University Council

September 13, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025
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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer a new online Doctor of Education (Ed.D.) with a major in Learning, Design, and Technology will be an agenda item for the September 20, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program

Application

Released

Updated Version: Summer 2023

Points of Contacts

Dr. Dana Nichols

Vice Chancellor for Academic Affairs

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Version Control

Date	***Changes***	***USG Approved date***	***Website update date***
7/15/2023	*Overview: Added Degree Acronym*	*7/31/2023*	*8/28/2023*
7/15/2023	*Overview: Changed 6-Digit CIP Code to 8_Digit CIP Code*	*7/31/2023*	*8/28/2023*
7/15/2023	*Chart #28 deleted to reduce redundancy.*	*7/31/2023*	*8/28/2023*
7/15/2023	*Minor grammatical edits for clarity*	*7/31/2023*	*8/28/2023*
7/15/2023	*Prompt #30 – Delivery Mode chart changed to match DMA*	*7/31/2023*	*8/28/2023*
12/1/2022	*Updated column title in Table 25 from "Experienced Salary" to "Future Potential Earnings"*	*12/1/2022*	*12/1/2022*
12/1/2022	*Corrected numbering*	*12/1/2022*	*12/1/2022*
12/1/2022	*Corrected footnote dates*	*12/1/2022*	*12/1/2022*
8/19/2022	*Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.*	*8/19/2022*	*8/19/2022*
8/19/2022	*All questions are required for ALL degree levels.*	*8/19/2022*	*8/19/2022*
8/19/2022	*Some charts have been modified/deleted for consistency and to reduce redundancy.*	*8/19/2022*	*8/19/2022*
8/19/2022	*Signature page must be fully completed. Any addendums must be signed off by CBO.*	*8/19/2022*	*8/19/2022*
8/19/2022	*External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.*	*8/19/2022*	*8/19/2022*

USG Routing Only

- ☐ *Program was part of the Annual Academic Forecast*
- ☐ *This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW ***To be completed as part of SharePoint Submission***

1. *Request ID: (SharePoint Generated unique ID)*

2. *Institution Name:* University of Georgia

3. *USG Sector:* Research University

4. *School/Division/College:* Mary Frances Early College of Education

5. *Academic Department:* Workforce Education and Instructional Technology

6. *Degree Level:* Doctoral

7. *Proposed Program Name:* Doctor of Education with a major in in Learning, Design, and Technology

8. *Major:* Learning, Design, and Technology

9. *Degree Acronym:* Ed.D.

10. *CIP Code (8 digit):* 13050105
    (Please use default (00) for the last 2-digit extension unless using same CIP code for similar institutional program.)

10. *Anticipated Implementation Semester and Year^:* Fall 2025

11. *Was this program listed in the most recent Academic Forecast?*

    ☐ *Yes*

    ☒ *No (If no, explain why below)*

    This proposal was not included in the University of Georgia's Academic Forecast because it had not been considered and approved through the university faculty governance process.

12. Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):

The Learning, Design, and Technology (LDT) faculty at the University of Georgia offered one of the first fully online master's-level programs at the University of Georgia. Since then, the master's program in Learning, Design, and Technology has grown to be recognized as #2 in U.S. News and World Report online rankings in 2024. There has been a steady increase in the number of online Ed.D. and Ph.D. programs (Seaman et al., 2018) across the country. Most recently, studies examining doctoral programs in instructional design and technology have found that institutions are creating Ed.D. programs to support working professionals in the field (Kumar & Dawson, 2018; Kung & Logan, 2014). These programs have been structured to support students' ability to engage and to apply research skills in the context of their workplace (Ritzhaupt et al., 2020; Zhu & Kumar, 2023).

The Doctor of Education in Learning, Design, and Technology (Ed.D.) is designed to create the next generation of leaders who can engage in the scholarship of practice effectively in technology-enhanced learning environments through the application of design thinking and research methods. The Ed.D. in Learning, Design, and Technology is designed for administrators, educators, and instructional design practitioners with prior experience. The degree offers working professionals from a variety of educational settings (e.g., P-12, higher education) an opportunity to advance in their own organizational or professional context (e.g., coach, director).

The Ed.D. in Learning, Design, and Technology will be a doctoral-level degree offered primarily to working professionals who desire to deepen and broaden their understanding and application of:

1) the design and integration of technology to enhance learning in a variety of public education contexts;
2) the principles and theories that guide the effective design and integration of technology for learning;
3) the scholarship and research related to the learning and design that undergirds these principles and theories;
4) methods of assessment, evaluation, and practice-based research that enhances design and integration of technology for learning; and
5) ways to contribute to the broader academic and practitioner community by sharing and communicating.

The Ed.D. in Learning, Design, and Technology will offer two areas of emphasis: one focused on Instructional Technology in P-12 Education and the other in Instructional Design and Development geared for working professionals in higher education, healthcare, and business and industry contexts. Coursework will focus on design-based thinking, innovating to solve problems, making data-informed decisions, and using scholarship and research to improve instructional outcomes in the field. The delivery format for the proposed Ed.D. will be online instruction that blends synchronous and asynchronous delivery methods; this will be the first all-online doctoral program offered by the University of Georgia.

The Learning, Design, and Technology (LDT) program is uniquely situated to successfully offer the first all-online Ed.D. at the University of Georgia, particularly within the area of instructional

technology.

The LDT program has successfully administered a Ph.D. program for many years; graduates have successfully negotiated careers in higher education as well as leadership positions in P-12 settings. In addition, LDT was among the first programs at UGA to offer a fully online Master of Education (M.Ed.) in Instructional Technology. The faculty have extensive experiences with successful offering of graduate-level coursework using online technologies while upholding the quality and rigor expected from a research-intensive institution such as UGA.

Ed.D. students will be admitted every year in a cohort of approximately 12-15, and the typical student will take two online courses per term, including summers, enabling them to complete their degrees in four years; arrangements will be made for those who must extend to further years of study. Spacing cohorts will allow faculty to provide the one-to-one mentoring needed to produce high-quality research and publications around that research.

Several milestones are integrated into the plan of study to ensure students are making adequate progress. Students will complete comprehensive written and oral examinations and will complete research dissertations under the guidance of graduate faculty, including mentorship by a major professor and full doctoral committee. It is expected, however, that most dissertations in this program will look at research questions strongly related to the intersection of theory and practice through a local lens, addressing questions and collecting data significant in each student's working environment.

Finally, it is important to note that a fully-online degree will benefit the learning of students enrolled in other programs within the Learning, Design, and Technology department. These students are P-12 teachers; online teaching and learning are essential skills that many current teachers lack but desire. Participating in an online Ed.D. program with high-quality examples of best practices will provide them with an experience that informs their own knowledge and experience with online education while pursuing a degree.

Upon completion of the Ed.D. in Learning, Design, and Technology, graduates of the program will be able to:

1. design and integrate technology to enhance learning in a variety of public education contexts;
2. apply the research and theories that guide the effective design and integration of technology to a variety of learning contexts;
3. use methods of assessment, evaluation, and practice-based research to enhance design and integration of technology for learning; and
4. contribute to the broader academic and practitioner community by producing, sharing and communicating about design, technology, and learning processes and outcomes.

Accreditation^: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

One area of emphasis within this proposed program would be approved by the Georgia Professional Standards Commission (GaPSC). The Master of Education (M.Ed.) and Specialist in Education (Ed.S.) are already approved by the GaPSC to upgrade a teaching certificate to levels 5 and 6, respectively. Completing either program will also add Instructional Technology to an existing teaching certificate. The proposed Ed.D. would build on this, meaning that the proposed program would be approved by the Georgia Professional Standards Commission so that P-12 educators can upgrade their teaching certificate to the doctoral level (Level 7) and add Instructional Technology as a new field if indicated by the candidate. The proposed program would also enter a seven-year review cycle from the Georgia Professional Standards Commission along with all other educator preparation programs at the University of Georgia. The second area of emphasis will be geared toward business and industry professionals and will not require GaPSC approval.

Because the Instructional Technology area of emphasis within this proposed Ed.D. will largely serve teachers within the state of Georgia, the Georgia Department of Education's (GADOE) Instructional Technology standards are highly relevant. The GADOE standards emphasize the student-related use of technology articulated by the International Society for Technology in Education (ISTE). ISTE is widely regarded as an authority on the use of technology in P-12 settings. Broadly, the standards articulated by GADOE emphasize:

1. Learning with and through technology
2. Digital citizenship
3. Coaching other professionals
4. Planning and leading technology initiatives
5. Designing and implementing student-centered uses of technology in the classroom
6. Analyzing data to guide decision-making and establish efficacy of technology

The proposed Ed.D. will emphasize each standard, meeting each in a variety of ways throughout the coursework. Teachers who participate in the Ed.D. will be challenged to create, develop, and research innovative approaches to using technology in their own school context. As a result, they will become deeply engaged and familiar with using technology with students for research and critical thinking, as well as communication and collaboration. Specific courses will also emphasize key standards. Content-related coursework will engage students in comprehensive planning for technology initiatives (technology operations and concepts), including teacher professional learning on cutting-edge practices (creativity and innovation; communication and collaboration) and concerns over appropriate student usage of current technologies (digital citizenship; information fluency).

In addition, the proposed degree is an educational doctorate (Ed.D.). As such, the Carnegie standards for educational doctorate are most salient. These standards suggest that the doctorate be one in which there are strong links between educational practices in the classroom and the theories upon which those practices were developed.

The Carnegie Project on the Education Doctorate has developed a framework to support rigorous practitioner preparation. The results of their project have identified six guiding principles to support the professional doctorate in education (CPED, 2022). The Professional Doctorate in Education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, which links theory with systemic and systematic inquiry. Emphasizes the generation, transformation, and use of professional knowledge and practice.

13. Specify **SACSCOC** or other accreditation organization requirements^.

Mark all that apply.

☐ Substantive change requiring notification only [1]

☐ Substantive change requiring approval prior to implementation [2]

☐ Level Change [3]

☒ None

B. STRATEGIC PLAN

14. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

The mission of all University System of Georgia institutions is to produce graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The field of learning, design, and technology continues to grow in a variety of sectors such as P-12 education, higher education, healthcare, business and industry, and military, and government. An online Ed.D. at the state's flagship university would attract highly qualified students and provide a pipeline for future professionals in the field of learning, design, and technology. The presence of a strong doctoral program geared towards experienced working professionals in learning, design, and technology will support a variety of areas for which the state is experiencing growth such as healthcare, education, and technology.

[1] See page 22 (Requiring Notification Only) of SACSCOC Substantive Change Policy and Procedures document.
[2] See page 17 (Requiring Approval Prior to Implementation) of SACSCOC Substantive Change Policy and Procedures document.
[3] See page 3 (Level Change Application) of SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document for level change requirements.

15. How does the program align with your institutional mission and function^?
If the program does not align, provide a compelling rationale for the institution to offer the program.

First, in offering an opportunity for working professionals in Georgia's schools to advance their understanding of fundamental principles in the design of technology-enhanced learning, this degree will help UGA meet the following areas outlined in UGA's 2025 strategic plan: 1) Promoting excellence in teaching and learning, 2) Growing research, innovation, and entrepreneurship, and 3) Strengthening partnerships with communities across Georgia and the world.

Second, as the first online doctoral program offered at UGA, this degree will also enhance the mission to offer "a wide range of academic and professional programming at the baccalaureate, masters, and doctoral levels." It also furthers the mission of the UGA Mary Frances Early College of Education to "enhance education, workforce development, health and policy for the well-being of society," specifically through the "preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society."

The proposed Ed.D., though it will be the first offered completely online, carries on the proud tradition of Ed.D. degrees in the College, such as those in Learning, Leadership, and Organizational Development, Educational Leadership, Science Education, and Workforce Education, which focus on developing scholar practitioners whose deep and principled understanding of the research and theory in their field enables them both to be effective practitioners in a variety of contexts and to contribute through practice-based research to our understanding of how these principles play out in local contexts and with diverse populations.

16. How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The proposed Ed.D. program of study will consist of 13 existing LDT courses and 4 new courses.

The 2025 strategic plan for UGA includes three broad areas: 1) Promoting excellence in teaching and learning, 2) Growing research, innovation, and entrepreneurship, and 3) Strengthening partnerships with communities across Georgia and the world.

The proposed program in Learning, Design, and Technology with areas of emphasis in Instructional Technology in P-12 Education and Instructional Design and Development has the potential to contribute to all three of these goals. Highly qualified educators, administrators, and instructional designers can help contribute to the infrastructure needed to support learning and performance across the state of Georgia in a variety of sectors. The program will capitalize on strong UGA faculty in the Mary Frances Early College of Education who are uniquely positioned to provide hands-on teaching and mentorship in learning, design, and technology through online education.

C. NEED

17. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

The applied nature of the proposed Ed.D. program directly serves this strategic priority. In this Ed.D. program, students will apply research and scholarship to create and study innovative

solutions to problems that exist within their professional context. Once graduated, they will continue to apply their advanced knowledge to improve instructional technology use in local schools. This will improve teaching and learning in a variety of P-12 contexts across the state.

Broadly, the demand for continuing education in instructional technology is high. The Bureau of Labor Statistics indicates that demand for instructional design and training professionals will increase at a rate that is higher than average over the next five years (U.S. Bureau of Labor Statistics, 2024). The proposed program will prepare students in the Instructional Design emphasis area for jobs of this nature. Likewise, students in the Instructional Technology for P-12 emphasis area will primarily be educators in Georgia's schools from a variety of content areas, including key STEM disciplines (e.g., math, engineering education). The coursework will not only prepare them to make effective use of educational technology in today's classrooms, but also equip them with the skills needed to ensure that today's youth are prepared for using that technology in the workforce. This aligns with Georgia's Department of Education's (2023) current initiatives in education that focus on improving STEM outcomes in today's schools.

18. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

☐ *No*

☒ *Yes (If yes, use the space below to explain how their input informed this proposal)*

The department conducted a survey of current students and alumni in the Learning, Design, and Technology program who were in or had graduated with the Master's in Education degree. The survey inquired as to their interest in pursuing an online Ed.D. program at the University of Georgia if such a program was approved. Program leadership have also received inquiries from prospective students who have inquired about online doctoral program offerings.

A total of 40 alumni responded to the survey, indicating a strong interest in having an opportunity to earn an Ed.D. in LDT from the University of Georgia. The following table provides an overview of responses regarding preference of learning environment.

Delivery Format	Do not prefer	Neutral	Prefer	Strongly Prefer
100% Online	(n=1) 2.5%	(n=2) 5%	(n=4) 10%	(n=30) 75%
Online with summer residency	(n=11) 27.5%	(n=6) 15%	(n=12) 30%	(n=7) 17.5%
Residential	(n=26) 65%	(n=3) 7.5%	(n=1) 2.5%	(n=1) 2.5%

When asked for how a doctorate in LDT would benefit their current career path or goals, several respondents noted the following as reasons:

- Promotions and leadership development
- Continuing education
- Additional qualifications for leadership and executive roles

- Seeking career opportunities in industry and academia

When asked what skills would be most important to gain in a doctoral program in LDT, several respondents noted the following:

- Evaluative practices and data analysis
- Research
- Project management
- Leadership strategies
- Problem-solving
- Creativity and innovation skills

This proposal was constructed in concert with meetings between the dean and associate dean of the Mary Frances Early College of Education. The Learning, Design, and Technology program faculty also held meetings to examine how an online Ed.D. in Learning, Design, and Technology could meet the needs of working professionals who may be interested in pursuing one of the two areas of emphasis to be offered within the program. The department has received numerous inquiries from teachers and practitioners, both in and out of state, regarding the possibility of an online Ed.D. program at the University of Georgia.

19. Identify the partners you are working with to create a career pipeline with this program[4].^

Mark all that apply

☐ High School CTAE	☐ Other USG institutions	☒ Professional associations
☐ High School STEM	☐ Other universities	☐ Other (specify below)
☐ Career academies	☒ Employers	
☐ TCSG programs	☐ Community partnerships	☐ None

Program faculty regularly attend events hosted by the Georgia Educational Technology Consortium (GAETC) and the Association of Educational Communications and Technology (AECT). The GAETC offers programming that promotes educational technology among P-12 teachers in the State of Georgia. The Learning, Design, and Technology program has maintained an active presence at GAETC's conferences to recruit P-12 teachers to several of the departments' graduate degree programs. AECT is a premier organization for instructional design and provides networking and programming opportunities for researchers and practitioners. The LDT faculty have maintained a leadership presence with the organization for several decades.

20. Are there any competing or complementary programs at your own institution?

☐ *No*

☒ *Yes (If yes, provide additional information about the competing program(s) below).*

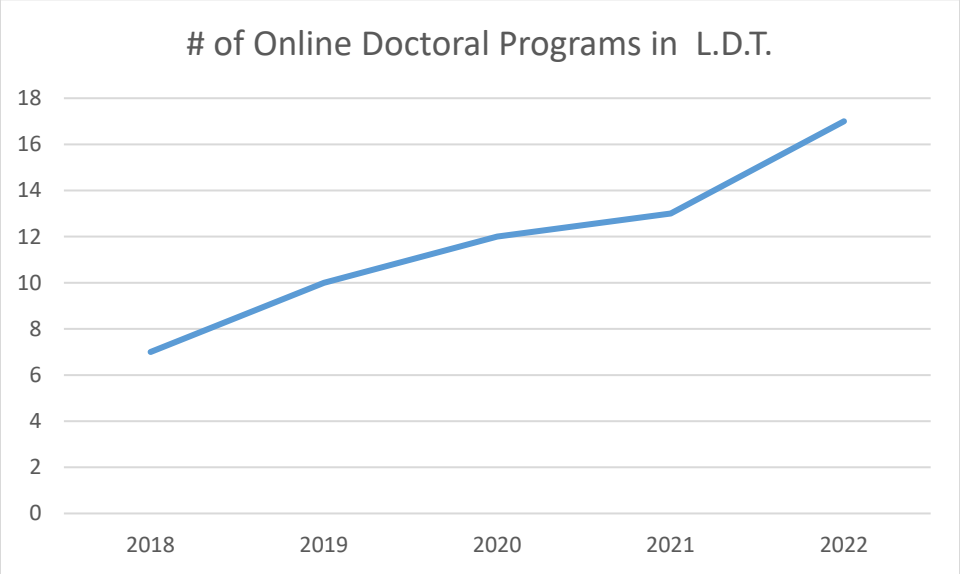
The Learning, Design, and Technology program currently offers a full-time residential Ph.D. program at the Athens campus. The majority of students enrolled in the Ph.D. program are interested in pursuing

careers in academia. The proposed online Ed.D. is suited for practitioners working in P-12 and business settings where they can apply research skills and design strategies in their respective roles within their organizations.

21. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

    With the program being online, there is the potential to attract students across the country. To date, there has been a steady increase in the number of online doctoral programs in the field of learning, design, and technology over the past five years from 7 to 17 (Figure 1). Programs offering online doctoral degrees in learning, design, and technology include, but are not limited to, Florida State University, University of Florida, Michigan State University, Kennesaw State University, Georgia State University, and Indiana University.

    Figure 1
    Number of Online Doctoral Programs in L.D.T. in the Past Five Years



    Faculty conducted a search to look at job postings linked to CIP Code 13.0501 in the state of Georgia. Since December 2022, there were 1,640 job postings for CIP Code 13.0501. Of those job postings, 233 of them listed a doctoral degree as an educational level. The top ONET job titles included Postsecondary Teachers, Education Administrators (Kindergarten through Secondary), Instructional Coordinators **(***note: Instructional Designers are Here***)**, Education Teachers (Post-Secondary), Education Administrators (Postsecondary), Computer User Support Specialists, Librarians and Media Collections Specialists, and Audio and Video Technicians. The top ten employers for these positions in Georgia include Gwinnett County Public Schools, Georgia State University, Kennesaw State University, Atlanta Public Schools, Mercer University, University of Georgia, University of West Georgia, Spelman College, Clark Atlanta University, and South University.

22. Do any other USG higher education institutions in close proximity or sector service area offer a **similar** program?

☐ *No* ☒ *Yes (If yes, provide a rationale for the institution to offer the program)*

Kennesaw State University currently offers a fully online Ed.D. in Instructional Technology. Their degree is designed for educators who currently hold or aspire to hold a technology leadership position at the school, district, or state level.

This proposal would not only serve this population, but would also serve business and industry professionals. This would also be the first Ed.D. in LDT being offered at a research institution within the University System of Georgia.

23. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply[1] (Graduates/Completers)	Competitor Institutions[2]
Instructional Technology (Ed.D.)	13.0501	13 (8 Advanced Track; 5 Initial Track)	Kennesaw State University
Instructional Systems Technology (Ed.D.)	13.0501	2	Florida State University
Educational Technology (Ed.D.)	13.0501	Information not provided	University of Florida
Education Learning Design and Technology (Ed.D.)	13.0501	Information not provided	University of South Carolina
Instructional Systems Technology (Ed.D.)	13.0501	11	Indiana University
Educational Psychology and Educational Technology (Ph.D.)	Not available	Not available	Michigan State University
Instructional Technology (Ph.D.)	13.0501	20	Georgia State University

[1] Supply = Number of program graduates last year within the study area
[2] Competitors = List other USG institutions that offer this program or a similar program in the area (see **Question 23**)

24. Based on the program's study area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

Possible resources:

- Click **here** for US and Georgia occupation projections

- Click **here** for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the GDOL Labor Market Explore Website
- For a custom Georgia geography – request a Jobs EQ report from **USG Academic Affairs office.**
- Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[1]	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Training and Development Specialists	(Outlook)	385,800	8%	$64,340	
Librarians and Media Collection Specialists		151,200	4%	$64, 370	
Instructional Coordinators		216,600	4%	$74,620	

[1]National Center for O*NET Development. *O*NET OnLine*. Retrieved August 2, 2024 from https://www.onetonline.org/

25. Based on the data provided in questions **24** and **25**, discuss how this program will help address a need or gap in the labor market?
(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – "off-ramp programs," Nursing to integrated health, or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

Given that only one other institution of higher education in Georgia provides an online Ed.D. in Instructional Technology with an emphasis in P-12 education, this proposal would double the opportunity to provide educator preparation options for interested students in the state. Additionally, this proposed Ed.D. in Learning, Design, and Technology would also offer a second area of emphasis in Instructional Design and Development geared towards instructional design professionals working with adult learners in business, higher education, and healthcare settings.

26. Using data from ***O*-Net,*** identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org.

Occupation	SOC Code	Occupation specific technology skills & KSAs

Training and Development Specialists	13-1151	**https://www.onetonline.org/link/summary/13-1151.00** Multi-media Educational Software; Learning Strategies, Critical Thinking; Judgment and Decision Making; Systems Evaluation; Complex Problem Solving; Systems Analysis
Librarians and Media Collection Specialists	25-4022	**https://www.onetonline.org/link/summary/25-4022.00** Desktop Publishing Software; Social Perceptiveness; Judgment and Decision Making; Complex Problem Solving; Communications and Media; Administration and Management
Instructional Coordinators	25-9031	**https://www.onetonline.org/link/summary/25-9031.00** Multi-media Educational Software; Video Creation and Editing Software; Learning Strategies; Instructing; Complex Problem Solving; Social Perceptiveness; Judgment and Decision Making; Systems Analysis; Systems Evaluation

Provide any additional comments, if needed:

27. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^
The job outlook for instructional designers is promising. As organizations across various sectors continue to prioritize employee development and e-learning solutions, the need for professionals who can create effective training solutions has increased. The Bureau of Labor Statistics expects an 11% growth in instructional design positions by 2026.

D. CURRICULUM

28. Enter the number of credit hours required to graduate and/or complete the program^

51 hours

29. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual **here** for more information).

☒ *No*

☐ *Yes (*If yes, explain the rationale for the request in the space below*)*

30. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

	Format (Check 1)
	On Campus
	On Campus AND Online
X	Online
	Partially Online
	External
	Campus/Online/External
	On Campus & External

	Program Percentage
	<50%
	50-94%
X	95-100%
	Unknown

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31. Is the program synchronous or asynchronous?[5] Mark one of the options below.

☒ Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

☐ Asynchronous

32. For **ALL** degree proposals, which **High Impact Practices**[6] (HIPs) will faculty embed into the program? Mark all that apply.

☐ Internships
☐ Common Intellectual Experiences
☐ Diversity/Global Learning
☐ ePortfolios
☒ Service Learning, Community Based Learning
☐ First-Year Experiences
☐ Undergraduate Research
☐ Capstone Courses and Projects
☐ Learning Communities
☒ Writing-Intensive Courses
☒ Collaborative Assignments and Projects

33. For **ALL** degrees, discuss how **HIPs** will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

(i.e. "Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in… etc.").

Service Learning, Community Based Learning: Service-learning within instructional design coursework integrates real-world applications into the learning process. This practice enables instructional designers to connect theory with practice, developing a deeper understanding of the

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[1] Direct measures may include assessments, HIPs, exams, etc.
[6] See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, *14*(3), 28-29).

practical implications of their work. Through service-learning experiences, students can engage with the communities they design for, gaining insights into the unique challenges and needs of learners. This immersive approach enhances instructional designers' ability to create contextually relevant and effective educational materials that address real-world scenarios and promote meaningful learning experiences.

Students will have opportunities to participate in service-learning activities in a variety of courses within the Ed.D. curriculum. These opportunities will be dependent upon the time of year a course is being taught and the availability of community partners. Examples of courses where service-learning experiences may be integrated include, but are not limited to, EDIT 8350E, Advanced Evaluation Methods in Learning, Design, and Technology; EDIT 9150E, Advanced Performance Systems Analysis in Learning, Design, and Technology; EDIT 8220E, Learning Experience Design; and EDIT 9200E, Designing Professional Development Through Technology.

Writing Intensive Courses: Students will be required to complete several writing-intensive courses within the Ed.D. plan of study. Students will critically evaluate learning, design, and technology literature as evidenced by the final paper in EDIT 8310E, Theory, Research, and Practice in Learning, Design, and Technology where they will be required to explore a trend in the field. In EDIT 9630E, Critique of Literature in Instructional Technology, students will be required to write a paper that will outline their conceptual/theoretical framework guiding their research. In EDIT 8290E, Design-Based Research Methods, students will be required to write a research proposal to explore a research question using Design-Based Research techniques. In EDIT 9650E, Prospectus Development in Learning, Design, and Technology, students will be required to write the first three chapters of their dissertation. These courses also refine critical thinking and analytical skills, allowing designers to evaluate and communicate the rationale behind their instructional design decisions and rationale for pursuing specific research topics.

Collaborative Assignments and Projects: Through teamwork, instructional designers learn to leverage diverse perspectives and skills, mirroring the interdisciplinary nature of instructional design projects. This practice not only prepares students for collaborative work environments but also nurtures the ability to integrate various perspectives into instructional solutions. Collaborative assignments in coursework help instructional designers hone their teamwork, project management, and interpersonal skills, essential for success in the field. There are at least two courses in the Ed.D. plan of study that will require students to participate in team experiences. Students will be responsible for working in teams to develop an evaluation plan to determine if an organization is meeting its intended training goals in EDIT 8350E, Advanced Evaluation Methods in Learning, Design, and Technology. In EDIT 9150E, Advanced Performance Systems Analysis in Learning, Design, and Technology, students will be required to work with a team to conduct a needs assessment. Within this project, they will be responsible for developing data collection tools, collecting and analyzing data, and making recommendations to a client. While there may be other opportunities to engage in team experiences throughout the curriculum, these are two particular courses when participation will be required.

34. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

[ ] eCampus
[ ] Georgia Film Academy
[ ] FinTECH
[ ] Other: Specifiy Initiative Here

35. List the learning outcomes for the program?^ Attach the curriculum map for the upper division or major curriculum.

    The following is a curricular map with key learning outcomes for the proposal and their associated measures.

Student Learning Outcomes	**Measures**
Students will apply cutting-edge research techniques and/or current technical skills to solve LDT-related problems.	• Project Proposal in EDIT 8290E, Design Based Research Methods. • Application of DBR and Data Analysis project in EDIT 8950, Applied Design-Based Research Methods and Techniques in LDT.
Students will critically evaluate Learning, Design, and Technology literature.	• Literature Review in EDIT 8310E, Theory, Research, and Practice in LDT. • Research Summary Paper in EDIT 8900E, Advanced Research in Instructional Technology.
Students will work in teams to apply current technical skills to solve LDT-related problems in real-world contexts.	• Needs analysis project in EDIT 9150E, Advanced Performance Systems Analysis in LDT. • Team design project in EDIT 7170E, Advanced Instructional Design.
Students to apply design principles while planning online learning experiences.	• Final innovation prototype project in EDIT 8190E, Design Thinking and Innovation in LDT. • Design Document in EDIT 7170E, Advanced Instructional Design.
Students demonstrate their leadership skills while working in diverse settings and professional contexts.	• Reflection paper in EDIT 9030E, Practicum in Applied Instructional Technology Research. • Needs analysis project in EDIT 9150E, Advanced Performance Systems Analysis in LDT. • Technology planning project in EDIT 8320E, Advanced Technology Integration Planning.
Students design and implement instructional materials for a variety of contexts that foster the development of professionalism and interpersonal skills.	• Application of DBR and Data Analysis project in EDIT 8950E, Applied Design-Based Research Methods and Techniques in LDT. • Final project and results in EDIT 9030E, Practicum in Applied Instructional Technology Research.
Students will demonstrate their capabilities of applying design principles to a variety of settings.	• Final Design Project in EDIT 8220E, Learning Experience Design. • Final Design Project in EDIT 9200E, Designing Professional Development through Technology.
Students will apply design principles while planning learning experiences in different contexts.	• Design project in EDIT 7170E, Advanced Instructional Design. • Final project plan in EDIT 8320E, Advanced Technology Integration Planning. • Evaluative Plan in EDIT 8350E, Advanced Evaluative Methods in LDT.

Learning outcomes for the program will be assessed by program faculty annually to ensure that there is strong alignment between the program's goals and objectives and assignments embedded throughout the Ed.D. curriculum. To ensure student success, several milestones have been embedded into the curriculum. In Year Two, students will be responsible for forming a doctoral committee and participate in a progress check. Throughout Year Two, the committee will meet with students' and have initial discussions in preparation for comprehensive exams. At the end of Year Two, students will complete their written comprehensive exams. At the beginning of Year Three, students will complete their oral comprehensive exam. By the end of Year Three, students will defend their dissertation prospectus. In Year Four, they will defend their dissertation. Students must have 10 credits at the 8000/9000-level after candidacy per UGA policy. The program will also provide annual Student Learning Outcomes to the Office of Assessment consistent with all programs at UGA.

36. For **ALL** degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**.
Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s)[1]
Critical Thinking/Problem Solving	Students will apply cutting-edge research techniques and/or current technical skills to solve LDT-related problems.	Performance observations, lesson plans, candidate reflections
Oral/Written Communications	Students will critically evaluate Learning, Design, and Technology literature.	Performance observations, lesson plans, candidate reflections
Team Work/ Collaboration	Students will work in teams to apply current technical skills to solve LDT-related problems in real-world contexts.	Performance observations, lesson plans, candidate reflections
Digital Technology	Students to apply design principles while planning online learning experiences.	Performance observations, lesson plans, candidate reflections
Leadership	Students demonstrate their leadership skills while working in diverse settings and professional contexts.	Performance observations, lesson plans, candidate reflections
Professionalism/ Work Ethic	Students design and implement instructional materials for a variety of contexts that foster the development of professionalism and interpersonal skills.	Performance observations, lesson plans, candidate reflections
Career Management	Students will demonstrate their capabilities of applying design principles to a variety of settings.	Performance observations, lesson plans, candidate reflections
Global/Intercultural Fluency	Students will apply design principles while planning learning experiences in different contexts.	Performance observations, lesson plans, candidate reflections

37. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Outcomes for the graduates of the Mary Frances Early College of Education are assessed in several ways. First, the University of Georgia Career Center follows up with all graduates prior to graduation and then one year following graduation. If the completer is hired in a Georgia public school, the Georgia Professional Standards Commission also documents the completer's location of employment. The department will use those two mechanisms to follow completers. Data are routinely collected from the completers and their principals one year after degree completion. UGA has access to those data for program reflection and continuous improvement. The program will also collect the required data from the GaPSC described in Item #38.

38. List the entire course of study required to complete the academic program.^

- Include course: prefixes, numbers, titles, and credit hour requirements
- Indicate the word "new" beside new courses
- Include a program of study

Required Courses (42 hours)

- EDIT 7170E, Advanced Instructional Design (3 hours)
- EDIT 8190E, Design Thinking and Innovation in Learning, Design, and Technology (3 hours)
- EDIT 8290E, Design-Based Research Methods (6 hours)
- EDIT 8310E, Theory, Research, and Practice in Learning, Design, and Technology (3 hours)
- EDIT 8900E, Advanced Research in Instructional Technology (3 hours)
- EDIT 8950E, Applied Design-Based Research Methods and Techniques in Learning, Design, and Technology (3 hours) – **NEW**
- EDIT 9000E, Doctoral Research (3 hours)
- EDIT 9030E, Practicum in Applied Instructional Technology Research (6 hours)
- EDIT 9300E, Doctoral Dissertation (6 hours)
- EDIT 9630E, Critique of Literature in Instructional Technology (3 hours)
- EDIT 9650E, Prospectus Development in Learning, Design, and Technology (3 hours) - **NEW**

Students select one of the following areas of emphasis.

Area of Emphasis in Instructional Design and Development (9 hours)

- EDIT 8220E, Learning Experience Design (3 hours) – **NEW**
- EDIT 8350E, Advanced Evaluation Methods in Learning, Design, and Technology (3 hours)
- EDIT 9150E, Advanced Performance Systems Analysis in Learning, Design, and Technology (3 hours) - **NEW**

Area of Emphasis in Instructional Technology (P-12 Education) (9 hours)

- EDIT 8320E, Advanced Technology Integration Planning (3 hours)
- EDIT 8400E, Games and Learning (3 hours)
- EDIT 9200E, Designing Professional Development through Technology (3 hours)

Doctor of Education in Learning, Design, and Technology
Sample Program of Study
Effective Fall 2025
51 Credit Hours

YEAR ONE

Fall Courses	Hrs		Spring Courses	Hrs		Summer Courses	Hrs
EDIT 8310E, Theory, Research, and Practice, Learning, Design, and Technology	3		EDIT 8900E, Advanced Research in Instructional Technology	3		EDIT 8290E, Design-Based Research Methods	3
EDIT 7170E, Advanced Instructional Design	3		LDT Elective EDIT 8220E, Learning Experience Design or EDIT 8320E, Advanced Technology Integration and Planning	3		EDIT 8950E, Applied Design-Based Research Methods and Techniques in Learning, Design, and Technology	3
Total	**6**		**Total**	**6**		**Total**	**6**

YEAR TWO

Fall Courses	Hrs		Spring Courses	Hrs		Summer Courses	Hrs
EDIT 8190E, Design Thinking and Innovation in Learning, Design, and Technology	3		EDIT 8290E, Design-Based Research Methods	3		EDIT 9000E, Doctoral Research	3
LDT Elective EDIT 8350E, Advanced Evaluation Methods in Learning, Design, and Technology or	3		LDT Elective EDIT 8220E, Learning Experience Design or EDIT 9630E, Critique of Literature in Instructional	3		LDT Elective EDIT 9150E, Advanced Performance Systems Analysis in Learning, Design, and Technology or	3

EDIT 8400E, Games and Learning			Technology			EDIT 9200E, Designing Professional Development through Technology	
Total	**6**		**Total**	**6**		**Total**	**6**

YEAR THREE

Fall Courses	**Hrs**		**Spring Courses**	**Hrs**		**Summer Courses**	**Hrs**
EDIT 9650E, Prospectus Development in Learning, Design, and Technology	3		EDIT 9030E, Practicum in Applied Instructional Technology Research	3		EDIT 9030E, Practicum in Applied Instructional Technology Research	3
Total	**3**		**Total**	**3**		**Total**	**3**

YEAR FOUR

Fall Courses	**Hrs**		**Spring Courses**	**Hrs**
EDIT 9300E, Doctoral Dissertation	3		EDIT 9300E, Doctoral Dissertation	3
Total	**3**		**Total**	**3**

E. IMPLEMENTATION

39. Provide an enrollment projection for the next four academic years^

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2025-26	2026-27	2027-28	2028-29
Base enrollment[1]		15	30	48
Lost to Attrition (should be negative)		0	-2	-3
New to the institution	15	15	20	20
Shifted from Other programs within your institution	0	0	0	0

Total Enrollment	15	30	48	65
Graduates	0	0	0	12
Carry forward base enrollment for next year	15	30	48	53

[1]Total enrollment for year 1 becomes the base enrollment for year 2

a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

   The department anticipates an initial cohort of 15 students to be able to provide at least 12 graduates at the end of Year 4. This is consistent with the enrollment patterns of the Educational Leadership Ed.D. program offered through the Mary Frances Early College of Education. Students will be attracted to the program through connections of the faculty with Master's level and Educational Specialist level programs currently offered by the University of Georgia as well as professional organizations supporting instructional design and technology in a variety of contexts.

b. If projections are significantly different from enrollment growth for the institution overall, please explain.

   N/A

40. If projected program enrollment is not realized in year two, what actions are you prepared to take?

    The university will engage in a marketing campaign and also target transfer students who are interested in completing their doctoral degrees at UGA. This will include engagement at professional organization meetings and conferences and collaborating with the Office of Online Learning. To reach underrepresented and special populations of students, the department will also rely on strong connections with alumni in the Department of Workforce Education and Instructional Technology.

    If the expected enrollment for the program is not met, the program faculty may postpone admissions for a year to allow more time for recruitment. Program leadership will consult with marketing to adjust their marketing strategies to better target potential students. The LDT faculty may also reevaluate its curriculum or delivery format to ensure it aligns with the needs and interests of prospective students.

41. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

    The University of Georgia has a highly ranked College of Education and has been extremely successful in marketing graduate degrees in Learning, Design, and Technology. The department will also work with the Office of Online Learning to develop forums for prospective students to submit program inquiries and speak with a faculty member to learn more about the program. To reach underrepresented and special populations of students, the department will also rely on strong connections with alumni in the Department of Workforce Education and Instructional Technology.

42. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine website**.

The Doctor of Education in Learning, Design, and Technology (LDT) is designed to create the next generation of leaders who can engage in the scholarship of practice effectively in technology-enhanced learning environments through the application of design thinking and research methods. The Ed.D. in Learning, Design, and Technology is designed for administrators, educators, and instructional design practitioners with prior experience. The degree offers working professionals from a variety of educational settings (e.g., P-12 education, higher education) an opportunity to advance in their own organizational or professional context (e.g., coach, director).

The Ed.D. in Learning, Design, and Technology will be a doctoral level degree offered primarily to working professionals who desire to deepen and broaden their understanding and application of:

- The design and integration of technology to enhance learning in a variety of public education contexts;
- The principles and theories that guide the effective design and integration of technology for learning;
- The scholarship and research related to the learning and design that undergirds these principles and theories;
- Methods of assessment, evaluation, and practice-based research that enhances design and integration of technology for learning; and
- Ways to contribute to the broader academic and practitioner community by sharing and communicating.

The Ed.D. in Learning, Design, and Technology will offer two areas of emphasis: one focused on Instructional Technology in P-12 Education and the other in Instructional Design and Development geared for working professionals in higher education, healthcare, and business and industry contexts. Coursework will focus on design-based thinking, innovating to solve problems, making data-informed decisions, and using scholarship and research to improve instructional outcomes in the field. The delivery format for the proposed Ed.D. will be online instruction that blends synchronous and asynchronous methods; this will be the first all-online doctoral program offered by the University of Georgia.

43. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

***Note**: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.*

***Note**: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.*

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F. RESOURCES

F1. Finance^: Complete and submit the Excel budget forms and the questions below

(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

44. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)
    - ☒ No (Move to answer question 48)
    - ☐ Yes (If yes, answer questions 47a & 47b)

    a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

    In-State per Semester: $Enter Amount

    Out-of-State per Semester: $Enter Amount

    b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees
=					

45. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

    N/A

46. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

47. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

All students admitted into the program must have their own laptop computer, prescribed software, and video camera and be prepared to bring these resources to each class or event. Students are expected to have an operating webcam and microphone so that they may participate in class interactions. It is very important that they have access to broadband Internet, given the online nature of the program.

Hardware and software specifications constantly change to reflect industry standards and practices, although the faculty believe that the hardware and software students will purchase at the beginning of the program will remain adequate until students graduate.

Some courses may require the use of e-learning software (e.g., Articulate Storyline). The LDT program has purchased licenses ($500 per student) for students enrolled in the program to use when enrolled in particular courses that may require the design of e-learning training materials to alleviate additional costs to students.

48. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

Additional workload would be incurred for student advisement. This would be in the form of faculty advisement and doctoral committee service by faculty. The college has provided recent hires in anticipation of this proposal. Once students are in the major courses, these activities could decrease substantially given that the program is cohorted and all students would be in the similar courses. To date, the college has been able to support cyclical rises and falls in academic advisement. Costs for student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure are already subsumed in the university's calculation for graduate admission.

F2. Faculty^ – Explain your faculty and staff plan for the program

49. Discuss how existing courses may be incorporated into this new program:

a. Course Development

# of total courses in the curriculum:	**17**
# of existing courses to be part of the new program	**13**
Net number of new courses to be developed	**4**

b. Comment on the costs and workload related to the new course development.

As part of faculty service time, faculty will develop and prepare the new courses for this proposed major. As a traditional part of faculty teaching load, tenure-stream or tenured faculty teach four courses per academic year. Faculty also have service time built into their budgeted time and can develop courses with those time resources. Five of the courses included in the plan of study could also be cross-listed with master's-level courses to support course enrollment.

50. Explain how **current faculty and staff** will contribute to the program.^

a. How many faculty will be re-directed to this program from existing programs?

0

The program currently has nine faculty members with qualifications in this area. These faculty already teach some of the courses that comprise the program of study and have taught the others except for any new courses being proposed or developed. Current faculty will teach the new courses that are part of this major. These courses will be integrated into the overall faculty workload.

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

The unit currently possesses considerable capabilities as eight faculty hold expertise and experience with both instruction and research in learning, design, and technology. These faculty are leading the conceptualization and development of curriculum. The teaching loads for current faculty will integrate the new courses included in this proposed program. However, due to ongoing instructional needs and faculty assignments to cover all Learning, Design, and Technology courses offered, an additional faculty member will be required.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

Faculty will include the courses in this proposed degree program in their regular rotation of course offerings; therefore, no faculty are being redirected. Lloyd Rieber, Robert Branch, Janette Hill, TJ Kopcha, Matthew Schmidt, Jill Stefaniak, Elisha Ding, Lauren Bagdy, and Jennifer Lu comprise the current graduate faculty with expertise in Learning, Design, and Technology.

d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

Plans are in place to hire a new faculty member to begin in August 2024. The distribution of existing courses as well as courses being used by the proposed program will depend on the expertise of the new faculty member. Currently, the eight faculty members identified with expertise in this content area also are able to teach other courses within the Learning, Design, and Technology program. Most of the faculty are well-versed and knowledgeable about a wide array of Learning, Design, and Technology courses.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

No additional costs associated with course development are anticipated or budgeted. As previously mentioned, existing faculty are already competent in this content area.

f. Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.

The department head under which the program would be housed is Lloyd Rieber (faculty in Learning, Design, and Technology). The academic program is administered by Jill Stefaniak.

NAME	COURSES	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Bagdy, Lauren (F)	EDIT 6170E EDIT 7350E EDIT 7200E EDIT 9200E EDIT 9630E EDIT 8950E EDIT 8350E EDIT 9000E EDIT 9300E	**Doctor of Philosophy** Instructional Systems & Learning Technologies 2022 Florida State University **Master of Arts** Educational Technology Leadership 2013 George Washington University **Bachelor of Arts** Psychology 2006 Elon University	
Branch, Robert Maribe (F)	EDIT 6170E EDIT 7170E GRSC 7770 EDIT 7550E EDIT 7770 EDIT 8150E EDIT 9000E EDIT 9300E	**Doctor of Education** Instructional Technology Virginia Tech 1989 **Master of Arts** Technology Education Ball State University 1980 **Bachelor of Science** Industrial Technology Elizabeth City State University 1979 **Associate of Science** Technology Education New York City College of Technology	

		1976	
Ding, Ai-Chu (F)	EDIT 6600E EDIT 6320E EDIT 6400E EDIT 8320E EDIT 8400E EDIT 9200E EDIT 9000E EDIT 9300E	**Doctor of Philosophy** Instructional Systems & Technology/ Literacy, Culture, and Language Education 2018 Indiana University **Masters of Arts** Educational Studies 2011 University of Michigan **Bachelor of Arts Foreign Languages and Literatures** 2009 National Taiwan University	
Hill, Janette (F)	EDIT 7460E EDIT 8100E EDIT 8350E EDIT 8900E EDIT 9030E EDIT 9630E EDIT 9650E EDIT 9000E EDIT 9300E	**Doctor of Philosophy** Instructional Systems 1995 Florida State University **Master of Science in Library and Information Science** 1990 Library and Information Science Florida State University **Bachelor of Arts** Communication 1988 University of North Florida **Associate Of Arts** Music, General 1986 St. Petersburg College - District Office	

Kopcha, TJ (F)	EDIT 6400E EDIT 6900E EDIT 7500E EDIT 7650E EDIT 8310E EDIT 8290E EDIT 8320E EDIT 8900E EDIT 8990 EDIT 9200E EDIT 9000E EDIT 9300E	**Doctor Of Philosophy** Educational/Instructional Technology. 2005 Arizona State University **Master Of Arts** Curriculum and Instruction 1996 University of Connecticut Community College **Bachelor Of Science** Mathematics Teacher Education 1995 University of Connecticut	
Lu, Jie (F)		**Doctor of Philosophy** Educational Technology 2023 University of Florida **Master of Arts** Education, Educational Technology 2019 University of Florida **Bachelor of Science** Education, Integrated Mathematics 2015 Kent State University	
Rieber, Lloyd (F)	EDIT 6170E EDIT 6900E EDIT 7190E	**Doctor of Philosophy** Instructional Systems 1987 Penn State **Master of Arts**	

	EDIT 8190E EDIT 8290E EDIT 8390E EDIT 9000E EDIT 9300E	1983 Elementary Education University of New Mexico **Bachelor of Science** Elementary Education 1979 University of Pittsburgh	
Schmidt, Matthew (F)	EDIT 6190E EDIT 6200E EDIT 6500E EDIT 7170E EDIT 8190E EDIT 8220E EDIT 8220E EDIT 8350E EDIT 9000E EDIT 9300E	**Doctor of Philosophy** Information Science and Learning Technologies; 2010, University of Missouri **Master of Arts** German Language and Literature; Computer-assisted Language Learning; 1999, University of Missouri **Bachelor of Arts** German Language and Literature; English Literature; 1996, Truman State University	
Stefaniak, Jill (F)	EDIT 6170E EDIT 7170E EDIT 7150E EDIT 6200E EDIT 7520E EDIT 8310E EDIT 9150E EDIT 8220E	**Doctor of Philosophy** Instructional Technology 2013 Wayne State University **Master of Training and Development** Instructional Design and Technology Organizational Development and Leadership 2008	

	EDIT 9630E EDIT 9650E EDIT 9000E EDIT 9300E	Oakland University **Bachelor of Business Commerce** 2006 University of Windsor	

Explain your plan for <u>new</u> faculty and staff for the program:

51. How many new staff will be needed for this program over the next four years?

0

a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)

Not applicable. The existing staff in the program can accommodate the program.

F3. Facilities – complete the questions below

52. Where will the program be offered?^ Mark all that apply

☐ Main campus

☐ Satellite campus: Specify Here

☐ Other: Specify Here

☒ 100% Online

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

53. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces[1]				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

[1]Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

54. If the anticipated program includes labs or "other" specialized spaces, please describe specific requirements for these rooms, including equipment.

55. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

56. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?

F4. Technology

57. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over $5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				
5				
6				
Total Technology Costs		**0**	**0**	

G. RISKS AND ASSUMPTIONS

58. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
Low Enrollment: Many individuals enter this field at the master's degree level. The majority of individuals pursuing doctoral degrees will be seeking (or currently holding) leadership roles within their respective organizations.	Low	Low	With the changing workforce demands in K-12 education, this program may be a viable option for teachers wanting to transition into other learning design disciplines. With increased awareness and economic viability of instructional design positions in Georgia and across the nation, low enrollment is not anticipated. The department will actively recruit students into the programs through connections with alumni in the Department of Workforce Education and Instructional Technology. Several courses included in this proposed plan of study can also serve as electives as part of the existing Master of Education (M.Ed.) and Education Specialist (Ed.S.) programs within LDT.

59. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

The program would need to be included in a substantive change request with the Georgia Professional Standards Commission.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

References

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Documentation of Approval and Notification

Proposal: Proposal for a new online Doctor of Education (Ed.D.) in Learning, Design, and Technology

College: Mary Frances Early College of Education

Departments: Workforce Education and Instructional Technology

Proposed Effective Term: Fall 2025

School/College:

- Department of Workforce Education and Instructional Technology Department Head, Dr. Lloyd Rieber, 8/7/24
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 8/7/24
- Graduate School Associate Dean, Dr. Anne Shaffer, 9/13/24