

476: LEARNING, DESIGN AND TECHNOLOGY

In Workflow

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- i. Catalog Editor (CatalogEditor@utsa.edu)

Approval Path

- a. Fri, 15 Jul 2022 14:40:08 GMT
Debbie Rappaport (fjs556): Approved for SACSCOC Accreditation Liaison
- b. Mon, 22 Aug 2022 20:04:56 GMT
Jeff Ragsdale (qze829): Approved for Vice_ProvostGrad
- c. Mon, 22 Aug 2022 21:29:08 GMT
Ambika Mathur (ujl745): Approved for GR Vice Provost

New Program Proposal

Date Submitted: Wed, 13 Jul 2022 01:57:11 GMT

Viewing: 476 : Learning, Design and Technology

Last edit: Fri, 15 Jul 2022 14:39:57 GMT

Changes proposed by: ocz582

Administrative Information

Submitter Information

Name

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Email

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Title

Senior Associate Dean COEHD

Department

Interdisc Learning & Teaching

Select Not Applicable for Department if this is a College Level Program. Then select the appropriate college.

College

Education & Human Development

Effective Catalog Edition

2023-2024

Is this an academic agreement with another entity outside UTSA?

No

New Program Proposal

Program Name

Learning, Design and Technology

Desired Implementation Date

Spring 2023

Program Type

Graduate Certificate

Program Level

Graduate

CIP Code

13.0501.00 - 13.0501.00

Percent of new courses for the degree

0% - repackaging of existing courses

Method of Delivery

Fully Online (86-99% online)

Is this a college-level program?

Yes

A college-level program is a degree program associated with a college instead of a department.

Is this program in collaboration with another college at UTSA, dependent on other courses (i.e., pre-reqs) or programs, or impact other course or program offerings?

No

Mission: Describe how the credential/degree aligns with the institutional mission or institutional strategic plan.

The Graduate Certificate in Foundations of Learning, Design, and Technology is designed to advance students' theoretical understanding and practical application of instructional technology principles in learning environments supported by current and emergent technologies, in both formal and informal settings. Emphasis is placed on culturally-relevant and technology-mediated approaches to learning and teaching with technology, such as instructional design, development of learning technologies, technology and learning cultures, and research in learning, design, and technology.

Demonstrated need: Provide evidence of the job market and workforce need for the proposed credential/degree (include burning glass and other workforce related data). Consider the impact of the program title on recruitment (SEO/SEM).

the courses are drawn from the existing Masters in Learning, Design and Technology.

This fully online certificate will serve students seeking to expand their professional qualifications and knowledge of learning technologies, instructional design, and multimedia development for learning, as well as those seeking leadership roles in these areas.

Existing Programs: Demonstrate the relationship between the proposed program and existing programs and any potential effects on enrollment for existing programs.

this program may ultimately serve as a feeder program into the Masters in Learning Design and Technology.

Student demand: Provide evidence of both short-term and long-term student demand for the credential/degree (include analysis of RNL demand data on competitor programs).

According to Grand View Research, "The global education technology market size was valued at USD 76.4 billion in 2019 and is expected to grow at a compound annual growth rate (CAGR) of 18.1% from 2020 to 2027" (<https://www.grandviewresearch.com/industry-analysis/education-technology-market>). Overall, the educational technology market size is expected to be worth USD 285.2 billion by 2027. The same report states that "Increasing awareness pertaining to the advantages of technology integration in the education sector is stimulating market growth" and that "digital education is predicted to thrive with a wide array of beneficiaries across the geographical regions, age, and socio-economic conditions."

Enrollment projections per year, for the first five years, are presented below (including new students, attrition, continuing students, total students, and graduates). The courses in the graduate program are offered in the Fall and Spring semesters. In the first five years, we anticipate to have a starting cohort of 12 students in the first year and an increase of 8 students per year. Enrollment assumption are based on current enrollment in the M.A. program and potential new students enrolled in the certificate, but not in the M.A. program. Since the courses in the certificate are part of the M.A. program, all students who complete the M.A. program may also earn the certificate, if they apply for it. Students can complete the certificate in two long semesters (LDT 5003, LDT 5313, and LDT 6003 are offered in the fall; LDT 5343 and LDT 5703 are offered in the Spring). However, it is expected that the majority (who are anticipated to be fulltime working professionals) will take one to two courses per semester and finish in 3-5 semesters. Should enrollment increase, any of these classes may also be offered in the Summer (in addition to the regular sections offered in the Fall and Spring semesters).

Faculty availability: Provide information on appropriately-credentialed faculty available to teach courses in the program or a plan to hire additional faculty to support the program if applicable.

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emergent technologies, in both formal and informal settings. Emphasis is placed on culturally-relevant and technology-mediated approaches to learning and teaching with technology, such as instructional design, development of learning technologies, technology and learning cultures, and research in learning, design, and technology.

Curriculum: Discuss or provide outline of the curriculum designed to build workforce-specific skills and knowledge, including new courses that will be needed. Describe what career-engaged learning experiences are incorporated in the curriculum to prepare students for the intended workforce. Work with Undergraduate Studies to produce Curricular Analytics Program map to show student movement through a program. For graduate programs, consider aligning research and thesis hours with time to degree.

The certificate is comprised of five graduate courses, for a total of 15 Semester Credit Hours (SCHs).

these 5 courses already exist in an online format.

LDT 5003 Introduction to Learning, Design, and Technology

LDT 5313 Development of Learning Technologies

LDT 5343 Instructional Design

LDT 5703 Technology and Learning Cultures

LDT 6003 Research in Learning, Design, and Technology

Workforce: Discuss how relevant workforce representatives from business, industry, non-profits, etc. have been involved/consulted in the creation and design of the program. Describe the planned ongoing engagement after program launch to review and revise program curriculum.

Existing faculty and courses can fulfill course needs.

Attach File

Certificate_Request_Form-LDT-OCT-12-2021.pdf

LDT Graduate Certificate Proposal Routing Form.pdf

Is this a new doctoral program?

No

Degree Credit Hours

15

Catalog Integration

Catalog Integration: Provide a description of the program, including any program-specific or department-specific admission requirements.

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The Foundations of Learning, Design, and Technology has 15 SCH of required courses:

LDT 5003 Introduction to Learning, Design, and Technology

LDT 5313 Development of Learning Technologies

LDT 5343 Instructional Design

LDT 5703 Technology and Learning Cultures

LDT 6003 Research in Learning, Design, and Technology

Degree Requirements – For undergraduate programs, list the required/core courses, general education courses, and prescribed and free elective courses for the program, along with total semester credit hours required. For graduate programs, list the required/core courses, support courses, approved elective courses, thesis/non-thesis option (master's) and doctoral requirements for the program, along with total semester credit hours required.

The Foundations of Learning, Design, and Technology has 15 SCH of required courses:

LDT 5003 Introduction to Learning, Design, and Technology

LDT 5313 Development of Learning Technologies

LDT 5343 Instructional Design

LDT 5703 Technology and Learning Cultures

LDT 6003 Research in Learning, Design, and Technology

Supporting Documentation and Review

UT System and THECB Requirements for this Proposal/Notes

Certificate does not need UT System or THECB approval

SACSCOC Requirements for this Proposal/Notes

Certificate does not need SACSCOC notification

Reviewer Comments

Debbie Rappaport (fjs556) (Fri, 15 Jul 2022 14:39:57 GMT): Certificate was reviewed and approved at the May 19, 2021 Academic Council meeting. Moving to the Graduate School step to review proposal and forward to Graduate Council and then Faculty Senate for their review.

Key: 476