



Missouri Department of Higher Education

Building Missouri's future...by degrees

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): University of Central Missouri

Program Title: Human Services

Degree/Certificate: Education Specialist

Options: Educational Technology

Delivery Site(s): Online

CIP Classification: 139999 (Please provide a CIP code)

Implementation Date: August 2012

Cooperative Partners: n/a

AUTHORIZATION:

Michael J. Grelle, Vice Provost

2/24/2012

Name/Title of Institutional Officer

Signature

Date

Odin Jurkowski

660 543 8387

Person to Contact for More Information

Telephone

EdS Human Services / Educational Technology

List of New Courses in Program

INST 6950 Seminar in Educational Technology

Proposed Program

REQUIRED GRADUATE COURSES	12-15
PSY 4520 Stat for Behavioral Sciences	3
CTE 5130 Research Methods	3
INST 6950 Seminar in Ed Tech	3
INST 6960 Research Prob OR	3
CTE 6132 Research	6
GRADUATE ELECTIVES in Related Areas	15-18
MINIMUM GRADUATE HOUR TOTAL	30

Relationship to Mission and Justification: EdS in Human Services / Educational Technology

The University of Central Missouri was founded in 1871 as a state normal school to prepare teachers. The foundation of this university is the preparation and continuing development of educators. With the eventual move to include graduate programs in 1965 and the inclusion of a statewide technology mission in 1997 UCM leads the state in educator preparation. The addition of this new program coincides with the university mission by "building upon [our] historical strengths and state wide mission." Furthermore, as an online program this degree will continue to attract students from across the country as well as the state.

UCM currently offers a graduate certificate and an MS degree in educational technology. In consultation with the program advisory council, with a more than 300% increase in current program enrollment over the past three years, and after surveying a small sample of current teachers across Missouri, we have an initial list of 47 interested students and leads to dozens more. There is a need and an interest in an advanced degree in educational technology for those who already have an MS.

The program consists of a research component (statistics, research methods, and research problems and/or thesis), advanced seminar, and then courses in educational technology chosen in consultation with the advisor. This will vary depending on if the student already has an MS in educational technology or if their MS is in another area.

This program in Human Services / Educational Technology joins three other options currently available in the college according to MDHE (CIP code 139999):

Program: Human Services

Option: Learning Resources

Option: Professional Counseling

Option: Technology & Occupational Education

HUMAN SERVICES / EDUCATIONAL TECHNOLOGY

Education Specialist

This advanced program is designed for students who have already earned their master's degree in educational technology, education, or a related field. The program prepares teachers, educators, and others within education and training to enhance their understanding of incorporating technology into the educational environment and provide the tools and skills to find, utilize, and conduct research to advance their own use of educational technology.

Student Learning Outcomes - The graduate with an Education Specialist degree in Educational Technology will use the knowledge and skills obtained in the program to:

- Design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.
- Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.
- Use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.
- Plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.
- Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.
- Interpret, conduct, and contribute to the scholarly research of the field.

Admissions Process - To be accepted into the program a student must have a Master's degree, a minimum graduate GPA of 3.25, and three letters from references who can attest to the applicants professional and academic abilities. An applicant who does not meet the overall graduate grade point average must be classified as "a non-degree seeking student" until achieving a minimum graduate grade point average of 3.25 during the first nine hours of graduate study in the courses appropriate to the degree program.

Requirements - Students will earn a minimum of 30 semester hours of graduate credit within an approved program of study beyond a master's degree. At least 18 semester hours of this program must be 5000 and 6000 level courses. A minimum of 6 semester hours must be 6000 level courses. Aided by an adviser each student shall select between 15 to 18 credit hours of courses which may be from the required courses for the Master's degree in Educational Technology, electives from the educational technology program, or related courses from other program areas. The program concludes with a formal three to six hour research component consisting of a three hour research paper and/or a six hour thesis.

Sem. Hours

REQUIRED GRADUATE COURSES.....12-15

Aided by an adviser each student shall select courses in the area of specialization. Students without a master's degree in educational technology will complete a research paper and those with a master's degree in educational technology will be encouraged to conduct research for a formal thesis.

PSY 4520 Stat for Behavioral Sciences.....	3
CTE 5130 Research Methods.....	3
INST 6950 Seminar in Ed Tech.....	3
INST 6960 Research Prob OR.....	3
CTE 6132 Research	6

GRADUATE ELECTIVES in Related Areas.....15-18

MINIMUM GRADUATE HOUR TOTAL.....30



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STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	3	5	7	7	7
Part Time	10	20	30	30	30
Total	13	25	37	37	37

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Form SE - Student Enrollment Projections



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PROGRAM STRUCTURE

A. Total credits required for graduation: 30 hrs beyond master's

B. Residency requirements, if any: n/a

C. General education: Total credits: n/a

Courses (specific courses OR distribution area and credits):

_____	cr.	_____	cr.	_____	cr.
_____	cr.	_____	cr.	_____	cr.
_____	cr.	_____	cr.	_____	cr.
_____	cr.	_____	cr.	_____	cr.
_____	cr.	_____	cr.	_____	cr.

D. Major requirements: Total credits: 12-15

PSY 4520 _____ 3cr. Click here to enter text. _____ cr.

CTE 5130 _____ 3cr. _____ cr.

INST 6950 _____ 3cr. _____ cr.

INST 6960 _____ 3 cr. _____ cr.

or CTE 6132 _____ 6 cr. _____ cr.

E. Free elective credits: 15-18 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Research paper (INST 6960) or thesis (CTE 6132) required as part of major requirement

G. Any unique features such as interdepartmental cooperation:

Click here to enter text.



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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name University of Central Missouri
Program Name EdS Human Services / Educational Technology
Date 2/24/12

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
No special preparation beyond standard university requirements
- Characteristics of a specific population to be served, if applicable.
To be admitted students must have a master's degree from an accredited institution.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
Faculty should have education and experience to teach graduate courses in educational technology.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Depending on courses chosen by students approximately 50-75% of credit hours will be taught by full time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty will utilize multiple means for electronic communication and interaction with students.

Enrollment Projections

- Student FTE majoring in program by the end of five years.
20
- Percent of full time and part time enrollment by the end of five years.
85% full time and 15% part time

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Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
5 students at three years and 15 by five
- Special skills specific to the program.
Education or work experience in education, training, and/or technology
- Proportion of students who will achieve licensing, certification, or registration.
n/a
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
n/a
- Placement rates in related fields, in other fields, unemployed.
The majority of students will be employed and will be studying part-time.
- Transfer rates, continuous study.
The majority of students will begin the program at UCM and continuously enroll until completed.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons. As part of the college of education the program will be reviewed as part of NCATE.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys. Surveys will be sent to as part of the college of education TEAC survey process with expectations that all graduates will be satisfied.
- Expected satisfaction rates for employers, including timing and method of surveys. Surveys will be sent to as part of the college of education TEAC survey process with expectations that all employers will be satisfied.