses	Percentage (rounded)
Yes	23	17%
Maybe	65	49%
No	46	34%

Summary: 23 (17%) respondents indicated they would apply to the undergraduate certificate in Learning, Design, and Technology

3. Respondent Demographics

	Descriptor	Count
Current Status	1st year	34
	2nd year	33
	3rd year	28
	4th year	38
Majors	36 different undergraduate majors were represented in the survey. The majority of responses were from Communication Sciences and Disorders, Early Childhood Education, Finance, and Public Relations majors.	

B. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

It is expected that minority student enrollments will be greater than or equivalent to the proportion of minority students in the total student body, based on historical enrollment data in current EDIT undergraduate courses.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

A. Detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

Students in the Learning, Design, and Technology certificate program must complete four 3-credit-hour EDIT courses from the list below and one 3-credit-hour course from a program outside of LDT that emphasizes learning, design, or technology (as determined by the certificate director). Because of the high number of possible alternatives for the elective, a comprehensive roster is not included in this proposal. Faculty within the LDT program will use their professional expertise to ensure that elective courses are consistent with the goals of the proposed certificate.

Courses offered year-round:

EDIT 2000 or EDIT 2000E, Introduction to Computers for Teachers

EDIT 4000, Special Problems in Instructional Technology

EDIT 4020 or EDIT 4020E, Technology for Innovation in the Workplace

EDIT 4100S, Mentoring K12 Students Through Technology

EDIT 5100S or EDIT 5100E: Assistive and Learning Technologies

Courses offered with less regularity (no less than once per academic year)

EDIT 4150 or EDIT 4150E, Introduction to Digital Learning

EDIT 4170 or EDIT 4170E, Instructional Design

EDIT 4500 or EDIT 4500E, Educational Television Production

EDIT 4700E, Online Teaching and Learning in K12

B. Aspects of the proposed curriculum that already exist and which constitute new courses.

All aspects of the proposed curriculum currently exist.

C. Model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged.

The content of the EDIT courses are design to align with the International Society of Technology in Education Standards for Students (<https://tinyurl.com/iste-uga2018>) and for Teachers (<https://tinyurl.com/isteteach-uga2018>). By aligning with these standards, we can assure that students who successfully complete the certificate program are well-prepared to use educational technology to support teaching and learning in P-12, higher education, and corporate settings.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

No accreditation will be available through this certificate.

5. Faculty resources must be adequate to support an effective program.

Four full-time faculty members will provide direct instructional support to the program. Annually, the department supports seven graduate teaching assistants who will also provide instructional support. Faculty resources already exist in the Learning, Design, and Technology program and no additions to the faculty will be needed to fully implement the program.

A. Faculty members directly involved in this program

Robert M. Branch, Professor

<https://coe.uga.edu/directory/profiles/rbranch>

EdD in Instructional Technology, Virginia Polytechnic Institute and State University

Areas of Expertise: Instructional Design, Visual Literacy, Project Management, Strategic Planning

Projected responsibility and adjustment in assignment: Teach sections of EDIT 4170

There is no required adjustment in assignment.

Ikseon Choi, Professor

<https://coe.uga.edu/directory/profiles/ichoi>

PhD in Instructional Systems, The Pennsylvania State University

Areas of Expertise: Real-World Problem Solving, Case-Based e-Learning, Cognitive Task Analysis, Program Evaluation

Projected responsibility and adjustment in assignment: Teach sections of EDIT 4500

There is no required adjustment in assignment.

Theodore Kopcha, Associate Professor

<https://coe.uga.edu/directory/profiles/tjkopcha>

PhD in Educational Technology, Arizona State University

Areas of Expertise: P-12 Technology Integration, Design-based Research, Cognitive Apprenticeship in Teacher Education

Projected responsibility and adjustment in assignment: Teach sections of EDIT 4020 and EDIT 4150

There is no required adjustment in assignment.

Gretchen Thomas, Lecturer

<https://coe.uga.edu/directory/profiles/gbthomas>

EdS in Instructional Technology, UGA

Areas of Expertise: P-12 technology integration, Higher education pedagogy, Mobile learning

Projected responsibility and adjustment in assignment: Teach sections of EDIT 2000, 4000, 4100S, 5100e, Certificate program administration

There is no required adjustment in assignment as these are courses taught by Thomas and she was the administrator of the previous EPIT undergraduate certificate.

B. Where it is deemed necessary to add faculty in order to fully develop the program, give the desired qualifications of the persons to be added.

No additional faculty will be required for this program.

6. Library, computer, and other instructional resources needed

A. Describe the available library resources

Existing library resources are adequate to support an effective program.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, etc.

Existing computer and instructional equipment adequately support this program.

7. Physical facilities necessary to fully implement the program.

Existing facilities in Aderhold Hall and River's Crossing adequately support an effective program. There are no additional plans for allocating, remodeling, or acquiring additional space.

8. Expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement program

There is no additional cost to the institution.

A. Student support

There are a number of scholarships available for students to support experiential learning. In addition, EDIT course instructors frequently apply for funding from the Office of Service Learning to defray students' expenses for background checks and transportation to academic service learning sites.

9. Commitments of financial support needed

No new or dedicated sources of additional funds are required to support the program.

A. Long-range plans for additional or expanded facilities necessary to support an effective program.

No new or dedicated facilities are anticipated in the future to support this program. Existing facilities are adequate.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Admission Requirements:

All undergraduate students enrolled at the University of Georgia are eligible for application to the Learning, Design, and Technology certificate program. We are also willing to accept post-baccalaureate students in this certificate program. Applicants will be required to have a 2.0 overall GPA and to write a brief narrative of interest as application to the certificate program.

Gretchen Thomas will be responsible for the general management of the certificate program, including recruitment, scheduling, advising, and coordinating experiential learning activities. Ms. Thomas will work closely with students enrolled in the certificate program to ensure that they complete all certificate requirements and will work with students who complete the certificate to include the certificate on their formal student record.

Approvals on File

Proposal: Undergraduate Certificate in Learning, Design, and Technology

College: College of Education

Proposed Effective Term: Fall 2018

Department:

- Career and Information Studies Department Head, Dr. Robert Branch, 3/2/2018

School/College:

- College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 4/2/2018
- College of Education Interim Dean, Dr. Denise Spangler, 3/2/2018