The University of Georgia

University Council
Athens, Georgia 30602

March 19, 2014

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Dear Colleagues:

The attached proposal to offer the existing major in Learning, Design, and Technology (M.Ed.) as an online program will be an agenda item for the March 19, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

Proposal for an External Degree
EXTERNAL DEGREE PROPOSAL FORM

Institution: The University of Georgia

Date: September 15, 2013 (updated February 5, 2014, and March 10, 2014, to include all LDT Areas of Emphasis)

College/School/Division: Education

Department: Career and Information Studies

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

Major: Learning, Design, and Technology with the following Areas of Emphasis:

Instructional Design and Development
School Library Media
Instructional Technology

CIP Code: 13.0501 Educational/Instructional Technology

Proposed Start Date: Fall 2014

1. Assessment

The Master of Education degree in Learning, Design, and Technology (LDT) prepares adults to serve as professional instructional designers, school librarians, and instructional technology experts in K-12 Education. Typical job titles for our graduates include instructional designer, distance learning coordinator, instructional technology specialist, instructional systems specialist, project manager, school librarian, and others. Our alumni can be found in corporate and business settings, including AT&T, Home Depot, UPS, Delta, ICF International, Blackboard, Zaxby's, Polytron, Canon Learning, Ameritrain, and many others; in government agencies, including the Centers for Disease Control & Prevention and Georgia Quick Start; in higher education settings, including the University of Georgia, Kennesaw State University, Emory University, Georgia Perimeter College, and the Technical College System of Georgia; in not-for-profit organizations such as the American Cancer Society; and in numerous K-12 education settings.

Online instruction is not new to the LDT program. We began delivering fully online courses in 1998. Since that time the number of courses offered online steadily increased until, by 2008, our overall curriculum consisted of approximately half fully online courses and half on-campus or blended delivery courses. To this blended approach was added a cohort model, based at UGA Gwinnett (first the Gwinnett University Center and then UGA Gwinnett Campus), beginning with the 2001-2002 AY for School Library Media (SLM) and the 2009-2010 AY for Instructional Design and Development (IDD). The blended cohort approach offered a balance that many students praised in the reflective portions of their portfolios at the end of the program.

In particular, students of the same cohort would take a combination of an on-campus class and an online class each semester, allowing the face-to-face experience to give support and cohesion to students' online experiences.

The LDT program is unique in our field. First, the faculty of the LDT program at UGA is known around the world for leadership and innovation. For example, among the instructional design-focused programs in our field, we were the first to adopt a name change (adopted by faculty vote in 2008) from Instructional Technology to Learning, Design, and Technology. Our name change and its rationale were presented at national conferences (e.g., Rieber, 2008), and since this time programs in our field in at least two other universities have changed their program name to Learning, Design, and Technology (Purdue and Penn State). Career and Information Studies (CIS) department head Rob Branch, an LDT faculty member, is president-elect of our flagship national organization, the Association for Educational Communications and Technology (AECT). Other LDT teaching faculty members have received multiple Outstanding Practice Awards from the Design and Development Division of AECT (Ikseon Choi, 2 awards, Lloyd Rieber, 2 awards). Current LDT faculty members have served as invited keynote presenters in various countries, including South Korea, Brazil, Botswana, South Africa, Saudi Arabia, and former Soviet Georgia. Finally, LDT faculty have spearheaded the creation of the new Department of Career and Information Studies in the College of Education, whose mission includes an emphasis on the rapidly growing information science field that is impacting all sectors of education and training through innovations such as SCORM and TIN CAN standards for eLearning development, learning analytics/data mining for learning, and MOOCs.

Second, in regard to IDD, the design studio courses are an innovation that has served as the heart of the IDD curriculum (EDIT 6190 Design and Development Tools, EDIT 6200 Learning Environments Design I, EDIT 6210 Learning Environments Design II). The unique approach to graduate study represented by these three courses, whose students work together across course levels, has been written up in a top-tier journal (Clinton & Rieber, 2010); and programs in at least five other universities, including Penn State, Indiana University, the University of Memphis, the University of Colorado-Denver, and the University of Twente in the Netherlands, have made efforts to emulate UGA's Studio curriculum. Further, among those master's programs that offer a focus in instructional systems design, many teach only the principles of instructional design without any meaningful treatment of multimedia development (e.g., Virginia Tech). UGA's IDD curriculum has emphasized and will continue to emphasize multimedia development skills, even in its fully-online delivery mode.

Finally, many programs in our field focus exclusively on technology integration in the K-12 setting; in addition to offering SLM and IT to K-12 educators around the state, LDT at UGA also focuses on development of educational systems, via IDD and the Ph.D. program, for non-K-12 settings such as business/industry, higher education, and government or not-for-profit.

A search of online master's programs in our field at peer or aspirant universities yields results such as those listed in the Table 1 below. UGA's LDT program is well-positioned to be one of the leading online degrees in educational technology offered from an institution having the "Research University – Very High" Carnegie classification.

University	Degree Title	Tuition per Credit Hour
Pennsylvania State University	M.Ed. in Learning, Design, and Technology – Educational Technology	$761/credit hour + $84-$248 per semester technology fee (depending on # of hours)
Indiana University	M.S.Ed. in Instructional Systems Technology	$404 (in-state)/ $1,177 (out-of-state)
Purdue University	M.S. in Education in Learning Design and Technology	$347(in-state)/ $948 (out-of-state) /$1,098 (international)
University of Florida	M.Ed. in Instruction and Curriculum with an emphasis in Educational Technology	$448/ credit hour tuition plus $90.10 DL fee (in state)/ $483/credit hour tuition plus $90.10 DL fee (out-of-state)
University of South Carolina	M.Ed. in Educational Technology	$470 (in-state)/ $1008 (out-of-state)
(University of Georgia e-Rate)	(M.Ed. in Learning, Design, and Technology, IDD Emphasis)	($595/credit hour in-state or out-of-state)

Table 1. On-Line Degree Programs in LDT Related Fields at "Research University – Very High" Institutions

Note that recently there has been a shift of Areas of Emphasis in LDT affecting the IDD and IT Areas of Emphasis. The IDD Area of Emphasis in our program has served *both* business/industry/non-K-12-focused students (M.Ed.) *and* K12-focused students (M.Ed. and Educational Specialist) for at least 16 years. From the beginning of the 2005-2006 academic year to the present, 154 students have completed the IDD program. Beginning with the 2013-2014 academic year and moving forward, IDD will be targeted to serve *only* non-K-12 M.Ed. students due to the creation of a new Area of Emphasis for K-12 educators within LDT, mandated by the Georgia Professional Standards Commission (GaPSC), titled Instructional Technology (IT). This new IT emphasis for teachers was approved by the GaPSC and launched by the LDT program in the fall of 2013; it provides continuity of the LDT program's service to K-12 teachers seeking M.Ed. and Educational Specialist (Ed.S.) degrees, now leading to the add-on certification. Finally, the SLM Area of Emphasis continues to serve specifically those students wishing to become school librarians in K-12 educational settings.

Past enrollment and future prospects for IDD. Tracking enrollment in IDD is not straightforward; until the current year, IDD has admitted both M.Ed. and Ed.S. students. Now that our former K-12 constituency has been re-routed to the state-mandated IT Area of Emphasis, IDD must build each new cohort solely from those who plan to become professional instructional designers for adult learners in some capacity via the M.Ed. degree. While previous cohorts achieved viable enrollments with a combination of non-K-12 and K-12-focused students (M.Ed. and Ed.S.), IDD can no longer draw from this larger pool of prospective students.

Thus it is significant that the first of these new non-K-12 cohorts consisted of 14 students. While greater numbers will be sought by going fully online and reaching beyond Georgia, the number 14 means that IDD M.Ed. numbers from here in Georgia are increasing over the previous two years. The move to reach beyond Georgia with a fully online program should bring a further increase to these numbers (see Table 2).

In the past, when IDD was based at the Athens campus, we were accustomed to having ample enrollment of international M.Ed. students, including students from South Korea, Japan, China, Taiwan, Brazil, Chile, India, Iraq, and various European and African countries. When we moved IDD to the UGA Gwinnett Campus in 2009, our domestic enrollment increased substantially at first, but we lost our international constituency (who often still applied but consistently chose not to come to UGA to attend a branch campus program with 50% online classes). A fully online IDD program will open up a new channel for international students to be able to connect with us. LDT faculty members have served as invited keynote presenters in various countries, including South Korea, Brazil, Botswana, South Africa, Saudi Arabia, and Georgia. Specific dialog has been opened up at universities in at least three countries (Brazil, South Korea, and Georgia) regarding students participating in our programs online via cooperative agreements. When we reach beyond Georgia, we will be able to reach around the world.

Year	M.Ed./non-K-12 Admits	Total Admits (M.Ed. and Ed.S.)	M.Ed./non-K-12 Degrees Conferred	Total Degrees Conferred (M.Ed. and Ed.S.)
2008-09 IDD	18	25	15	24
2009-10 IDD	7	16	18	24
2010-11 IDD	17	24	10	17
2011-12 IDD	10	20	20	30
2012-13 IDD	12	19	10	20
2013-14 IDD (non-K-12 only)	14	14	--	--

Table 2. Admissions and Degrees Conferred (M.Ed. and Ed.S. in LDT/IDD).
NOTE: Prior to the 2013-2014 academic year, all IDD cohorts included Ed.S. students. Beginning with the 2013-2014 year, the Ed.S. students are being served in the new, separate Instructional Technology (IT) Area of Emphasis (K-12 focus).

Instructional Design and Development is a robust field and appears to be growing. Since picking up again in the fall of 2010 (after the economic downturn), job opportunities have appeared for our students and graduates at a steady pace. The American Society for Training and Development (ASTD) has reported that the median salary level for “Learning and Development” professionals in 2011 was between $70,000 and $80,000 and that 65% of those who are in this line of work received a raise in the year preceding, despite the recent economic downturn

(American Society for Training and Development, 2011). Thus the IDD master's degree adds up to a worthy investment for one's economic future.

Finally, an IDD advisory board has been established with representatives from various stakeholders, including the University of Georgia, AT&T, Home Depot, and Gwinnett County Schools. A new combination of members is now being sought, partly because scheduling difficulties tended to prevent the board from being active over the last couple of years, and partly because, beginning now and going forward, IDD will be all non-K-12 due to the changes described above.

Past enrollment and future prospects for SLM and IT. The School Library Media and Instructional Technology Areas of Emphasis are being served in a combined cohort (both M.Ed. and Ed.S. of both emphases) as of fall 2013. This arrangement is advantageous in that, with the shared K-12 focus, there is overlap between the curricula for each. Past enrollments for SLM, expanded to include IT enrollments as of fall 2013, are presented in Table 3.

Year	Admits - M.Ed. only	M.Ed. and Ed.S. Admits	Degrees Conferred - M.Ed. only	M.Ed. and Ed.S. Degrees Conferred
2009-10 SLM	17	29	10	19
2010-11 SLM	12	20	16	27
2011-12 SLM	0 (hiatus)	0 (hiatus)	17	22
2012-13 SLM	6	15	5	12
2013-14 SLM & IT	9	24	--	--

Table 3. Admissions and Degrees Conferred (M.Ed. and Ed.S. in LDT/SLM & IT).
Note: In 2011 no cohort was admitted due to changeover of key faculty and SLM curriculum redesign.

We often hear from educators that the school Media Specialist position is the best job to have in a school. While the Georgia mandate to have a media specialist in each school has been eased for some districts (through the Race to the Top initiative), nonetheless this desirable work can only be obtained through state certification through an accredited program such as that at UGA.

The IT emphasis is in a position to grow as Georgia teachers can now receive add-on IT certification without having to leave their classrooms. After a period of uncertainty that lasted for several years regarding changes at the state level, messaging to teachers is consistent again and we expect to see an upswing in enrollment from teachers who want to attend UGA to advance their careers.

2. Admission Requirements

Requirements for admission to the all-online LDT M.Ed. program will be as follows:

- An undergraduate degree from an accredited institution; applicant must submit cumulative

grade point average for all previous undergraduate courses;

- Before admission, applicants must have taken one of the following examinations (test scores must be from within the last 5 years):
    - The Graduate Record Examination
    - Miller Analogies Test
- A goal statement that explicates the candidate's relevant background, interests and goals.
- Three letters of recommendation are requested from individuals who can evaluate the applicant's professional and potential for success in a graduate program. Letters must not be from immediate family members.
- For IDD only, applicants will be directed to submit a basic online portfolio showing technology skills and content relating to the IDD program.

Additionally:

- Applicants must be able to access the Internet; a high-speed connection is very highly recommended. A laptop or desktop computer with audio and video is required. Applicants need to be fluent in basic computer skills and have good English language communication skills.
- There is no residency requirement. Beginning in fall 2014, new students will pay an e-tuition rate regardless of residence. Both in-state and out-of-state students will pay the same rate.
- IDD in particular will have a significantly enhanced opportunity for underserved populations to access this degree as the program is expected to attract qualified students from any part of the world. A fair amount of diversity already exists in the IDD emphasis, and the online version of the program should increase this diversity. An analysis of graduates since 2009 indicates that at least 18% of these students were minorities and 73% were female.
- SLM and IT will be of interest mainly to Georgia K-12 educators but will now reach every corner of the state, increasing the possibility of diversity. Also, the LDT program has increased its outreach efforts in the K-12 arena, such as manning a booth at the annual Georgia Educational Technology Conference (GAETC) in Atlanta, an event which attracts a diverse audience from around the state.

3. Program Content

IDD. The content and competencies covered in the IDD curriculum are modeled after the International Board of Standards for Training, Performance, and Instruction (IBSTPI) standards and are consistent with graduate school and SACS guidelines. As an area of emphasis within LDT, IDD has received favorable program reviews and continues to be rated highly (number one among master's programs in Instructional Design by the rating service EducationPortal.com). The program has a history of innovating and evaluating course content and making use of feedback from students and alumni regarding the program's impact. Our graduates are sought by employers. The program requires successful completion of 36 graduate credit hours, similar to other Master of Education degree programs at UGA. A final written master's portfolio and an oral defense assessed by three of the IDD teaching faculty help to ensure the quality and rigor of the degree.

Although we include many hands-on project experiences, there are no laboratory experiences per se

in this program. All courses not already delivered online, including the design studio courses, have been adapted for online delivery.

The IDD Area of Emphasis in LDT can be completed within two years.

The course content of the on-line version of the IDD M.Ed. will not be altered in any substantive way from the current approved version of the program. However:

1. We are designing an on-campus orientation conference event to be scheduled for one of the first three weekends of the fall semester each year. Attendance by IDD students will be strongly encouraged, and the public and the UGA community will also be invited. The first iteration of this event will be a 1 ½ day conference with keynote speaker, seminars, workshops, selected vendors, and social events. Core orientation content for IDD student will focus on tools for success in the program. If the first year event goes well, we anticipate expanding it to a 2 ½ day conference with the addition of corporate sponsors. Students who cannot attend will be provided with alternative resources. The opening conference event will add professional networking, exposure to external speakers and their content, and tools for success in online learning for first-year students, along with presentation opportunities for second-year students; however, it will not take the place of any required coursework.
2. One of the courses used over the years is an 8000-level course (EDIT 8350E Instructional Product Evaluation). We are using this application opportunity to seek approval for a 7000-level course to be used instead (EDIT 7350 Learning Environments Evaluation and Assessment). This new course, as well as other modified courses, have been moving through the CAPA application process since August 2013.

Table 4 presents the curriculum for the IDD M.Ed. emphasis.

Year 1	credit hours	**Year 2**	credit hours
Fall 2014		*Fall 2015*	
(Opening conference event)	--		
EDIT 6100E – Introduction to Instructional Technology	3	EDIT 6200E – Learning Environments Design I	3
EDIT 6400E – Emerging Approaches in Teaching, Learning, and Technology	3	EDIT 7550E – Project Management	3
Spring 2015		*Spring 2016*	
EDIT 6170E Introduction to Instructional Design	3	EDIT 6210E – Learning Environments Design II	3

EDIT 6190E – Design & Development Tools	3	EDIT 7350E - Evaluation and Assessment (New Course)	3
Summer 2015		*Summer 2016*	
EDIT 6190E – Design & Development Tools	3	EDIT 6900E – Research Methods in Instructional Technology	3
EDIT 6500E – Video Production	3	EDIT 7520E – Designing and Teaching Online Courses	3
		[Online Asynchronous Portfolio Defense Process - Summer]	

Table 4. IDD All-Online Cohort Course Schedule for Fall 2014.
Note 1: Two of the above courses are cross-listed: EDIT 4170E/6170E, EDIT 4500E/6500E
Note 2: Students who deviate from their cohort's course schedule risk delayed graduation. However, in providing advisement for such students, LDT program assumes responsibility to provide opportunity for these students, via coursework that counts toward the degree, to maintain compliance with the Graduate School Continuous Enrollment Policy.

SLM and IT. The SLM emphasis follows the American Association of School Librarians (AASL) 2010 Standards (AASL is a division of the American Library Association). The SLM emphasis prepares graduate students for initial Georgia certification as school library media specialists. For the standards, please see the Accreditation section below.

The IT emphasis is newly approved by the Georgia Professional Standards Commission (GaPSC) and follows the GaPSC/International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). The IT emphasis prepares practicing Georgia teachers for add-on certification in instructional technology for the classroom. For the standards, please see the Accreditation section below.

Tables 5 & 6 present the curriculum for the SLM and IT emphasis areas.

Yellow indicates courses required for non-degree/ certification-only	Green indicates courses that are part of the basic SLM curriculum	Blue indicates courses required if candidate expects to add IT in addition to SLM
	Year 1	Year 2
Fall Course 1	EDIT 6300E - Library Program Administration	EDIT 6320E - Information Technology

Fall Course 2	EDIT 6170E - Instructional Design	EDIT 7500E - Technology Enhanced Classroom Environments
Spring Course 1	EDIT 6360E - Information Literacy	EDIT 6330E - Supporting Literacy through School Libraries
Spring Course 2	EDIT 6340E - Information Services	EDIT 7460 - Internship
Summer Course 1	EDIT 6150E - Educational Computing Applications	EDIT 6400E - Emerging Approaches to Teaching, Learning, and Technology
Summer Course 2	EDIT 6900E - Research in Instructional Technology	Elective

Table 5. SLM All-Online Cohort Course Schedule for Fall 2014
Note 1: Two of the above courses are cross-listed: EDIT 4170E/6170E, EDIT 4500E/6500E
Note 2: Students who deviate from their cohort's course schedule risk delayed graduation. However, in providing advisement for such students, LDT program assumes responsibility to provide opportunity for these students, via coursework that counts toward the degree, to maintain compliance with the Graduate School Continuous Enrollment Policy.

Yellow indicates required course for non-degree/certification only		
	Year 1	Year 2
Fall Course 1	EDIT 6600E - Multicultural Perspectives in Instructional Technology	EDIT 6320E - Information Technology
Fall Course 2	EDIT 6170E - Instructional Design	EDIT 7500E - Technology Enhanced Classroom Environments
Spring Course 1	EDIT 7520E - Online Learning Design	EDIT 8350E - Instructional Product Evaluation
Spring Course 2	EDIT 6360E – Information Literacy	EDIT 7460 - Internship
Summer Course 1	EDIT 6150E - Educational Computing Applications	EDIT 6400E - Emerging Approaches to Teaching, Learning, and Technology
Summer Course 2	EDIT 6900E - Research in Instructional Technology	EDIT 7550E - Program Management

Table 6. IT All-Online Cohort Course Schedule for Fall 2014
Note 1: Two of the above courses are cross-listed: EDIT 4170E/6170E, EDIT 4500E/6500E
Note 2: Students who deviate from their cohort's course schedule risk delayed graduation. However, in providing advisement for such students, LDT program assumes responsibility to provide opportunity for these students, via coursework that counts toward the degree, to maintain compliance with the Graduate School Continuous Enrollment Policy.

4. Student Advising

Student advising for LDT will continue to be conducted by the current emphasis area coordinators (Greg Clinton – IDD; Christa Deissler – SLM and IT) until such time as enrollment numbers constrain a different solution. Increased enrollment will generate funding that can be allocated for a program co-coordinator or faculty advisor who will handle admissions support and enrolled student support.

5. Resident Requirements

There will be no residence requirements; all new students beginning in fall 2014 will pay the e-rate for tuition regardless of residence. However, students will be urged to follow the cohort course schedule consisting of two classes per semester; also, ongoing participation in the program will be governed by the UGA Graduate School's continuous enrollment policy.

6. Program Management

Program Contact:
Mike Orey, Associate Professor, Program Coordinator for Learning, Design, and Technology; mikeorey@uga.edu
Gregory Clinton, Senior Lecturer, IDD Emphasis Coordinator, Learning, Design, and Technology program gclinton@uga.edu
Christa Deissler, Academic Professional Associate, SLM and IT Coordinator, Learning, Design and Technology; cdeiss@uga.edu

Implementation Timetable:

Fall 2013: Advertise program; recruit first cohort
Spring 2014: Continue recruitment; interview applicants
Fall 2014: Begin the program
Spring/Summer 2016: Graduate first cohort

Our LDT teaching faculty has increasingly demonstrated commitment to and experience with innovative online teaching methods since 1998. This is evidenced by:

- LDT courses currently taught online (EDIT 6100E, EDIT 6170E, EDIT 6320E, EDIT 6360E, EDIT 6400E, EDIT 6900E, EDIT 7500E, EDIT 7520E, EDIT 7550E, EDIT 8350E)

- Custom-designed and award-winning online course interfaces (EDIT 6170E, EDIT 6900E) (2 AECT Outstanding Practice Awards, Design & Development Division, to Lloyd Rieber)
- Custom-designed online course resources (LDT Studio Handbook; Emerging Perspectives in Learning, Teaching, and Technology eBook, Michael Orey, editor)
- Custom-designed online program resources (IDD Job Sources Wiki; LDT Studio Moodle site)

End-of-course evaluations will be administered for each course, and an annual follow-up survey of graduates will be conducted as part of an annual program evaluation. Time to graduation and percent completion of the program are tracked at both the institutional and departmental levels. Our experience over the last decade in our blended master's degree programs (Instructional Design & Development and School Library Media emphases) has been that we are able to maintain higher than average completion rates when compared to other on-line degree programs. We have invested time and the knowledge of our Learning, Design, and Technology field into the new online course designs in order to have a similar high rate of degree completion moving forward.

Faculty of LDT will conduct program evaluation systematically. Evaluation will relate to program goals and to the course objectives for each course. We will address the following areas:

1. Student engagement online; quantity and quality of participation
2. The quantity and frequency of interaction between students and between the instructor and the students
3. Student satisfaction and comfort level with the learning environment
4. Comparability of online requirements for courses to those of on-campus versions
5. Institutional resources available to students, such as technical support, library usage, and the bookstore services
6. Evidence of the development of requisite skills and knowledge acquisition reflected in student assignments, communications, and projects
7. Student retention
8. Faculty satisfaction

Method	**Criteria**	**Frequency**
End-of-Course Evaluations	Student satisfaction; achievement	End of each semester
Master's Written Exam (portfolio)	3-member faculty committee reviews written portfolio including written feedback on the program	End of program (annual)
Master's Oral Exam	3-member faculty committee reviews oral performance and feedback on the program	End of program (annual)
Post-Graduation Follow-Up Survey	Student satisfaction; student employment; feedback for program improvement	Annual
Alumni Advisory Committee Meetings	Alignment of program to professional trends and job market	Annual

Table 7. Evaluation Plan

7. Library and Laboratory Resources

On-line UGA library resources already exist that are adequate to support this program. No laboratory is needed.

8. Budget

Equipment upgrades, software, and other faculty needs will be part of the ongoing operational budget of the Department of Career and Information Studies. However, a small amount has been included in the budget to supplement department resources as needed. In addition, the program anticipates additional revenue from the e-rate tuition to support the graduate assistants and any additional instructors required for this program. Initially, existing faculty will deliver all courses in the program.

Anticipated Annual Expenses	
3 twelve-month 1/3-time graduate assistants ($15,354 each)	$46,062
Technology/software upgrades (to supplement departmental resources)	$5,000
Professional development for faculty	$3,000
Advertising	$12,000
Opening Conference Event – keynote speakers, conference rooms, and materials (conference will otherwise be self-funding)	$20,000
Faculty Expenses	$12,928
TOTAL	**$99,000**
Anticipated Annual Revenue	
Expected annual tuition income (Based on an estimate of $275 per credit hour X 3 credit hours X 6 courses X 20 students)	**$99,000**

Table 8a. Budget for IDD

Anticipated Annual Expenses	
2 twelve-month 1/3-time graduate assistants ($15,354 each)	$30,708
Technology/software upgrades (to supplement departmental resources)	$3,000
Professional development for faculty	$3,292
Advertising	$12,000
Winter Digital Learning Conference Event – keynote speakers, facilities, SLM/IT student registration waiver and materials (conference will otherwise be self-funding)	$5,000
TOTAL	**$54,000**
Anticipated Annual Revenue	
Expected annual tuition income (Based on an estimate of $100 per credit hour X 3 credit hours X 6 courses X 20 students)	**$54,000**

Table 8b. Budget for SLM and IT

c. Tuition Adjustments: E-rate will be charged to new students beginning fall 2014.

d. External Funding: There is currently no external funding for this program. Future plans may include seeking corporate sponsorships for the annual opening conference event.

e. Additional Operational Costs: Program faculty anticipates the need to hire part-time instructors for classes as enrollment increases. In addition, a graduate assistant will be needed with instructional design and distance learning expertise. These costs should be supported with the use of e-rate returns as enrollment increases.

f. Overall Revenue per Cohort: Each student in the program will generate 36 credits of graduate tuition at a rate of $595/credit hour for the IDD emphasis and $400/credit for the SLM/IT emphasis areas. This results in $21,420 per student over two years for IDD and $14,400 per student for SLM/IT. Anticipating an initial cohort of 15-20 students in IDD, $321,300 to $428,400 in tuition revenue per cohort will be generated for IDD. Anticipating a combined enrollment of 30 students in SLM/IT, $432,000 in tuition revenue will be generated for SLM/IT.

9. Program Costs Assessed to Students

The IDD program will use the UGA standard e-rate of $595/credit hour. If possible, the SLM/IT Areas of Emphasis will use a modified (i.e., lower) e-rate since those Areas of Emphasis are primarily for in-state audiences, and we don't want to increase our tuition significantly higher than other online programs in the state. That rate will be $400/credit hour.

10. Accreditation

The course content of the on-line version of the M.Ed. will not be altered in any substantive way from the current approved version of all emphasis areas. However, for IDD:

1. We are designing an on-campus orientation conference event to be scheduled for one of the first three weekends of the fall semester each year. Attendance by LDT students will be strongly encouraged, and the public and the UGA community will also be invited. The first iteration of this event will be a 1 ½ day conference with keynote speaker, seminars, workshops, selected vendors, and social events. Core orientation content for student will focus on tools for success in the program. If the first year event goes well, we anticipate expanding it to a 2 ½ day conference with the addition of corporate sponsors. Students who cannot attend will be provided with alternative resources. The opening conference event will add professional networking, exposure to external speakers and their content, and tools for success in online learning for first-year students, along with presentation opportunities for second-year students; however, it will not take the place of any required coursework.
2. One of the courses used over the years in IDD is an 8000-level course (EDIT 8350E Instructional Product Evaluation). We are using the occasion of this application to seek approval for a 7000-level course to be used instead (EDIT 7350 Learning Environments Evaluation and Assessment). The CAPA application for the EDIT 7350E course was submitted August 2013 and is moving through the review process.

During the time since the IDD program has been offered at UGA's Gwinnett campus, the program has already been successfully reviewed as an external degree program during previous SACS [2010] and institutional program reviews. Additionally, the SLM program has successfully completed NCATE review and reaccreditation.

The IDD program has followed the standards of the International Board of Standards for Training, Performance and Instruction (IBSTPI) in a framework of Foundations, Analysis, Design, Development, Implementation, Evaluation. The newest version of these standards is slightly different and will be incorporated into program planning and portfolio guidelines. The SLM program follows the Georgia Professional Standards Commission (GaPSC) and American Association of School Librarians (AASL) Preparation Program Standards as well as the ISTE NETS-C Standards.

The 2012 IBSTPI standards, in brief, are as follows:

(Levels of expertise are provided after each component: Essential for all Instructional Designers; Advanced Instructional Designers [E+A]; Managers of Instructional Design function [M+A+E])

PROFESSIONAL FOUNDATIONS

1. Communicate effectively in visual, oral and written form. *Essential*
2. Apply research and theory to the discipline of instructional design. *Advanced*
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields. *Essential*
4. Apply data collection and analysis skills in instructional design projects. *Advanced*
5. Identify and respond to ethical, legal, and political implications of design in the workplace. *Essential*

PLANNING AND ANALYSIS

6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies. *Advanced*
7. Identify and describe target population and environmental characteristics. *Essential*
8. Select and use analysis techniques for determining instructional content. *Essential*
9. Analyze the characteristics of existing and emerging technologies and their potential use. *Essential*

DESIGN AND DEVELOPMENT

10. Use an instructional design and development process appropriate for a given project. *Essential*
11. Organize instructional programs and/or products to be designed, developed, and evaluated. *Essential*
12. Design instructional interventions. *Essential*
13. Plan non-instructional interventions. *Advanced*
14. Select or modify existing instructional materials. *Essential*

15. Develop instructional materials. *Essential*
16. Design learning assessment. *Advanced*

EVALUATION AND IMPLEMENTATION

17. Evaluate instructional and non-instructional interventions. *Advanced*
18. Revise instructional and non-instructional solutions based on data. *Essential*
19. Implement, disseminate, and diffuse instructional and non-instructional interventions. *Advanced*

MANAGEMENT

20. Apply business skills to managing the instructional design function. *Managerial*
21. Manage partnerships and collaborative relationships. *Managerial*
22. Plan and manage instructional design projects. *Advanced*

(IBSTPI, 2012)

The SLM emphasis follows the American Association of School Librarians (AASL) 2010 Standards (AASL is a division of the American Library Association). The SLM emphasis prepares graduate students for initial Georgia certification as school library media specialists.

The AASL 2010 Standards for SLM in brief are as follows:

Standard 1: Teaching for Learning
- 1.1 Knowledge of learners and learning
- 1.2 Effective and knowledgeable teacher
- 1.3 Instructional partner
- 1.4 Integration of twenty-first century skills and learning standards

Standard 2: Literacy and Reading
- 2.1 Literature
- 2.2 Reading promotion
- 2.3 Respect for diversity
- 2.4 Literacy strategies

Standard 3: Information and Knowledge
- 3.1 Efficient and ethical information-seeking behavior
- 3.2 Access to information
- 3.3 Information technology
- 3.4 Research and knowledge creation

Standard 4: Advocacy and Leadership
- 4.1. Networking with the library community
- 4.2 Professional development
- 4.3 Leadership
- 4.4 Advocacy

Standard 5: Program Management and Administration
- 5.1 Collections
- 5.2 Professional Ethics
- 5.3 Personnel, Funding, and Facilities

5.4 Strategic Planning and Assessment

The IT emphasis is newly approved by the Georgia Professional Standards Commission (GaPSC) and follows the GaPSC/International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). The IT emphasis prepares practicing Georgia teachers for add-on certification in instructional technology for the classroom.

The ISTE NETS-C standards for IT in brief are:

Standard 1: Visionary Leadership
- 1.1 Shared Vision
- 1.2 Strategic Planning
- 1.3 Policies, Procedures, Programs & Funding
- 1.4 Diffusion of Innovations & Change

Standard 2: Teaching, Learning, & Assessment
- 2.1 Content Standards & Student Technology Standards
- 2.2 Research-Based Learner-Centered Strategies
- 2.3 Authentic Learning
- 2.4 Higher Order Thinking Skills
- 2.5 Differentiation
- 2.6 Instructional Design
- 2.7 Assessment
- 2.8 Data Analysis

Standard 3: Digital Learning Environments
- 3.1 Classroom Management & Collaborative Learning
- 3.2 Managing Digital Tools and Resources
- 3.3 Online & Blended Learning
- 3.4 Adaptive and Assistive Technology
- 3.5 Basic Troubleshooting
- 3.6 Selecting and Evaluating Digital Tools & Resources
- 3.7 Communication & Collaboration

Standard 4: Digital Citizenship & Responsibility
- 4.1 Digital Equity
- 4.2 Safe, Healthy, Legal & Ethical Use
- 4.3 Diversity, Cultural Understanding & Global Awareness

Standard 5: Professional Learning & Program Evaluation
- 5.1 Needs Assessment
- 5.2 Professional Learning
- 5.3 Program Evaluation

Standard 6: Candidate Professional Growth & Development
- 6.1 Continuous Learning
- 6.2 Reflection
- 6.3 Field Experiences

End-of-course evaluations will be administered for each course, and an annual follow-up survey of graduates will be conducted as part of an annual program evaluation. Time to graduation and percent completion of the program are tracked at both the institutional and departmental levels. Our experience over the last decade in our blended master's degree programs (IDD and SLM emphases) has been that we are able to maintain higher than average completion rates when compared to other on-line degree programs. We have invested time and the knowledge of our Learning, Design, and Technology field into the new online course designs in order to have a similar high rate of degree completion moving forward.

Faculty of LDT will conduct program evaluation systematically. Evaluation will relate to program goals and to the course objectives for each course. We will address the following areas:

1. Student engagement online; quantity and quality of participation
2. The quantity and frequency of interaction between students and between the instructor and the students
3. Student satisfaction and comfort level with the learning environment
4. Comparability of online requirements for courses to those of on-campus versions
5. Institutional resources available to students, such as technical support, library usage, and the bookstore services
6. Evidence of the development of requisite skills and knowledge acquisition reflected in student assignments, communications, and projects
7. Student retention
8. Faculty satisfaction

(A chart of the evaluation plan can be found in Table 7.)

References

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IBSTPI (2012). *Instructional Design Competencies*. International Board of Standards for Training, Performance, and Instruction. (Competency Statements found at http://ibstpi.org)

Rieber, L. P. (2008). *What's in a name? The name change to Learning, Design, and Technology at the University of Georgia*. Professors of Instructional Design and Technology conference, Memphis, TN.