2014-2015 LONG SIGNATURE SHEET

Proposal Number: EIST 10-21-2014 f

UNC CHARLOTTE

Proposal Title: Updating program overview and objective, modifying admission requirement and renaming and adding a concentration for Graduate Certificate in Instructional Systems Technology

Originating Department: Department of Educational Leadership

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/16/14	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** *K. Anderson* DR. KELLY ANDERSON
			Approved	**COLLEGE FACULTY CHAIR (if applicable)** N/A [print name here:]
11/10/14	11/10/14	11/10/14	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* 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**

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*To: Graduate Council

From: Instructional Systems Technology Program

Date: 8/26/14

Re: Updating program overview and objective, modifying admission requirement and renaming and adding a concentration for Graduate Certificate in Instructional Systems Technology

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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

Updating program overview and objective, modifying admission requirement and renaming and adding a concentration for Graduate Certificate in Instructional Systems Technology

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

A. Proposal Number:

B. Title: *Updating program overview and objective, modifying admission requirement and re-naming and adding a concentration for Graduate Certificate in Instructional Systems Technology*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

In this proposal we seek to propose four different modifications to the Graduate Certificate in Instructional Systems Technology
   - Update program overview and objectives for the IST Graduate Certificate
   - Eliminate GRE or MAT scores as a requirement to admission to the IST graduate certificate
   - Rename the community training and development concentration to training and development. Propose required courses for the Training and Development Concentration in the IST graduate certificate.
   - Propose an online learning and teaching concentration as part of the graduate IST certificate. Propose required courses for the online learning and teaching concentration in the IST graduate certificate.

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. We would like to propose a program that will be aligned with the Association for Educational Communication and Technology (AECT) 2012 standards. We propose to update the program overview and objectives. The GRE or MAT requirement for admission to the IST graduate certificate is also being eliminated. After analysis of several certificate programs across the country, state, and college, we decided that this was not an essential requirement for admission to the graduate certificate. This will help bring in more

students for graduate certificate. They will be required to take the GRE or MAT if they decide to pursue a Masters degree.

We would like to stay consistent with the changes in the M.Ed. program, and propose to rename the community training and development concentration to training and development. We would like to delete the word "Community" in the second concentration to make it broader "Training and Development." This will serve the needs of those in corporate, higher education, government and military settings. The required courses are also updated and aligned based on the needs of the Training and Development concentration. Though there were two concentrations in place, there was only one set of course requirements for both the training and development and school specialist.

We would like to propose an online learning and teaching concentration as part of the graduate IST certificate as well. 6.7 million students were reported to be enrolled in at least one online in higher education course in Fall 2012. . In the years between 2002 and 2012 the number of students taking at least one online course grew at nearly a 23.8% growth rate from 1.6 million students in 2002 to 6.7 million in 2012 (Allen & Seaman, 2013). iNACOL which is the International Association for K-12 Online Learning reports that 1.8 million K-12 students were enrolled in a distance education course in 2009-2010 academic year. There is a need for a new concentration in "online learning and teaching" due to the dramatically increasing demand in higher education, business and industry, government, health, and public education for educators, staff developers and learning officers who have expertise in designing, developing, implementing, and managing online courses and programs. Expertise is required in understanding the online learning environments and instructional design and development skills required for creating, delivering, managing and evaluating online courses and programs and this concentration will meet the needs of that particular group of learners.

C. IMPACT

Group of students benefitted: Graduate students in the graduate certificate program in Instructional Systems Technology will benefit from the proposed changes because they currently take the required courses for the School Specialist concentration. With this proposed change, they will now learn the skills that they need in training and development.

Faculty in higher education, community college and K-12 setting, and also those in business and industry, government, and military who need the skills to create, deliver, manage and evaluate online courses will benefit from this concentration within the Graduate Certificate in the Instructional Systems Technology program.

Effect of this proposal on existing courses and curricula:

The IST catalog for Graduate Certificate will be affected by these proposed changes. An updated version of the catalog is included in this proposal. See the 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 proposed modification.

    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.

Attached Catalog copy of with program updates for Graduate Certificate in IST 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 faultygovernance@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

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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.

Graduate Certificate in Instructional Systems Technology

Overview

~~The Graduate Certificate in Instructional Systems Technology is designed for school system personnel who currently hold a valid "A" or "M" level teaching license and who are seeking the Special Endorsement in Computer Education by the North Carolina Department of Public Instruction.~~

~~Others seeking the graduate certificate would include non-school personnel who are working in the area of Training and Development.).~~

~~The Graduate Certificate program requires admission through the Graduate School with completed applications filed no later than June 30th of each year for admission during the fall semester of that year.~~

This 18-credit hour graduate certificate program prepares instructional design professionals to create, analyze, use, integrate, implement, assess, 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.

This Graduate Certificate is offered as an **Online Program** through the Office of Distance Education.

Program Objectives

Aligned with the Association for Educational Communications and Technology (AECT) standards, this 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.

Concentrations

The Instructional Systems Technology graduate certificate 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). School system personnel who currently hold a valid "A" or "M" level teaching license and are eligible for the Special Endorsement in Computer Education (079 License) by the North Carolina Department of Public Instruction at the end of this graduate certificate.

Training and Development

This concentration is for those who wish to do training and development in corporate, higher education, government and military.

Online Teaching and Learning

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

These professionals in training and development or online learning and teaching concentration would receive the Graduate Certificate only (i.e., without the Special Endorsement in Computer Education by the North Carolina Department of Public Instruction).

Course Requirements

School Specialist Concentration (18 hours)

- EIST 5100 Technology Integration in Education (3)
- EIST 6135 Learning, Media, Resources, and Technology (3)
- EIST 6100 Foundations of Instructional Systems Technology (3)
- EIST 6110 Instructional Design (3)
- EIST 6120 Current Trends in Instructional System Technology (3)
- EIST 6130 Instructional Multimedia Development (3)

Training and Development Concentration (18 hours)

- EIST 6100 Foundations of Instructional Systems Technology (3)
- EIST 6110 Instructional Design (3)
- EIST 6130 Instructional Multimedia Development (3)
- EIST 6170 Human Performance Technology (3)
- EIST 6160 Designing Learning Systems with Simulation and Game Technology (3)
- EIST 6120 Current Trends in Instructional System Technology (3)

Online Learning and Teaching Concentration (18 hours)

- EIST 6100 Foundations of Instructional Systems Technology (3)
- EIST 6110 Instructional Design (3)
- EIST 6130 Instructional Multimedia Development (3)
- EIST 6150 Design, Development, and Evaluation of Online Learning Systems (3)
- EIST 6101 Learning Principles in Instructional Systems Technology (3)
- EIST 6120 Current Trends in Instructional System Technology (3)

Admission Requirements

We accept applications for Fall, Spring and Summer admissions. Check the instructional systems technology program website for the 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.
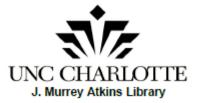
The admission process is competitive and determined by the following, ~~equally weighed,~~ application components:
- B.A. or B.S. degree in an appropriate field of study from a regionally accredited institution
- ~~An overall undergraduate GPA of 2.75 or better~~ Official Transcripts
- An undergraduate GPA of 3.0 or higher for the last two years of coursework
- Acceptable GRE or MAT scores ~~that meet or exceed the 45th percentile~~
- Evidence of strong written and oral communication skills
- For those seeking the 079 endorsement the following additional documents are required:
    o A valid North Carolina teachers license ~~(For those seeking the 079 license)~~
    o A minimum of 2 to 3 years teaching or other professional experience ~~for those seeking admission to the program to gain the 079 license~~

~~Documents reviewed in the admissions process:~~
- ~~Undergraduate transcripts~~
- ~~GRE or MAT scores~~
- ~~Letters of recommendation~~
- ~~Written statement of future goals~~
- ~~A written statement explaining how the candidate will help the College reach its Diversity Goal~~
- ~~Copies of North Carolina teaching license~~
- ~~Interview with the Instructional Systems Technology program faculty~~

~~**Instructional Systems Technology Statement of Purpose Guidelines**~~

- 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:
    o How will this program help you to achieve your professional goals?
    o What skills and knowledge do you hope to acquire and develop as a result of this program?
    o Characterize what you would contribute to the collective learning experiences of your ~~cohort~~ fellow students.
    o Develop your narrative so that it clearly responds to the prompts and provides the reader with definitive, coherent, and thoughtful expression.

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