2014-2015 LONG SIGNATURE SHEET

Proposal Number: <u>EIST 10-21-2014 c</u>

UNC CHARLOTTE

Proposal Title: <u>Modifying program requirements for the School Specialist Concentration of M.Ed. in Instructional Systems Technology</u>

Originating Department: <u>Department of Educational Leadership</u>

TYPE OF PROPOSAL: UNDERGRADUATE_____   GRADUATE__X____   UNDERGRADUATE & GRADUATE____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
09/16/14	10/21/14	10/22/14	Approved	**DEPARTMENT CHAIR** *James Bird* DR. JIM BIRD
10/27/14	10/27/14	11/4/14	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** *Kelly Anderson* DR. KELLY ANDERSON
11/11/14	11/11/14	11/11/14	Approved	**COLLEGE FACULTY CHAIR (if applicable)** N/A [print name here:]
11/11/14	11/11/14	11/11/14	Approved	**COLLEGE DEAN** DR. ELLEN McINTYRE
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:]
			Approved	**HONORS COLLEGE** (if applicable; for Honors courses & programs)
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate content)
11-12-14	12-2-14	1-8-15	Approved	**GRADUATE COUNCIL CHAIR** (for graduate content) ALAN R. FREITAG
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

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LONG FORM
COURSE AND CURRICULUM PROPOSAL

*To: Graduate Council

From: Instructional Systems Technology Program

Date: 8/26/14

Re: Modifying program requirements for the School Specialist Concentration of M.Ed. in Instructional Systems Technology

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I.   HEADING AND PROPOSAL NUMBER

University of North Carolina at Charlotte

Modifying program requirements for the School Specialist Concentration of M.Ed. in Instructional Systems Technology

Instructional Systems Technology (IST), Department of Educational Leadership, College of Education

A. Proposal Number:

B. Title: *Modifying program requirements for the School Specialist Concentration for M. Ed in Instructional Systems Technology*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

1. Modify Program requirements for the School specialist concentration of M.Ed. in IST and update program overview, objectives and concentration details.

B. JUSTIFICATION

The existing Instructional Systems Technology Program is aligned with the 1997 North Carolina Excellent Schools Act and the propositions of the National Board for Professional Teaching Standards. Technology has changed in the last 17 years and we have newer standards in the instructional systems technology field. The proposed program will be aligned with the Association for Educational Communication and Technology (AECT) 2012 standards.

We are proposing to re-align the courses to the new AECT standards and based on that reduce the required program hours from 39 hours to 36 hours. The required foundation courses are also updated and aligned based on the needs of the school specialist concentration.

C. IMPACT

Group of students benefitted: Graduate students in the M.Ed. in Instructional Systems Technology will benefit from the proposed changes. The requirements are now aligned to newer standards and students are able to achieve the program objectives in 36 hours.

Effect of this proposal on existing courses and curricula:

We have updated the required courses and hours for the M.Ed. program from 39 to 36 hours and have updated program overview and objectives. The school specialist concentration now has specific set of foundation courses. There are no new courses proposed for this concentration but the requirement differs in the number of foundation courses, exit requirement courses and

electives to meet the needs of the school specialists.The IST catalog for M.Ed. gets affected by these proposed changes. Updated version of catalog is included in this proposal. See catalog copy at the end of this document.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

We do not need any additional resources for these proposed changes.

    A. PERSONNEL. there will be no change to the personnel based on the new requirements.

    B. PHYSICAL FACILITY. This is an entirely online program and we already have all the technology resources needed.

    C. EQUIPMENT AND SUPPLIES: No special equipment is needed for these proposed changes.

    D. COMPUTER. We will be using the Moodle Learning Management System and the Saba Synchronous tool already supported by UNC Charlotte.

    E. AUDIO-VISUAL. There are no requirements for audio-visual facilities as this is an entirely online program.

    F. OTHER RESOURCES. There is no need for any other resources.

    G. SOURCE OF FUNDING. There are no additional sources of funding available for these proposed changes.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

    A. LIBRARY CONSULTATION. Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).

    See attached.

    B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

    Not Applicable

C. HONORS COUNCIL CONSULTATION. In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

   NOT APPLICABLE

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

A. ORIGINATING UNIT. Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

   At the Education Leadership department meeting on 10/21/14, we received a 15-0 vote supporting the curriculum change proposed.

B. CREDIT HOUR. **(Mandatory if new and/or revised course in proposal)**
   Review statement and check box once completed:
   ☐ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

C. ATTACHMENTS.

   1. CONSULTATION: Attach relevant documentation of consultations with other units.

      Library Consultation (Attached)

   2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

   3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "~~strikethrough~~" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

a. For a new course or revisions to an existing course, check all the statements that apply:

____ This course will be cross listed with another course.

____ There are prerequisites for this course.

____ There are corequisites for this course.

____ This course is repeatable for credit.

____ This course will increase/decrease the number of credits hours currently offered by its program.

____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

The Catalog copy with updates for M.Ed. in IS T – School Specialist Concentration is attached at the end of this document.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY **(UNDERGRADUATE ONLY)**: Does the proposed change impact an existing Academic Plan of Study?

☐ Yes. If yes, please provide updated Academic Plan of Study in template format.

☐ No.

Not applicable

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

☐ Yes. If yes, please provide updated SLOs in template format.

☒ No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

☒ Yes. Briefly explain below.

☐ No. Briefly explain below.

Effort will be made by the IST faculty to provide students the option to buy electronic books instead of hardcopy textbooks.

Electronic textbooks are usually less expensive than hardcopy textbooks

FACULTY RESPONSIBLE FOR DEVELOPING THIS PROPOSAL

Florence Martin, Associate Professor of Educational Leadership

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE

Approved on _____by the College Graduate Curriculum Committee
          Date   Chair:_____

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Instructional Systems Technology (M.Ed.)

Overview

Designed for both teachers in public or private schools and persons in the private sector who wish to increase their instructional technology skills and who seek to develop skills for designing and implementing curriculum and instructional strategies that incorporate instructional systems technology. The M.Ed. Program in Instructional Systems Technology qualifies graduates who already hold either an "A" or "G" level teaching license from the North Carolina Department of Public Instruction (or from another state) for the new Masters/Advanced "M" license in Instructional Technology Specialists: Computers (NC 077) license as well as the Curriculum and Instructional Specialist (NC 113) "M" level license with additional coursework in Curriculum and Supervision. Students should work with an advisor to complete these requirements. Students interested in the Curriculum and Instructional Specialist (NC 113) "M" level license should apply for the Graduate Certificate Program in Curriculum and Supervision. This Master's program is offered as an **Online Program** through the Office of Distance Education.

This 36-credit hour M.Ed. program prepares instructional design professionals to analyze, create, use, integrate, implement, evaluate and manage instructional and performance solutions. When students graduate they hold instructional design and technology positions in education (P-12 and higher education), corporate, government, or military organizations. The program develops professionals who are solidly grounded in instructional technology foundations, principles, theories, applications, and current trends and provides opportunities for them to integrate different forms of technology to enhance teaching and learning.

Program Objectives

Aligned with the 1997 North Carolina Excellent Schools Act and the propositions of the National Board for Professional Teaching Standards, Aligned with the Association for Educational Communications and Technology (AECT) 2012 standards, the program prepares graduates to:

1. Create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
2. Demonstrate effective analysis, integration and implementation of educational technologies and processes based on contemporary content and pedagogy.
3. Facilitate learning by creating, using, evaluating, and managing effective learning environments.
4. Design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.
5. Explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.
6. integrate appropriate technology into learning systems

7. ~~undertake instructional analyses that include task analysis, audience analysis, instructional environment analysis, and both target enabling objectives and measures~~
8. ~~identify criteria, strategies, services, and information sources for hardware and courseware evaluation, selection, and integration~~
9. ~~plan, develop, revise, and evaluate courseware using a standard planning process and accepted standards and criteria~~
10. ~~evaluate instructional technology systems~~
11. ~~work effectively as members of a design and development team that generates solutions to instructional problems~~
12. ~~provide leadership in the field of instructional systems technology systems~~

~~Additional Admission Requirements~~

~~In addition to the general requirements for admission to the Graduate School, applicants seeking the new Master's/Advanced Competencies "M" license in Instructional Technology Specialist: Computers must already hold either an "A" or "G" level teaching license from the North Carolina Department of Public Instruction (or its equivalent from another state).~~

~~Given the nature and size of the graduate degree program, applicants are only admitted for the Fall of each year. Each entering group of students will be provided a sequence of course offerings for the program. This allows students to know when the courses they will need are offered. Please contact the Graduate School for application deadlines.~~

Concentrations

The M.Ed. Instructional Systems Technology program has three concentrations

1. School Specialist
2. Training and Development
3. Online Learning and Teaching

School Specialist

This concentration is for those who work in the P-12 system and who already hold either an "A" or "G" level teaching license from the North Carolina Department of Public Instruction (or from another state) for the new Masters/Advanced "M" license in Instructional Technology Specialists

Training and Development (**Pending proposal approved**)

This concentration is for the instructional technology personnel who wish to do training and development in corporate, higher education, government and military.

Online Learning and Teaching (**Pending proposal approved**)

This concentration is for those interested in designing, developing, or managing online learning and teaching.

Degree Requirements

The M.Ed. Program in Instructional Systems Technology requires a total of 36 credit hours comprising ~~9 hours of courses of~~ foundations courses (18 ~~9~~ hours), ~~instructional development courses (6 hours),~~ internship and ~~seminar~~ Capstone project (6 hours), plus ~~related~~ elective coursework (12 hours). ~~Students must also complete the Capstone Experience described below. Students interested in adding the Curriculum and Instructional Specialist (NC 113) "M" level license will need to take additional coursework to complete the Graduate Certificate in Curriculum and Supervision that could include as much as 18 semester hours of additional coursework~~.

Foundation Courses (18 hours)

School Specialist Concentration

- EIST 5100 Technology Integration in Education (3)
- EIST 6100 Foundations in Instructional Systems Technology (3)
- EIST 6101 Learning Principles in Instructional Systems Technology (3)
- EIST 6110 Instructional Design (3)
- EIST 6130 Instructional Multimedia Development (3)
- RSCH 6101 Research Methods (3)

~~**Foundations I (9 hours)**~~
- ~~EIST 6101 The Adult Learner (3)~~
- ~~RSCH 6101 Research Methods (3)~~
- ~~EIST 6100 Readings in IST (3)~~

~~**Foundations II (9 hours)**~~
- ~~EIST 6110 Instructional Design (3)~~
- ~~EIST 6135 Learning, Media, Resources & Technology (3)~~
- ~~EIST 6121 Instructional Courseware Authoring (3)~~
- ~~**Instructional Development (6 hours)**~~
- ~~EIST 6130 Instructional Development Part I (3)~~
- ~~EIST 6140 Instructional Development Part II (3)~~

~~**Internship Seminar (6 hours)**~~
- ~~EIST 6491 Internship and Seminar IST Part I (3)~~
- ~~EIST 6492 Internship and SeminarIST Part II (3)~~

Recommended Elective Coursework (12 hours)

~~Courses may be selected from the following categories and must be approved by the student's advisor: educational research and evaluation, MIS, technical writing, curriculum and instruction, computer systems and networking, administration and supervision courses.~~ Students should work

with an advisor to determine the related coursework that works best in their program of study. For the most current approved courses, please visit the ~~Department of Educational Leadership website~~ Instructional Systems Technology Program website.

Recommended electives (12 hours)

- EIST 6121 Advanced Instructional Design (3)
- EIST 6130 Current Trends in Instructional Systems Technology (3)
- EIST 6140 Instructional Video Development (3)
- EIST 6150 Design, Development, and Evaluation of Online Learning Systems (3)
- EIST 6160 Designing Learning Systems with Simulation and Game Technology (3)
- EIST 6000 Topics in Instructional Systems Technology (3)
- EIST 6135 Learning, Resources and Technology (3)
- RSCH 7196 Program Evaluation Methods (3)

Internship and IST Capstone Project (6 hours)

Students must complete an internship and a Capstone Project as part of the Capstone experience. For more specific information regarding the Master's Capstone Project, please contact your advisor.

- EIST 6491 Internship in Instructional Systems Technology (3)
- EIST 6492 Capstone Project in Instructional Systems Technology (3)

~~Capstone Experience~~

~~Students must complete a Master's Project or Thesis. The project may take the form of a thesis, research study, or program development activity. The project is followed by an oral examination in which the student clarifies, expands, and defends his or her Master's project. Please contact the Graduate School for information regarding the Thesis requirements. For more specific information regarding the Master's Project or Thesis, please visit Graduate School Website~~

Licensure

Instructional Technology Specialist (North Carolina 077)

The M.Ed. Program in Instructional Systems Technology also qualifies graduates who already hold either an "A" or "G" level teaching license from the North Carolina Department of Public Instruction (or from another state) for the new Masters/Advanced "M" license in Instructional Technology Specialists: Computers (NC 077) license. ~~as well as the Curriculum and Instructional Specialist (NC 113) "M" level license with additional coursework in Curriculum and Supervision.~~ Students should work with an advisor to complete these requirements

Program Certification / Accreditations

- National Council for the Accreditation of Teacher Education (NCATE)
- Association for Educational Communications and Technology (AECT) (with National Recognition)
- North Carolina Department of Public Instruction (NCDPI)

Admission Requirements

Admission Deadlines

We accept applications for Fall, Spring and Summer admissions. Check the program website for application deadlines.

Admission applications are completed online through UNC Charlotte's Graduate School at the Graduate School's Online Application. Admission requirements published are in compliance with Graduate Council Policies.

The admission process is competitive and determined by the following, equally weighed, application components:

1. Applicants are required to have a minimum of a B.A. or B.S. Degree from an accredited college or university.
2. Official transcripts showing an overall undergraduate GPA of 2.50 or better; and, an undergraduate GPA of 2.75 or higher for the last two years of coursework
3. GRE or MAT scores that meet or exceed the 30th Percentile
4. Three letters of recommendation from professionals in the field who are able to judge the quality of the applicant as a future student in this program
5. Statement of Purpose of no more than 750 words in 12-point font and double-spaced, written definitively, coherently, and incorporating thoughtful expression in response to:
   a. What skills and knowledge do you hope to acquire and develop as a result of this program?
   b. Characterize what you would contribute to the collective learning experiences of your fellow students.
   c. How you will help the College reach its Diversity Goal?
6. Additional items required for those using this program to satisfy the North Carolina Department of Public Instruction (NCDPI) Instructional Technology Specialists: Computers (10877). This requirement is only for those who wish to earn the 077 license. Those who wish to work in other instructional technology settings (higher education, corporate, military, government) do not have to fulfill this requirement.
   o A valid appropriate North Carolina teaching license A or G level (or equivalent from another state). In the online admission application, there is a field in which to specify the type of teaching license. Rather than uploading a copy of the teaching license into the application system, scan the license and email a copy to the Program Director
   o A minimum of 2 to 3 years teaching experience.

UNC CHARLOTTE

J. Murrey Atkins Library

Consultation on Library Holdings

To: Florence Martin, Program Director IST

From: Judy Walker, Education/ Psychology Librarian

Date: September 9, 2014

Subject: Revision of the Instructional Systems Technology Masters/Graduate Certificate Program

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Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker _____ Date: September 9, 2014 _____

Please Check One:
Holdings are superior _____
Holdings are adequate   X ____
Holdings are adequate only if Dept. purchases additional items. _____
Holdings are inadequate _____

Comments:
Since the majority of this proposal is basically a reworking of courses already being taught which the library is already supporting, the print and electronic collection is adequate to support the changes. And students can easily get those items we do not own through our interlibrary loan service.

Judy Walker

Evaluator's Signature

September 9, 2014 _____
Date

Revised 10/29/08
OAA jdp

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