UNIVERSITY OF GEORGIA

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University Council

March 11, 2022

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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer the existing major in Learning, Design, and Technology (Ed.S.) online will be an agenda item for the March 18, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

PROPOSAL FOR AN ONLINE PROGRAM

Date: July 23, 2021

College/School: Mary Frances Early College of Education

Department/Division: Career and Information Studies

Program (Major and Degree): Learning, Design, and Technology (Ed.S.)

Will any approved areas of emphasis be offered under this major? P-12 Instructional Technology

Proposed Effective Date: Fall 2022

The proposal for an online program must include a brief narrative that addresses the following points:

1. Assessment

The Area of Emphasis in P-12 Instructional Technology under the Educational Specialist (Ed.S.) degree in Learning, Design, and Technology (LDT) prepares adults to serve as school-based instructional technology experts in P-12 Education. Beginning with the 2013-2014 academic year, Instructional Technology was added as a new area of emphasis for teachers approved by the Georgia Performance Standards Commission (PSC). The LDT program has aligned its Ed.S. curriculum with the requirements for this emphasis such that it leads to a service certification from the state.

The job outlook for school-based instructional coordinators is bright, with a job growth rate of 6% projected through 2028, which is about the same as most jobs. What is unique about this area of emphasis within the Ed.S. degree is that it offers an option for teachers in the state of Georgia to continue their professional education beyond a master's degree. This improves the demand for the Ed.S. – teachers can receive a bump in salary by completing the Ed.S. which, unlike doctoral studies, does not require them to leave their current employment for full-time study. Typical job titles for graduates include instruction designer, distance learning coordinator, instructional technology specialist, instructional systems specialist, and others. Alumni are found in P-12 classrooms and libraries serving children across the state.

Prospects for the Ed.S. are positive - moving the program online would open access to students who might not normally have access to the program. The current LDT degree typically draws students from the Athens area, as well as the area surrounding the Gwinnett location. Adding an online option means teachers from across Georgia can apply and attend; enrollment is expected to rise if the Ed.S. is approved for online offering. Online instruction is not new to the LDT program. The department began delivering fully online courses in 1998. Since that time, the number of courses offered online has steadily increased until, by 2008, the 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, beginning with the 2001-2002 AY for School Library Media and the 2009-2010 AY for Instructional Design and Development. The focal area in School Library Media has been discontinued and the instructional design area has focused on school-based P-12 Instructional Technology.

The faculty members in the LDT program at UGA are known around the world for leadership and innovation. Rob Branch, an LDT faculty member, is past president of the LDT 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, two awards, Lloyd Rieber, two awards). 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.

2. Admission Requirements

The admission requirements for the online major in Learning, Design, and Technology (Ed.S.) with an Area of Emphasis in P-12 Instructional Technology mirror those of the face-to-face program.

1. TOEFL scores (international applicants only)
2. Statement of purpose
3. Résumé or curriculum vitae
4. Three letters of recommendation

3. Program Content

The curriculum aligns with 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.

Course	Course Title
EDIT 6150E	Introduction to Digital Learning (3 hours)
EDIT 6170E	Introduction to Instructional Design (3 hours)
EDIT 6320E	Technology Integration and Planning (3 hours)
EDIT 6600E	Diversity, Technology, and Learning (3 hours)
EDIT 6900E	Research Methods in Instructional Technology (3 hours)
EDIT 7200E	Professional Learning through Technology (3 hours)
EDIT 7350E	Applied Project in Instructional Technology (3 hours)
EDIT 7500E	Problem, Project, and Place-Based Learning (3 hours)
EDIT 7520E	Online Teaching and Learning (3 hours)
EDIT 7650E	Applied Project in Instructional Technology (repeatable for 6 credits)

4. Student Support Services

Student advising for this area of emphasis will remain with the current emphasis area coordinator 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 process admissions support and enrolled student support**.**

5. Resident Requirements

The residence requirements will match those required by the Graduate School.

6. Program Management

Program Contact: Theodore J (TJ) Kopcha, Program Coordinator for Learning, Design, and Technology; tjkopcha@uga.edu.

Timetable: The Ed.S. in LDT (Area of Emphasis in P-12 Instructional Technology) has been evolving to an all-online format over the past five years. LDT began work on an online Ed.S. proposal in 2017, and began offering courses online at that time. The program is now ready for all-online delivery, and students expect this delivery format. Thus, the first cohort of students who enroll in the online version of the Ed.S. will matriculate in summer 2022 and fall 2022, if this proposal is approved.

Recruiting will take place in several ways. The primary mechanism is a pay-to-use list of email addresses; those email addresses are generated by the largest instructional technology conference in the state. The department will additionally use social media and other communication mechanisms (e.g., alumni listserv) to recruit new students.

Application Review: All incoming students must complete a UGA application. The application will be reviewed by at least one faculty member whose expertise is in the use of technology in P-12 settings. In cases where an application is not exemplary, two additional faculty members review the application to determine whether the student will be admitted. The decision to admit is made based on agreement between at least two of the three reviewers.

Evaluation of applications includes review of resume for experience in P-12 education, review of letters of recommendation for strong recommendations, and review of the letter of intent for quality of writing and alignment with the curriculum. In addition, prior transcripts are reviewed for evidence that an incoming student has exhibited academic excellence in the past. Submission of GREs/MATs is optional; when submitted, faculty look for scores that are consistent with the Graduate School expectations.

Duration of the Program: Students in the program will complete coursework in 5-6 semesters. This equates to 1.5-2 years of study. Courses are taken part-time (2 courses per semester, including summers), which is typical of programs whose primary audience is teachers.

*Program Review***:** For each student, four key assessments are generated: (1) a mid-program evaluation of student success; (2) an end-of-program evaluation of success; (3) employer feedback at the end of the program; and (4) scores on the state test of educator knowledge (i.e., Georgia Assessments for the Certification of Educators [GACE]) in the area of Instructional Technology. Note that the end-of-program evaluation takes the form of a portfolio of student performance that is presented both orally and in written form; this portfolio satisfies the graduate school requirements for graduation from the Ed.S.

These assessments are used to review the program annually in the form of Student Learning Outcomes (SLOs), as well as every seven years to ensure that it satisfies the state requirements set forth by the Georgia Professional Standards Commission (PSC).

Changes are made based on student performance on the key assessments – individual course activities are modified and/or improved to address any issues with student performance. Additionally, multiple faculty members in LDT conduct research in local P-12 schools. Their input is used to make sure that the course activities are addressing current and relevant issues in today's classrooms. Likewise, each faculty member uses end-of-course evaluations to improve on the way they offer coursework.

7. **Library and Laboratory Resources**

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

8. **Budget**

   The Ed.S. in LDT is an existing degree program in the Mary Frances Early College of Education. As such, the program will rely on current faculty in the LDT program to teach the courses in fall and spring semesters while summer has been factored into the budget for the program. No additional costs will be required to move the program to an online format.

9. **Program Costs Assessed to Students**

   No additional costs will be associated with this program

10. **E-Rate**

    This program will not charge an e-Rate.

Documentation of Approval and Notification

Proposal: Offer the major in Learning, Design, and Technology (Ed.S.) online

College: Mary Frances Early College of Education

Department: Career and Information Studies

Proposed Effective Term: Fall 2022

Department:

- Career and Information Studies Department Head, Dr. Lloyd P. Rieber, 11/18/21

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 11/18/21

Graduate School:

- Associate Dean, Dr. Anne Shaffer, 2/10/22