The University of Georgia

University Council
Athens, Georgia 30602

October 2, 2013

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Dear Colleagues:

The attached proposal to offer the existing major in Human Resource and Organizational Development (M.Ed.) as an online program will be an agenda item for the October 9, 2013, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Laura D. Jolly

# EXTERNAL DEGREE PROPOSAL FORM

Institution: **The University of Georgia** Date: ___February 18, 2013

College/School/Division: _____Education_____

Department: ____Lifelong Education, Administration & Policy

Degree (please indicate whether this is a stand-alone degree): M.Ed. [not a stand alone degree]

Major: ___Human Resource and Organizational Development

CIP Code: _____ 52.100105 _____

Proposed Start Date: Fall, 2013 (pending approval)

The proposal for an External Degree must include a brief narrative that addresses the following points and completion of the attached Addendum for Distance Education Delivery of New Programs.

**1. Assessment**

The M.Ed. in Human Resource and Organizational Development (HROD) degree program prepares adults to facilitate learning and change for individuals, groups, and many different types of organizations. The degree was established by the Board of Regents of the State University System of Georgia in 1996 and has continuously demonstrated steady growth, innovation, and high performance since its inception in the late 1990s. The HROD faculty has consistently innovated its curriculum both in content and process. In addition to offering the degree in Athens, we pioneered taking the degree to Gwinnett in the late 1990s, and since 1997, over 150 people have graduated from the M.Ed. in Human Resource and Organizational Development (HROD) degree program from the Athens and Gwinnett campuses.

Our faculty was the first program at UGA to offer an entirely online M.Ed. in Adult Education. There has long been a need for our companion master's program in Human Resource and Organizational Development to be offered online, but we did not have the staffing to be able to offer it. There is a strong market for this program among human resource development professionals in business, healthcare and government, and given the heavy workload and travel demands of their positions, an external online degree is often the only format that works for them.

UGA's M.Ed. in Human Resource and Organizational Development program is one of the few programs of its kind at a research extensive university. Of the human resource development programs offered at peer or aspirant universities, only five have fully online degrees. So, while there are many online degrees offered through for-profit universities (such as the University of Phoenix, Walden), UGA's M.Ed. in Human Resource and Organizational Development program has a unique opportunity to be one of the leading online degrees offered from a research extensive University. This will certainly be a competitive market advantage.

A search of online degrees offered in this area of study found a number of programs,

primarily from online and private universities, focused on training rather than the more comprehensive curriculum of the UGA M.Ed. in Human Resource and Organizational Development. Only one other institution offered an emphasis in organization development (University of Denver), a part of our curriculum which is a distinguishing feature. Few programs are found in research extensive universities, and those that are, have a different focus.

Table 1. OnLine Degree Programs in Research Extensive Universities

| **University** | **Degree Title** |
|---|---|
| Penn State University | Master of Professional Studies in Human Resources and Employment Relations |
| Texas A& M University | Human Resource Development [37 cr. hrs.] |
| University of Illinois | Human Resource Education with a concentration in Human Resource Development |
| North Carolina State University | Workforce and Human Resource Education |
| Oregon State University | Organization And Human Resource Education (Adult Education) [45 cr. hrs.] |

The Academy of Human Resource Development named the M.Ed. in Human Resource and Organizational Development program the *Outstanding Academic Program* in 2006. This award recognizes programs for a continuous record of excellence demonstrated by the caliber of full-time faculty, progressive/innovative curriculum and courses, publications by faculty and students, placement of graduates, and involvement of the faculty in the service to the organizations and communities.

The University of Illinois program in human resource development is the only other research extensive university in this list to receive the Academy of Human Resource Development outstanding program award in addition to the University of Georgia. Thus, the program at UGA occupies a unique niche as a program that has a comprehensive focus on both human resource development and training as well as on organizational change and development. In addition, it is one of the strongest programs in Human Resource and Organizational Development in the country, with an outstanding award-winning faculty [its faculty have won awards as Outstanding Scholar, Emerging Early Career Scholar, Research Excellence Awards, numerous Cutting Edge manuscript awards, and two of our students have won the Dissertation of the Year award from the Academy of Human Resource Development, and one faculty member is in the International Adult and Continuing Education Hall of Fame].

Our current enrollment is healthy, and we have been able to attract an international student population with our face-to-face program with current students from Africa, China, and Korea. We anticipate we will be able to attract even more international students with the on-line program given the reputation our faculty and program enjoy throughout the world. Members of our faculty have served as visiting faculty in Korea, China, Australia, Lebanon,

and have given keynote presentations on our work throughout the world. Thus the reach of the program will be at once regional, national and international.

Human Resource and Organizational Development as a field continues to be strong, and is growing. The American Society for Training and Development [ASTD] estimates that U.S. organizations spent $125.88 billion on employee learning and development in 2009.[12] Bersin and Associates note that leadership development is up by 14% and add that, overall, organizations will spend $13.6 billion on leadership development in 2012.[3] It is estimated that the global market for training services will grow to $292 billion in 2012, of which U.S. companies will represent an estimated $132 billion, or 45%.[4]

For many of our graduates, the economic impact of this program will be the potential for employment in a healthy field of endeavor with significant financial rewards. Salaries of training and development managers in 2010 according to the Occupational Outlook Handbook[5] was $89,170 per year with one to five years of experience and a Bachelor's degree. They estimated growth in jobs available at 15%, with 29,800 positions open in 2010. Training and development managers were listed as number 10 of the 50 best high-paying careers in a career development website.[6] For students who already have positions in this field, the master's degree is a route to promotion or a better-paying position with another company.

Organizationally, the return on investment of training and development has been well-established. Doucouliagos and Sgro (2000) report that "a study of the returns on training investments made by seven Australian work organizations shows that there are substantial financial rewards from a well-designed training program. The organizations in the study realized returns ranging from 30 to7,000 percent" (p. 4). Similarly, "LensCrafters tested a link between training and key business drivers by looking at quality outcomes, store performance and sales, training saturation, and customer satisfaction. . . . Results showed that all stores in the test regions reduced waste, increased sales, and improved in all five customer satisfaction areas" (Purcell 2000, p. 31). Brown (2001)[7] concludes, "There is enough evidence in the literature to support the position that there are positive returns from investment in training" (p. 5). Aguinis and Kraiger (2009)[8] reviewed literature on returns on training and development and found that "many studies have gathered support for the benefits of training for organizations as a whole. These benefits include improved organizational performance (e.g., profitability, effectiveness, productivity, operating revenue per employee) as well as other outcomes that relate directly (e.g., reduced costs, improved quality and quantity) or indirectly (e.g., employee turnover, organization's reputation, social

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[1] http://humanresources.about.com/od/educationgeneral/a/training_invest.htm

[2] http://www.tmreview.com/Editorial.asp?ID=1913

[3] http://marketing.bersin.com/LDFactbookMB.html

[4] http://www.trainingindustry.com/articles/10-trends-for-2012.aspx

[5] http://www.bls.gov/ooh/management/training-and-development-managers.htm

[6] http://www.becomecareer.com/highest-paying/50-best-and-the-degrees-you-need-for-them

[7] http://dev.jsr.vccs.edu/critical_needs/ROI.pdf

[8] *Annual Review of Psychology*, 2009. 60:451–74.

capital) to performance" (p. 459).

These authors also looked at the benefit of investments in training to society. They found that most of the research had been done by economists using national economic performance as a dependent variable. From this literature they note, "Overall, this body of literature leads to the conclusion that training efforts produce improvements in the quality of the labor force, which in turn is one of the most important contributors to national economic growth (e.g., Becker 1962, 1964). . . . The recognition of the importance of training activities led India in 1985 to become the first nation in the Asia-Pacific region to create a Ministry of Human Resource Development (Rao 2004). . . . In summary, the recognition of the benefits of training activities for society has led many countries around the world to adopt national policies to encourage the design and delivery of training programs at the national level. These policies have the goal to improve a nation's human capital, which in turn is related to greater economic prosperity" (p. 460).

Our advisory board of alumni include individuals working in the major Georgia corporations including CNN, IBM, Chick-Fil-A, Delta Airlines, PriceWaterhouse Coopers, Emory Hospital, UPS, Turner Network Television, and numerous similar organizations. Individuals in this group will be asked to review the design of the program as well as to assist in the recruitment of students.

**2. Admission Requirements**

All requirements for admission to an External Academic Degree Program will be the same as those for the campus based degree in the Department of Lifelong Education, Administration & Policy. In addition:

a. Students must be able to access the internet, preferably with a high speed connection, have strong internet search skills, and excellent verbal communication skills.

b. Students will pay an e-tuition rate regardless of residence. Both in-state and out-of-state students will pay the same rate.

c. Because this program permits qualified students from any part of the world, the opportunity for underserved populations to access this degree is significantly enhanced. Given that the program already enjoys a strong and diverse student body, it is anticipated that this online version of the program will mirror the diversity of our current program. An analysis of the demographics of graduates from the last three years indicates that 35% of these students were minorities and 71% were female.

**3. Program Content**

a. The standards for the existing HROD program are consistent with graduate school and SACS guidelines. The program has received excellent program reviews and was recognized as the *Outstanding Academic Program* in 2006 by the primary scholarly organization in this field, the Academy of Human Resource Development. Since then, the program has continued to innovate and evaluate the course content and to invite student feedback regarding the program's impact. Graduates are sought by employers, receive promotions due to completion of the program, and are able to obtain higher-level positions. The program requires

successful completion of 33 graduate credit hours, consistent with other Master of Education degree programs on campus. A final written master's portfolio and exam and an oral defense assessed by three of the program faculty ensure the quality and rigor of the degree.

b. All courses can be adapted for on-line delivery. There are no laboratory experiences in this program.

c. The program can be completed within two years. *Students must comply with the continuous enrollment policy.*

The online version of the M.Ed. in Human Resource and Organization Development program will not be altered in any substantive way. Since most of the courses are already blended, the only difference will be to put the remainder of the courses on-line.

The curriculum for the program follows:

**Human Resource and Organization Development Required Core Courses (15 semester hours)**

- EADU 8190E: Human Resource Development
- EADU 7020E: Adult Learning and Instruction
- EADU 8400E: Strategic Human Resource and Organizational Development
- EADU 8140E: Impact of Gender and Race on Learning in the Workplace
- EADU 8300E: Organizational Development

**Research Methods Courses (3 semester hours)**

- EADU 6200E: Evaluating and Interpreting Research in Adult Education

**Areas of Emphasis/Electives (12 semester hours)**

- Specialization in Training & Development
  - EADU 7030E: Program Development in Adult Education
  - EADU 7040E: Training Design and Delivery
  - EADU 8610E: Advanced Topics in Adult Education (Personal Mastery)
  - EADU 8610E: Advanced Topics in Adult Education (On-Line Learning)

- Specialization in Organization Development
  - EADU(EDIT) 8200E: Theory and Practice of Educational Change
  - EADU 8320E: Facilitating Group Change and Development
  - EADU 8410E: Career Development and Coaching for Adults
  - EADU 8310E: The Art and Practice of Consulting

- **Applied Project (3 semester hours) EADU 7650E Capstone Course in Adult Education and Human Resource and Organization Development**

**4. Student Advising**

Students will be assigned a faculty advisor as they are routinely in the campus program. In

addition, a program coordinator will be assigned who will manage student recruitment, admissions support, student support, and other support for faculty in the program. Once funding is sufficient, an individual will be hired to fulfill this role. In the interim, coordination and advisement will be the responsibility of the faculty teaching in the program.

Specifically, the individual hired will:

- teach in the program
- respond to student questions prior to and throughout the admissions processes, working with the graduate coordinator to facilitate this process
- maintain regular contact with students regarding upcoming deadlines, schedules, and resolving issues that occur
- continue to scan for appropriate technology tools to augment and enhance program delivery
- provide assistance to faculty in setting up special virtual events for students in the program such as webinars with international scholars, etc.

**5. Resident Requirements**

As an online program, with e-tuition rates, traditional residency requirements are not relevant. This program will be fully online, so there are no residency requirements. Students are expected to maintain continuous enrollment of at least six graduate hours per semester to be in good standing.

**6. Program Management and Program Quality**

Program Contact:
Wendy Ruona, Human Resource and Organization Development Program Coordinator
wruona@uga.edu

**Implementation Timetable:**

*The program will be offered the semester following approval of this proposal. Tentatively, we anticipate the following schedule:*
Summer, 2014: Advertise program; recruit first cohort; interview applicants
Fall, 2014: Begin Program
Spring, 2016: Graduate First Cohort

## Schedule of Courses

| Fall 2014 | Spring 2015 | Summer 2015 |
|---|---|---|
| EADU 8190E: Human Resource Development | EADU 6200E: Evaluating and Interpreting Research in Adult Education | EADU 8610E: Advanced Topics in Adult Education |
| EADU 8610E: Advanced Topics in Adult Education (Personal Mastery) | EADU 8210E: Leading Change in Workplace and Adult Education Organizations | EADU 8610E: Advanced Topics in Adult Education |
| **Fall 2015** | **Spring 2016** | **Summer 2016** |
| EADU 8610E: Advanced Topics in Adult Education | EADU 7030E: Program Development in Adult Education | EADU 8410E: Career Development and Coaching for Adults |
| EADU 8320E: Facilitating Group Change and Development | EADU 8300E: Organization Development | EADU 7650E: Capstone Course in Adult Education and Human Resource and Organization Development |

Human Resource and Organizational Development professionals need different and more sophisticated skill sets, with an increasing presence in virtual corporate universities and more use of open-ended informal and action learning approaches, approaches in which our faculty are well-skilled. Many experienced professionals will need to re-skill or update their current skills. Others who have yet to get their master's degrees will be looking for cutting edge content paired with rigor and scholarship that our faculty provide.

Our faculty design team has demonstrated commitment to and experience with innovative teaching methods and use of technology. This is evidenced by:

- Over 50% of the current M.Ed. in Human Resource and Organizational Development classes utilize at least a 50% blended learning model.
- All of our faculty have been involved in some way in the design and/or teaching of the fully online adult education M.Ed.-the first of its kind at UGA.
- All of the faculty on this team are part of the leadership team for the Ed.D. program – one of the COE's exemplars of a blended learning model [60% online] based at UGA Gwinnett.
- Four of our five-person team have been/are currently participants in the COE's ITT Academy.
- Three of our five-person team are "early adopters" of eLC-New.
- Our faculty voted to use its e-rate funding to support technology enhancement and faculty development in virtual learning.

Faculty Members who will design the Proposed Program:

- Laura Bierema
- Khalil Dirani
- Aliki Nicolaides
- Wendy Ruona (Program Coordinator)
- Karen Watkins

The program will include end-of-course evaluations for each course as well as program evaluation as part of an annual follow-up survey of graduates. Time to graduation and percent completion of the program are tracked at both the institutional and departmental levels.

Our experience in our current on-line master's program, the Master of Education in Adult Education, has been that we are able to maintain higher than average completion rates when compared to other on-line degree programs. We have achieved this due to the oversight and student support provided by an academic professional assigned to manage the program. A similar approach is anticipated for this program to ensure a similar high rate of degree completion.

Evaluation will be planned systematically and relate to the course objectives established in the planning phase of each course. As part of an ongoing evaluation, the department will address the following areas:

a. Comparability of online requirements for courses to traditional classroom instruction
b. Student participation online and the quantity and quality of this participation
c. The quantity and frequency of interaction between students and between the instructor and the students
d. Student satisfaction and comfort level with the learning environment
e. Institutional resources available to students, such as technical support, library usage, and the bookstore services
f. Evidence of the development of requisite skills and knowledge acquisition reflected in student assignments, communications, and projects
g. Student retention
h. Faculty satisfaction

Table 4. Evaluation Plan

| **Method** | **Criteria** | **Frequency** |
|---|---|---|
| End of Course Evaluation | Student satisfaction and achievement | At the end of each course |
| Master's Oral Exam | Three faculty review oral and written performance; ask students for feedback on the program | Annually |
| Post-Graduation Follow-Up Survey | Student satisfaction; feedback for program improvement | Annually |
| Alumni Advisory Committee Meetings | Attendance; mentoring of current students, sharing job opportunities | Bi-Annually |

**7. Library and Laboratory Resources**
UGA's current on-line library resources are adequate to support this program. No laboratory is needed.

**8. Budget**
Since the program will be part of the ongoing efforts of the Department of Lifelong Education, Administration and Policy, equipment upgrades, software, and other faculty needs will be part of the ongoing operational budget of the department. No network upgrade is needed to support this program. In addition, the program anticipates additional revenue from the e-tuition rate will eventually support additional faculty and graduate assistant support required for this program. All courses will be delivered by existing faculty in the program.

Table 3. Line Costs Per Year of Implementation

| Item | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Network Design | 0 | 0 | 0 | 0 | 0 |
| Network Configuration | 0 | 0 | 0 | 0 | 0 |
| Network Installation | 0 | 0 | 0 | 0 | 0 |
| Hardware Acquisition | 0 | 0 | 0 | 0 | 0 |
| Software Acquisition [Adobe Connect Pro, etc.] | $6,500* | $6,500 | $7,000 | $7,500 | $8,000 |
| Technical Integration | 0 | 0 | 0 | 0 | 0 |
| Support Services | 0 | 0 | 0 | 0 | 0 |
| Course Acquisition and Licensing Fees | 0 | 0 | 0 | 0 | 0 |
| Distribution Costs | 0 | 0 | 0 | 0 | 0 |
| Personnel (Faculty) [student and faculty support, marketing] | | $66,950** | $68,959 | $71.027 | $73,159 |
| Personnel (Technical Support; GA) | $18,000* | $19,000 | $20,000 | $21,000 | $22,000 |
| Personnel (Secretarial) | 0 | 0 | 0 | 0 | 0 |
| Estimated Cost for Renovated Facilities for Technological Support | 0 | 0 | 0 | 0 | 0 |
| Maintenance and Operation (specify) | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| Supplies and Materials (specify) | 0 | 0 | 0 | 0 | 0 |
| Other (specify) | | | | | |
| TOTAL | $24,500* | $92,450 | $95,959 | $100,527 | $103,159 |
| | | | | | |

* Departmental funds will be used in Year One.
** It is anticipated funds will allow a full- or part-time faculty coordinator.

c. Tuition Adjustments: None are anticipated.

d. External Funding: There is no external funding for this program. Future plans may include seeking funding to offer the program internationally for targeted groups.

e. Additional Operational Costs: Program faculty anticipate the need for an academic professional to support recruitment, marketing, and to offer student and faculty support for the program. In addition, a graduate assistant will be needed with specialized expertise in distance learning delivery.

f. Costs and Benefits: Each student in the program will generate 33 credits of graduate tuition at a rate of $575/credit hour given current rates, or $18, 975 per student over two years. Anticipating an initial cohort of 15-20 students, $284,625 to $379,500 in tuition revenue will be generated. Given annual costs ranging from $89,500 to $103,159, the University of Georgia and the Board of Regents will realize a significant financial benefit.

**9. Program Costs Assessed to Students**
This program will use the e-rate of $575/credit hour.

**10. Accreditation**
This program will not alter the substantive content of the degree in any way. Since most of the courses are already blended, the only difference will be to put the remainder of the courses online.

Since the program is offered at UGA's Gwinnett campus, the program has already been successfully reviewed as an external degree program during previous SACS [2000 and 2010] and institutional program reviews. In addition, the program adheres to the Academy of Human Resource Development Standards for Graduate Program Excellence[9] and other professional competency models related to the professional organizations graduates will join [e.g., the American Society for Training and Development, the International Society for Performance Improvement, and Organization Development Network].

[9] http://www.ahrd.org/displaycommon.cfm?an=1&subarticlenbr=18