



The University of Georgia

University Council
Athens, Georgia 30602

October 2, 2013

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Graduate School - Dr. Tracie E. Costantino

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Undergraduate Student Representative - Ms. Hadley Dreibelbis

Graduate Student Representative

Dear Colleagues:

The attached proposal to offer the existing major in Workforce Education (M.Ed. and Ed.S.) as external degrees on the Griffin Campus will be an agenda item for the October 9, 2013, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Laura D. Jolly



The University of Georgia

College of Education
Department of Career and Information Studies

18 April 2013

To: Graduate School Curriculum Committee
From: Robert Maribe Branch, Department Head
Career and Information Studies
Subject: **Proposed Extended M.Ed., & Ed.S., Workforce Education**

This is to indicate my support for the proposed Extended M.Ed. and Ed.S. degrees in Workforce Education to be offered at the UGA-Griffin Campus. I also am pleased to report the Workforce Education program faculty support these two degrees by a vote of 9 Yes and 0 No.

Proposal for an External Degree

Institution: The University of Georgia

Date: January 23, 2013

College/School/Division: College of Education (COE)

Department: Career and Information Studies

Degree (please indicate whether this is a stand-alone degree): M.Ed.

Major: Workforce Education

CIP Code:

Proposed Start Date: Fall 2013

Program Description and Objectives

The M.Ed. degree in Workforce Education has long been a service to residents of the state of Georgia. The M.Ed. degree typically serves those individuals involved in public education (K-12). Currently the M.Ed. degree in Workforce Education has been offered in one of two ways: a traditional, face-to-face offering on the UGA-Athens campus; and (2) a totally online degree. It is proposed that this degree program be extended to the UGA-Griffin campus to provide additional access to students in various geographical locations who currently are unable to attend classes on the Athens campus. This extended M.Ed. degree will maintain features of the current program of study with a focus on teaching trends related to innovation, diverse student populations, program evaluation, applied research, with an eye toward developing the reflective practitioner. This proposal meets one of the strategic priorities in the UGA 2020 Strategic Plan by offering increased access to UGA graduate education through extended campus educational programs and online education.

Specifically, the goals of the program are to:

1. Educate career professionals for roles as master teachers and mid-level leaders in Georgia's K-12 schools.
2. Promote and provide opportunities for professional development.
3. Help individuals develop an understanding of innovation, career development, and work ethic as a way of increasing relevance of classroom instruction, increasing student achievement, and better preparing students for the workforce.

1. Assessment

From its inception, the Workforce Education M.Ed. has provided continuing professional development for middle and secondary educators in Georgia. The proposed extended degree program will offer the M.Ed. using a hybrid delivery format with online classes and face-to-face class meeting times on Friday evening from 4:00 p.m. to 9:00 p.m. and Saturday morning from

8:00 a.m. to 1:00 p.m. at the UGA Griffin campus. Face-to-face class meetings will take place during four weekends during the semester (a total of 20 face-to-face instructional hours for each class during the semester) and the remaining class sessions will utilize the UGA learning management system (currently eLC) as well as other available on-line resources to maintain communication between faculty and students as learning and additional instruction is accomplished.

Student success will be measured in two ways: (1) performance in coursework, vis-a-vis grade earned (minimum of B grade), and (2) performance on exit examination.

This external M.Ed. degree would serve a large population of workforce education professionals throughout Georgia but would be targeted to those individuals throughout the state who have limited access to advanced degrees. This external degree program would meet the needs of workforce education personnel by accommodating varied work schedules and family responsibilities. In doing so, it would extend the opportunity to receive a Master of Education degree from the University of Georgia to full-time educational professionals throughout the state.

Offering the face-to-face component of this degree through the UGA-Griffin Campus provides a central location easily accessible to a large percentage of Georgia's residents. The Griffin campus is 40 miles from Atlanta, 150 miles from Augusta, 130 miles from Albany, 85 miles from Columbus, 55 miles from Macon, 105 miles from Rome, and 90 miles from Athens, thus placing it within a less than 3 hour drive from most of the major population centers in the state of Georgia.

In crafting this external degree program, particular attention was paid to the everyday needs of Workforce Education professionals whose roles clearly include not only delivering high quality content but also expanding student understanding and development of career development, innovation, and work ethic. With increasing foci on developing a high quality workforce, we believe this M.Ed. will provide workforce education professionals tools needed to become exemplary classroom teachers whose students are successful in the classroom and prepared to move into either postsecondary education or the workforce.

2. Admission Requirements

All requirements for admission will be the same as for the existing M.Ed. program in Workforce Education.

Entrance Requirements:

Applicants must complete the appropriate application for graduate study, submit transcripts from undergraduate degrees earned from accredited institutions, submit GRE scores, provide three letters of recommendation, and provide a statement of purpose.

The formula for admission includes consideration of GRE, undergraduate/graduate GPA, written statement of purpose and interpretation of professional literature, and letters of recommendation. GRE and GPA requirements will meet or exceed Graduate School minimum requirements. The applicant's statement of purpose must reflect a clear understanding of workforce education and the role the M.Ed. will play in his/her career development.

3. Program Content

This extended degree program will offer two courses each semester (including summer), for a total of 36 semester hours. An exit exam also will be required.

The program of study includes these courses:

WFED 4990/6990, Topics in Workforce Education: Basic Research Methods
WFED 4200/6200, Introduction to International Workforce Education
WFED 7560, Diversity in Workforce Education and Work
WFED 4100/6100, Principles and Practices of Career Education
WFED 8000, Technology for Education in the Workplace
WFED 7090, Critical Issues in Workforce Education
EDIT 4170/6170, Instructional Design
WFED 8050, Understanding the Global Marketplace
EMKT 4120/6120, Human Resource Foundations in Work-Based Education
ETES 5010/7010, Technology and Society
WFED 8320, Global Innovation, Technology, and Careers
EBUS 4010/6010, Business Communication

4. Student Advising

Each student will be assigned an advisor professor from the Workforce Education Program faculty. Faculty assigned as advisors to extended degree students will be available for consultation on the Griffin or Athens campuses. Additionally, online communications using eLC, Skype, ooVoo, chat, email and other such resources will be used by faculty to assist students.

The following procedures will apply:

1. Students are assigned to an advisor professor upon admission.
2. The advisor, in consultation with the student, is responsible for:
 - a. registration clearance.
 - b. monitoring course completion and program progress.
 - c. approving overloads.
 - d. guiding research and related activities.

At present WELSF faculty have capacity to serve the first group of students who would enroll in the new program. Over time, as the program grows, if capacity is exceeded, there will be justification for additional faculty lines.

5. Resident Requirements

The Graduate School enrollment policy requires that students register for a minimum of three credit hours in at least two out of three semesters each academic year (fall, spring, and summer). Our expectation, however, is that students enrolled in this degree program will take two courses (6 credit hours) each term enrolled.

6. Program Management

Inventory of Faculty Directly Involved

Name, rank, institution attended and degree earned, academic discipline, research interests

J. Elaine Adams, Associate Professor

Ph.D., Virginia Tech

Area of expertise: Marketing Education

Research interests: Georgia systemic teacher education program for Career and Technical Education and evaluating and improving career and technical education programs.

Roger B. Hill, Professor

Ph.D. University of Tennessee

Area of expertise: Engineering and Technology Education

Research interests: Program of research focuses on engineering and technology education and work ethic. Research related to technology education supports the technical content that is inherent in assigned instructional load. Work ethic research informs the affective instruction that is also critical to those classes. The implementation of new technologies, particularly information technologies, has produced a high-discretion workplace in which workers must make good decisions regarding use of time and resources. To be appropriately prepared for this work environment, workers must develop technical skills and knowledge, but work ethic and affective work attributes are equally important for success.

In Heok Lee, Assistant Professor

Ph.D., University of Georgia

Area of expertise: Statistical methods

Research interests: Statistical modeling and data analysis

John Mativo, Assistant Professor

Ed.D., University of Georgia

Area of expertise: Engineering and Technology Education

Research interests: teaching and learning issues in technological studies and engineering design issues.

Jay Rojewski, Professor

Ph.D., University of Nebraska

Area of expertise: research design, career development, international

Research interests: career aspirations, development, and behavior, particularly for adolescents at-risk of school failure including individuals with high incidence disabilities; research design, methods, and analysis, including propensity score matching; international vocational education and training

Bettye P. Smith, Professor

Ph.D., The Ohio State University

Area of expertise: Family and Consumer Sciences Education

Research interests: critical science approach to curriculum development, contextual teaching and learning pedagogical model, national content standards in family and consumer sciences (FCS), and issues of Black faculty in higher education.

Wanda L. Stitt-Gohdes, Professor
Ed.D., University of Georgia
Area of expertise: Business Education
Research interests: Work centers on teacher preparation; developing and informing practice of qualitative research in business education

C. Kenneth Tanner, Professor
Ed.D. Florida State University
Area of expertise: Sustainability and Human Ecology; Administration and Administrative Theory; Supervision and Theory of Supervision; Organizational Climate and Culture; Program Evaluation; Basic Statistics; Problem-Based Learning
Research interests: Planning, environmental and sustainability issues regarding work, activity, and learning environments; and the influence of the physical environment on people and their behavior, attitudes, and productivity levels.

Robert C. Wicklein, Professor
Ed.D., Virginia Tech
Area of expertise: Engineering and Technology Education
Research interests: Effects and Attitudes of Design Strategies in Technology and Engineering.

Jimmy W. Williamson, Academic Professional Associate
Ph.D., University of Georgia
Area of expertise: Instructional technology and teacher education.

Myra N. Womble; Associate Professor
Ed.D., North Carolina State University
Area of expertise: Business Education
Research interests: Instruction in select areas of Career and Technical Education (e.g., technology, employment readiness, and career interests) to enhance work readiness of diverse and disadvantaged people.

Administration:

Robert M. Branch, Professor, Department Chair, Career and Information Studies

Wanda L. Stitt-Gohdes, Professor, Associate Department Chair, Career and Information Studies

Robert C. Wicklein, Professor, Graduate Coordinator, Career and Information Studies

Melinda Pass

- Graduate Coordinator's assistant; liaison with Graduate School
- Graduate Student admissions
- Electronic files of graduate student records
- Graduate student database
- Graduate School forms

Timetable for Implementation:

Recruitment will begin as soon as approval is received. Course revision and development will be undertaken in Spring and Summer Semesters 2013.

Program Assessment

Objectively assessing program quality and student achievement is important for any academic program to maintain stability and viability. Assessment guides both the formative aspects of program implementation as well as the summative review needed to document effectiveness. All CIS degree programs participate in assessment programs conducted by the University, the College, and the department. The proposed program will be included, with data from program participants, graduate exit surveys, and alumni questionnaires used to provide a rigorous review. Current academic trends, technology changes, and accreditation standards will all be considered as assessment is designed and conducted. This will include data on time to degree and degree completion.

7. Library and Laboratory Resources

Two University of Georgia libraries are available for student use: the main library and the science library. Both libraries can be accessed for electronic literature searches. The Griffin Campus Research Facility Library is a branch of the University of Georgia Libraries. Researchers needing access to the Griffin Campus library after hours may obtain a key card for easy access. Additionally, Workforce Education faculty will provide materials for access by students. These materials will be placed in the UGA-Griffin research facility library.

8. Budget

This degree program can be started and maintained with relatively low costs for the College of Education. Major expenses after initial start-up costs will be travel between Athens and Griffin by teaching faculty and expenses of technology upgrades. While the Graduate School requires a minimum of 3 credit hours each semester enrolled, we anticipate students enrolled in this program will take a minimum of two courses (6 credit hours) each semester enrolled.

Expected Yearly Tuition Income (Minimum based on an estimate of \$1890 for six credits times 3 semesters times 20 students)

\$113,000 Revenue generated would be sufficient for sustaining the continuity and growth of the program.

Start-Up Costs

Two 12-month, 1/3 time Graduate Assistants = \$30,708 (assist with setting up eLC courses, managing communications with class members, and collecting assessment data to demonstrate effectiveness of the program). We are negotiating with the College of Education administration to secure these graduate assistants.

Upgrading of faculty computers = \$5000

Purchase of online learning technology (web cams, headsets, etc.) = \$800

Advertising = \$2500

Total = \$39,008

Expected Yearly Maintenance Costs (subject to reassessment)

Two 12-month, 1/3 time Graduate Assistants = \$30,708 (assist with maintaining online resources and course materials, managing communications with class members, and collecting assessment data to demonstrate effectiveness of the program)

Upgrading of program technology = \$5000

Resources for students (books, research journals, and other materials) will be purchased and housed in the UGA-Griffin library = \$2,000

Advertising = \$2500

Travel = Four face-to-face meetings per course = 8 per semester (2 courses), mileage, 170 mi.

RT @ \$.50/mi. = \$85 x 8 = \$680 x 3 = \$2040; lodging \$2,880; meals \$400

Total = \$45,528

9. Program Costs Assessed to Students

No student costs are expected beyond those normally associated with the on-campus programs.

10. Accreditation

The current M.Ed. program meets appropriate accreditation guidelines. It is anticipated that this external degree program would also meet accreditation guidelines in that it maintains the same standards of excellence implemented in the current program.

Robert M. Branch,
Professor and Department Head
Career and Information Studies

Proposal for an External Degree

Institution: The University of Georgia

Date: January 23, 2013

College/School/Division: College of Education (COE)

Department: Career and Information Studies

Degree (please indicate whether this is a stand-alone degree): Ed.S.

Major: Workforce Education

CIP Code:

Proposed Start Date: Fall 2013

Program Description and Objectives

The Ed.S. degree in Workforce Education has long been a service to residents of the state of Georgia. The Ed.S. degree typically serves those individuals involved in public education (K-12). Currently the Ed.S. degree in Workforce Education has only been offered on the UGA-Athens campus. It is proposed that this degree program be extended to the UGA-Griffin campus to provide additional access to students in various geographical locations who currently are unable to attend classes on the Athens campus. This extended Ed.S. degree program will maintain features of the current program of study with a focus on teaching trends related to innovation, diverse student populations, program evaluation, applied research, with an eye toward developing the reflective practitioner. This proposal meets one of the strategic priorities in the UGA 2020 Strategic Plan by offering increased access to UGA graduate education through extended campus educational programs and online education.

Specifically, the goals of the program are to:

1. Educate career professionals for roles as master teachers and mid-level leaders in Georgia's K-12 schools.
2. Promote and provide opportunities for professional development.
3. Help individuals develop an understanding of applied research as a way of improving not only educational environments but also increasing student achievement.

The Ed.S. differs from the M.Ed. in several ways. First, the coursework gives students the opportunity to focus more intentionally on their own professional development, WFED(EDUC) 8350 and WFED 8360. Next, the coursework also helps students better understand the connection between academic and career and technical education as these two fit under the larger umbrella of education for all students. Finally, we believe this degree will help students understand the need for and develop a bigger vision of how continuing professional development

can help them become better career and technical educators, resulting in increased student achievement.

1. Assessment

From its inception, the Workforce Education Ed.S. has provided continuing professional development for middle and secondary educators in Georgia. The proposed extended degree program will offer the Ed.S. using a hybrid delivery format with online classes and face-to-face class meeting times on Friday evening from 4:00 p.m. to 9:00 p.m. and Saturday morning from 8:00 a.m. to 1:00 p.m. at the UGA Griffin campus. Face-to-face class meetings will take place during four weekends during the semester (a total of 20 face-to-face instructional hours for each class during the semester), and the remaining class sessions will utilize the UGA learning management system (currently eLC) as well as other available on-line resources to maintain communication between faculty and students as learning and additional instruction is accomplished.

Student success will be measured in two ways: (1) performance in coursework, vis-a-vis grade earned (minimum of B grade), and (2) performance on exit examination.

This external Ed.S. degree would serve a large population of workforce education professionals throughout Georgia but would be targeted to those individuals throughout the state who have limited access to advanced degrees. A clear need for such an external degree exists as UGA offers the only Education Specialist degree in Workforce Education in the state. This external degree program would meet the needs of workforce education personnel by accommodating varied work schedules and family responsibilities. In doing so, it would extend the opportunity to receive an Education Specialist degree from the University of Georgia to full-time educational professionals throughout the state.

The possibility exists of partnering with the Agricultural Leadership, Education and Communications (ALEC) faculty in the College of Agricultural and Environmental Sciences regarding how this program might meet the needs of graduates of their programs. The ALEC program does not currently have an Education Specialist degree, so this degree could meet their needs. Agricultural Education shares a common heritage in the Career and Technical Education component of Workforce Education and is administered in the state of Georgia by the same unit at the Department of Education. With current enrollments of 65 undergraduate majors and 73 master's students, there is significant potential for ALEC graduates to enroll in the proposed program as well.

Offering the face-to-face component of this degree through the UGA-Griffin Campus provides a central location easily accessible to a large percentage of Georgia's residents. The Griffin campus is 40 miles from Atlanta, 150 miles from Augusta, 130 miles from Albany, 85 miles from Columbus, 55 miles from Macon, 105 miles from Rome, and 90 miles from Athens, thus placing it within a less than 3 hour drive from most of the major population centers in the state of Georgia.

In crafting this external degree program, particular attention was paid to the everyday needs of Workforce Education professionals whose roles clearly include not only understanding theory

but also applying theory in action research and practice. With increasing foci on student assessment and accountability, we believe this Ed.S. will provide workforce education professionals tools needed to become exemplary classroom teachers and potential administrators.

2. Admission Requirements

All requirements for admission will be the same as for the existing Ed.S. program in Workforce Education. A master's degree is required for admission.

Entrance Requirements:

Applicants must complete the appropriate application for graduate study, submit transcripts from undergraduate and graduate degrees earned from accredited institutions, submit GRE scores, provide three letters of recommendation, and provide a statement of purpose.

The formula for admission includes consideration of GRE, undergraduate/graduate GPA, written statement of purpose and interpretation of professional literature, and letters of recommendation. GRE and GPA requirements will meet or exceed Graduate School minimum requirements. The applicant's statement of purpose must reflect a clear understanding of workforce education and the role the Ed.S. will play in their career development.

3. Program Content

This extended degree program will offer two courses each semester (including summer), for a total of 30 credit hours. A written exit exam will be required.

The program of study includes these courses:

ERSH 4300/6300, Applied Statistical Methods in Education
WFED 7650 (2 semesters), Applied Project in Workforce Education
WFED 7200, Evaluation of Programs in Workforce Education
EDIT 7520, Distance Learning and Telecommunications
EDIT 6360, Information Literacy in the School Media Program
WFED 8210, Theory and Practice for Web-Based Instruction in Workforce Education
WFED(EDUC) 8350, The Reflective Practitioner
WFED 8330, Exploring the United States Innovation Climate
WFED 8360, Professional Development for Career and Technical Education Teachers

4. Student Advising

Each student will be assigned an interim advisor/major professor from the Workforce Education Program faculty. Faculty assigned as advisors/major professors to extended degree students will be available for consultation on the Griffin or Athens campuses. Additionally, online communications using eLC, Skype, ooVoo, chat, email and other such resources will be used by faculty to assist students.

The following procedures will apply:

1. Students are assigned to an interim advisor/major professor upon admission.
2. The advisor/major professor, in consultation with the student, is responsible for:
 - a. registration clearance.

- b. monitoring course completion and program progress.
- c. approving overloads.
- d. guiding research and related activities.

At present WELSF faculty have capacity to serve the first group of students who would enroll in the new program. Over time, as the program grows, if capacity is exceeded, there will be justification for additional faculty lines.

5. Resident Requirements

The Graduate School enrollment policy requires that students register for a minimum of three credit hours in at least two out of three semesters each academic year (fall, spring, and summer). Our expectation, however, is that students enrolled in this degree program will take two courses (6 credit hours) each term enrolled.

6. Program Management

Inventory of Faculty Directly Involved

Name, rank, institution attended and degree earned, academic discipline, research interests

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Ph.D., Virginia Tech

Area of expertise: Marketing Education

Research interests: Georgia systemic teacher education program for Career and Technical Education and evaluating and improving career and technical education programs.

Roger B. Hill, Professor

Ph.D. University of Tennessee

Area of expertise: Engineering and Technology Education

Research interests: Program of research focuses on engineering and technology education and work ethic. Research related to technology education supports the technical content that is inherent in assigned instructional load. Work ethic research informs the affective instruction that is also critical to those classes. The implementation of new technologies, particularly information technologies, has produced a high-discretion workplace in which workers must make good decisions regarding use of time and resources. To be appropriately prepared for this work environment, workers must develop technical skills and knowledge, but work ethic and affective work attributes are equally important for success.

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Ph.D., University of Georgia

Area of expertise: Statistical methods

Research interests: Statistical modeling and data analysis.

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Area of expertise: Engineering and Technology Education

Research interests: teaching and learning issues in technological studies and engineering design issues.

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Research interests: Work centers on teacher preparation; developing and informing practice of qualitative research in business education

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Area of expertise: Sustainability and Human Ecology; Administration and Administrative Theory; Supervision and Theory of Supervision; Organizational Climate and Culture; Program Evaluation; Basic Statistics; Problem-Based Learning

Research interests: Planning, environmental and sustainability issues regarding work, activity, and learning environments; and the influence of the physical environment on people and their behavior, attitudes, and productivity levels.

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Area of expertise: Engineering & Technology Education

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Robert M. Branch,
Professor and Department Head
Career and Information Studies



The University of Georgia

College of Agricultural and Environmental Sciences
Department of Agricultural Leadership, Education, and Communication
142A Four Towers Building - Athens, GA 30602
P: 706.542.0649 - F: 706.542.0262

July 22, 2013

Dr. Wanda L. Stitt-Gohdes
Professor and Associate Department Chair
Career and Information Studies
225 River's Crossing
850 College Station Rd.
Athens, GA 30602

Dear Dr. Stitt-Gohdes;

I support the proposal for an external degree being submitted by the department of Workforce Education, Leadership and Social Foundations. Several alumni from the department of Agricultural Leadership, Education, and Communication may find value in the degree as we currently do not offer a doctoral degree.

Agriculture education teachers in GA are increasingly seeking doctoral degrees to complement their career goals, your online course would prove invaluable in assisting teachers to meet their educational needs as well as other responsibilities.

We look forward to working with you in future to meet the educational needs of Georgians.

Sincerely,

Kay Kelsey, Ph.D.
Professor & Department Head