

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Aug-17** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2018** Approved by EPC \_\_\_\_\_

Department **Lifespan Development and Educational Sciences**  
 College **EH - Education, Health and Human Services**  
 Proposal **Revise Academic Unit**  
 Proposal Name **Move of Instructional Technology Program Area from one Academic Unit to Another**

**Description of proposal:**

**This action moves the Instructional Technology program area from the School of Lifespan Development and Educational Sciences (LDES) to the School of Teaching, Learning and Curriculum Studies (TLC).**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

**This is a lateral move from one school to another within the College of Education, Health, and Human Services. There are no impacts on duplication, enrollment, staffing, need or audience. The Educational Psychology program is preparing for the move by inactivating the Instructional Technology concentration from its Ph.D. major. The Curriculum and Instruction program is working on adding that concentration to its Ph.D. major.**

Units consulted (other departments, programs or campuses affected by this proposal):

**LDES/TLC FAC and CAC; Educational Psychology; College of Communication and Information, School of Information, Library and Information Science, School of Digital Sciences.**

### REQUIRED ENDORSEMENTS

<i>H. DeBmann-Jenkins</i>	<u>11 / 2 / 2017</u>
Department Chair / School Director	
	<u>  /   /  </u>
Campus Dean (for Regional Campuses proposals)	
<i>S. Mitchell</i>	<u>11 / 20 / 17</u>
College Dean (or designee)	
<i>Melody Finckley</i>	<u>11 / 28 / 17</u>
Dean of Graduate Studies (for graduate proposals)	
	<u>  /   /  </u>
Senior Vice President for Academic Affairs and Provost (or designee)	

## Proposal Summary to Revise an Academic Administrative Structure Move Instructional Technology Program to the School of Teaching, Learning and Curriculum Studies

The purpose of this proposal is to move the Instructional Technology [ITEC] program area from the School of Lifespan Development and Educational Sciences [LDES] to the School of Teaching, Learning and Curriculum Studies [TLC] within the College of Education, Health and Human Services [EH].

With approval of this action, the following will be moved from LDES to TLC:

- Master of Education Instructional Technology
- Instructional Technology [ITEC] courses (see below)
- Online Learning and Teaching certificate [C614]
- ITEC faculty (3 TT and 2 FT/NTT)
- The ITEC concentration will be inactivated from the Ph.D. Educational Psychology [EPSY] major in a separate proposal and will be established as a concentration within the Ph.D. Curriculum and Instruction [CI] major in TLC until it can be approved as a new stand-alone major.

### ITEC courses:

ITEC	39525	Educational Technology
ITEC	40093	Variable Title Workshop in Educational Media
ITEC	47403	Instructional Design
ITEC	47427	Technology and Learning
ITEC	47495	Special Topics: Educational Media
ITEC	47496	Individual Investigation in Educational Media
ITEC	50093	Variable Title Workshop in Educational Media
ITEC	57400	Selection and Utilization of Educational Media
ITEC	57402	Organization and Administration of Educational Media Programs/Centers
ITEC	57403	Instructional Design
ITEC	57411	Designing Visuals for Instruction
ITEC	57427	Technology and Learning
ITEC	60199	Thesis I
ITEC	60299	Thesis II
ITEC	67403	Instructional Design
ITEC	67410	Simulation-Games in Education
ITEC	67420	Researching Current Issues in Instructional Technology
ITEC	67425	Managing Technological Change
ITEC	67426	Networking Basic for Educators
ITEC	67432	Designing Multimedia for Instruction
ITEC	67434	Emerging Technologies
ITEC	67435	Virtual Reality
ITEC	67442	Designing Online Courses
ITEC	67444	Teaching Online Courses
ITEC	67449	Research in Online Learning

## Proposal Summary to Establish or Revise an Academic Administrative Structure

ITEC	67491	Seminar: Educational Media
ITEC	67492	Advanced Practicum and Internship
ITEC	67495	Special Topics in Educational Media
ITEC	67496	Individual Investigation in Instructional Technology
ITEC	67498	Independent Research in Instructional Technology
ITEC	77403	Instructional Design
ITEC	77410	Simulation-Games in Education
ITEC	77411	Designing Visuals for Instruction
ITEC	77413	Digital Video in Education
ITEC	77420	Researching Current Issues in Instructional Technology
ITEC	77425	Managing Technological Change
ITEC	77426	Networking Basic for Educators
ITEC	77432	Designing Multimedia for Instruction
ITEC	77434	Emerging Technologies
ITEC	77435	Virtual Reality
ITEC	77442	Designing Online Courses
ITEC	77444	Teaching Online Courses
ITEC	77449	Research in Online Learning
ITEC	77491	Seminar: Educational Media
ITEC	77492	Advanced Practicum and Internship in Instructional Technology
ITEC	77495	Special Topics in Educational Media
ITEC	77496	Individual Investigation in Instructional Technology
ITEC	77498	Independent Research in Instructional Technology
ITEC	87450	Learning with Instructional Technologies

The Instructional Technology program has been affiliated with the Educational Psychology program for decades and a part of the School of Lifespan Development and Educational Sciences since its beginning. We are proposing to move instead to the School of Teaching, Learning, and Curriculum Studies. Over the past few years, the ITEC faculty have worked more and more closely with the faculty in teacher education in TLC. In addition, around the country most instructional or educational technology programs are affiliated with either educational psychology or teacher education. Our undergraduate courses and our master's degree program have been largely independent from other programs throughout our history, so the major tie to Educational Psychology has been through the doctoral program, where we maintain an official concentration in Instructional Technology. We propose the move to TLC in order to work more closely with their faculty and have a greater influence on teacher education at a time when technology in schools is a major issue. We hope to strengthen teaching, curriculum, and research ties with that school. The majority of our master's students come from school situations and could benefit from closer ties. There should be few problems in transferring the undergraduate and master's courses and programs from one school to the other. We are currently working with the Educational Psychology program to minimize the effects on our doctoral students and with the Curriculum and Instruction program to move our concentration to that entity.

**The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.***

**1. The quality of the faculty, students and programs.**

The current Instructional Technology program is an ongoing and even thriving program. All faculty will move from one school to the other. Students will move as well with no significant changes for undergraduate or master's students. An existing agreement between the Educational Psychology program and the Instructional Technology program protects doctoral students from being affected in ways that would materially alter or slow their progress through the degree

**2. Centrality and coherence to the mission and strategic directions of the university and other academic units.**

Because Instructional Technology is an ongoing program that already supports and advances the university mission and strategic goals in a variety of ways, the key question here is what effect the move from one school to another will have on that. Around the country, most educational or instructional technology programs are affiliated with either Educational Psychology or with teacher education. We believe that by moving to teacher education, we can do a better job of serving our core student audience, enhance our research and grant opportunities, and advance the effective use of technology in educational and other settings.

**3. Comparative advantage versus other structures.**

The advantage of moving to the School of Teaching, Learning, and Curriculum Studies is that we will be more closely aligned with the teacher education programs. A large number of our current students are teachers pursuing advanced degrees. We will be well-placed to serve their needs better, to participate in doctoral education and research that focuses on online learning and other technology-related topics, and work with related faculty on research and grant opportunities.

Around the country, most educational/instructional technology programs are aligned with either Educational Psychology or teacher education. We believe that we can gain the above advantages by moving to a different school.

**4. What makes the unit particularly appropriate for Kent State University.**

Kent State University already has a thriving instructional technology program. Moving to a new school allows it to work with a new set of programs in teacher education, in research and grant-writing, and in serving our advanced students.

**5. Demand for the unit and for the graduates of the unit.**

Demand for the Instructional Technology program remains fairly strong. Active enrollment in the program has averaged about 60 students per semester for the past five years. More are enrolled in the Fall and Spring than in the Summer. Enrollment has fluctuated but within narrow limits. The program expects that this move, along with curriculum changes being submitted separately will help increase demand at both the master's and doctoral levels. This is based on the increased competitiveness of the program because of greater relevance and appeal as well as the slightly lower credit-hour requirements. Our participation in the upcoming online Doctor of Education program as well as revitalizing the Doctor of Philosophy program affords the growth opportunities at that level. Graduates of the program are and will continue to be employed in the field. Our graduates do not fit easily into the job classifications in various surveys of employment, but positions such as training and development specialists are projected to grow seven percent a year, with others growing as much or more.

**6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region**

This is an existing program that is merely making an administrative change from one school to another. This change does not affect the duplication or interrelatedness at any level.

**7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.**

The big difference in efficiency and effectiveness will come in working more closely with teacher education faculty to improve the use of technology in education, to pursue research on common interests and in common settings, in preparing teachers and others to advance the field, and in pursuing grant opportunities. We can do that because we will now be in closer contact with those faculty members and be better placed to discover areas of common interest.

**8. Administrative reporting structure.**

The program currently reports to the Director of the School of Lifespan Development and Educational Sciences who reports to the Dean of the College of Education, Health, and Human Services. After the move, the program will report to the Director of the School of Teaching, Learning, and Curriculum Studies who reports to the Dean of the College of Education, Health, and Human Services. No other changes will occur.

**9. Space and capital budget needs.**

No new space or capital budget needs are anticipated, because this is a lateral move and does not create a new program.

**10. A proposed operating budget with any one-time resource needs.**

Ongoing operating budgets will be transferred when the move takes place.

**11. Evaluation procedures including academic assessment procedures.**

The Instructional Technology program already relies heavily on projects and papers to assess students in individual courses and on a portfolio to assess students at the end of its master's program. We intend to continue those practices, and the change to a new school will not affect that. New curriculum initiatives will improve our use of these techniques, however. A key initiative is to move our portfolios to TaskStream and ready them for an accreditation review.

**12. A timetable for proposal implementation.**

The proposal will go through the required curriculum approval process with changes to take effect fall 2018. The following is the anticipated schedule:

ITEC approval: September 2017

LDES SCC approval: November 1 2017

EHHS CCC: November 17, 2017

EPC: January 22, 2018

Faculty Senate: February 12, 2018

Board of Trustees: Spring 2018

To whom it may concern,

This document serves to officially recognize that the Educational Psychology and Instructional Technology programs have decided to split apart, with Educational Psychology remaining in the School of Lifespan Development and Educational Sciences and Instructional Technology moving to the School of Teaching, Learning, and Curriculum Studies. As a result of this separation, the Educational Psychology Ph.D. concentration in Instructional Technology will be inactivated.

The Instructional Technology program **approves** the removal of its concentration from the Educational Psychology doctoral program. The Educational Psychology program **approves** the addition of the Instructional Technology concentration to the Curriculum and Instruction doctoral program. In addition, The LDES and TLC FAC have reviewed and approved these changes.

Interim Dean Kretovics imposed one condition on the change: that current students be affected as little as possible. To fulfill that condition, the two programs have agreed to the following:

- Students currently at the dissertation level with existing committees will be able to keep those committees and complete the degrees and concentrations that they began.
- Pre-dissertation students will be able to complete the coursework for the degrees and concentrations they began and will be able to substitute courses from the new programs to fulfill their degree requirements. Committees for comprehensive examinations and dissertations will be chaired by faculty from the appropriate concentration. Students may still include members from the other concentration but would not be required to.
- New students in either concentration will be advised about the change, and the advisor will work with them to develop programs of study that reflect the changes being implemented.
- Subsequent changes to the Master's programs in each department are also approved and included in this agreement.

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