The University of Georgia

August 15, 2012

UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

Mr. David E. Shipley, Chair
Agricultural and Environmental Sciences - Dr. T. Dean Pringle
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                      Dr. Rodney Mauricio (Sciences)
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Law – No representative
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Public Health – Dr. Marsha C. Black
Social Work - Dr. Stacey R. Kolomer
Veterinary Medicine - Dr. K. Paige Carmichael
Graduate School - Dr. Tracie E. Costantino
Undergraduate Student Representative
Graduate Student Representative

Dear Colleagues:

The attached proposal for a new Department of Career and Information Studies will be an agenda item for the August 22, 2012, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
        Dr. Laura D. Jolly

Executive Committee, Benefits Committee, Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/ Staff Parking Appeals Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee
An Equal Opportunity/Affirmative Action Institution

Proposal for New Department of

Career and Information Studies

in the College of Education at the University of Georgia

10 April 2012
(Revised 1 August 2012)

Part 1: Originators

Robert Maribe Branch, Ed.D.		Roger Hill, Ph.D.
Professor and Head	*and*	Professor and Head
Department of Educational Psychology		Department of Workforce Education,
and Instructional Technology (EPIT)		Leadership and Social Foundations (WELSF)

Part 2: Organizational Structure Before and After the Proposed Change

This is a proposal to create a new department at the University of Georgia. The mission of the new department will be to influence the development of informed leaders and citizens through career and information systems research and instruction, while emphasizing creativity and innovation. The new department will be located in the College of Education and called the Department of **Career and Information Studies**.

The current organizational structure is composed of two separate departments that are formed by five academic degree programs (Figure 1). The faculty from the following two existing programs will form the new department:

1. Learning, Design, and Technology
2. Workforce Education

The Learning, Design, and Technology program currently resides in the Department of Educational Psychology and Instructional Technology (Figure 1). Learning, Design, and Technology (LDT) is currently an academic degree program. The LDT degree program will transfer to the new department of Career and Information Studies intact and unchanged. This proposal is supported by the EPIT faculty with a vote of 22 Yes and 1 No, which represents 2/3 of the entire EPIT faculty.

The Workforce Education program currently resides in the Department of Workforce Education, Leadership and Social Foundations (Figure 1). Workforce Education (WE) is currently an academic degree program. The WE degree program will transfer to the new department of Career and Information Studies intact and unchanged. This proposal is supported by the WELSF faculty with a vote of 13 Yes, 0 No and 3 Abstentions, which represents the entire current WELSF faculty.

Figure 1. Organizational Structure *Before* the Proposed Change.

Department of Educational Psychology and Instructional Technology		Department of Workforce Education, Leadership and Social Foundations	
Ardoin, Scott	Associate Professor (SPY)	Adams, Elaine	Associate Professor (WE)
Campbell, Jonathan	Associate Professor (SPY)	Hill, Roger	Professor (WE)
Lease, Michele	Professor (SPY)	Jones, Karen	Professor (WE)
Reschly, Amy	Associate Professor (SPY)	Mativo, John	Assistant Professor (WE)
		Rojewski, Jay	Professor (WE)
Carr, Martha	Professor (EPSY)	Smith, Bettye	Professor (WE)
Castenell, Louis	Professor (EPSY)	Stitt-Gohdes, Wanda	Professor (WE)
Cohen, Allan	Professor(EPSY)	Tanner, Kenneth	Professor (WE)
Cramer, Steve	Senior Academic Professional (EPSY)	Wicklein, Robert	Professor (WE)
Cramond, Bonnie	Professor (EPSY)	Williamson, James	Academic Professional Associate (WE)
Grantham, Tarek	Associate Professor (EPSY)	Womble, Myra	Associate Professor (WE)
Hebert, Thomas	Professor (EPSY)	[Active Search]	Assistant Professor (WE)
Hines, Margaret	Lecturer (EPSY)		
Kim, Seock-Ho	Professor (EPSY)	Dotts, Brian	Lecturer (SF)
Knapp, Nancy	Associate Professor (EPSY)	Gitlin, Andrew	Professor (SF)
Lu, Laura	Assistant Professor (EPSY)	Morris, Jerome	Professor (SF)
Neuharth-Pritchett, Stacey	Professor (EPSY)	Napier, Diane	Associate Professor (SF)
Runco, Mark	Professor (EPSY)	Wilder, Margaret	Associate Professor (SF)
Samuelsen, Karen	Assistant Professor (EPSY)		
Schwanenflugel, Paula	Professor (EPSY)		
Templin, Jonathan	Associate Professor (EPSY)		
[Active Search]	Assistant Professor (EPSY)		
Hannafin, Michael	Professor (LDT)		
Branch, Robert	Professor (LDT)		
Choi, Ikseon	Associate Professor (LDT)		
Clinton, Gregory	Lecturer (LDT)		
Deissler, Christa	Academic Professional Associate (LDT)		
Hodge, Emily	Public Service Representative (LDT)		
Kopcha, Theodore	Assistant Professor (LDT)		
Orey, Michael	Associate Professor (LDT)		
Rieber, Lloyd	Professor (LDT)		
Spector, ChanMin Kim	Assistant Professor (LDT)		
Thomas, Gretchen	Instructor (LDT)		
Thompson, Kellie	Public Service Representative (LDT)		
Wiggins, John	Academic Professional (LDT)		

Academic Degree Programs	Academic Degree Programs
School Psychology (SPY)	Social Foundations (SF)
Educational Psychology (EPSY)	Workforce Education (WE)
Learning, Design, and Technology (LDT)	

The organizational structure *after* the proposed change [as indicated in Figure 2] will result in:

A. The creation of a new Department of Career and Information Studies.
(The two academic degree programs of Learning, Design, and Technology, and Workforce Education will have moved to the new department.)

B. The dissolution of the Department of Workforce Education, Leadership and Social Foundations.

C. The Social Foundations program temporarily becoming a stand-alone unit as it seeks to restructure, but that is part of a different process.
(Details of the Social Foundations process are provided in Part 5 of this proposal.)

D. The Department of Educational Psychology and Instructional Technology becoming the Department of Educational Psychology.

The organizational structure within the College of Education before the proposed change has 9 academic departments. The organizational structure after the proposed change will be 9 academic departments. Thus, the new organizational structure will result in the same number of departments within the college.

*Figure 2. Organizational Structure **After** the Proposed Change.*

Department of Educational Psychology		Department of Career and Information Studies		Program of Social Foundations	
Ardoin, Scott	Associate Professor	Adams, Elaine	Associate Professor	Dotts, Brian	Lecturer
Campbell, Jonathan	Associate Professor	Branch, Rob	Professor	Gitlin, Andrew	Professor
Carr, Martha	Professor	Choi, Ikseon	Associate Professor	Morris, Jerome	Professor
Castenell, Louis	Professor	Clinton, Gregory	Lecturer	Napier, Diane	Associate Professor
Cohen, Allan	Professor	Deissler, Christa	Academic Professional Associate	Wilder, Margaret	Associate Professor
Cramer, Steve	Senior Academic Professional	Hill, Roger	Professor		
Cramond, Bonnie	Professor	Hodge, Emily	Public Service Representative		
Grantham, Tarek	Associate Professor	Jones, Karen	Professor		
Hannafin, Michael	Professor	Kopcha, Theodore	Assistant Professor		
Hebert, Thomas	Professor	Mativo, John	Assistant Professor		
Hines, Margaret	Lecturer	Orey, Michael	Associate Professor		
Kim, Seock-Ho	Professor	Rieber, Lloyd	Professor		
Knapp, Nancy	Associate Professor	Rojewski, Jay	Professor		
Lease, Michele	Professor	Smith, Bettye	Professor		
Lu, Laura	Assistant Professor	Spector, ChanMin Kim	Assistant Professor		
Neuharth-Pritchett, Stacey	Professor	Stitt-Gohdes, Wanda	Professor		
Reschly, Amy	Associate Professor	Tanner, Kenneth	Professor		
Runco, Mark	Professor	Thomas, Gretchen	Instructor		
Samuelsen, Karen	Assistant Professor	Thompson, Kellie	Public Service Representative		
Schwanenflugel, Paula	Professor	Wicklein, Robert	Professor		
Templin, Jonathan	Associate Professor	Wiggins, John	Academic Professional		
[Active Search]	Assistant Professor	Williamson, James	Academic Professional Associate		
		Womble, Myra	Associate Professor		
		[Active Search]	Assistant Professor		

Academic Degree Program Educational Psychology	Academic Degree Programs Learning, Design, and Technology Workforce Education	Academic Degree Program Social Foundations

Part 3: Goals
The mission of the new department will be to influence the development of informed leaders and citizens through career and information systems research and instruction emphasizing creativity and innovation. The goals to support the mission are:
1. Develop curriculum leading to a Master's Degree of Information Science.
2. Produce new theories and research models of teaching, learning, and effective applications of technology that foster an educated workforce.
3. Develop innovative uses of information and technology to improve human learning, performance, and work ethic.
4. Use technologies to create information-based, socio-physical learning environments supported by research.
5. Prepare professionals to apply design and technology that support learning and performance in a variety of contexts and work environments.

Specific objectives and actions tasks will be constructed as part of a strategic plan that will be developed during the first complete academic year of the new department.

Part 4: Rationale

The goals of the new department are consistent with the mission of the university and the strategic objectives of the College of Education, particularly:

Objective 1.2: Implement strategies to promote diversity and equity.

Objective 2.1: Promote and reward research collaborations in proven and emerging areas of research.

Objective 2.2: Increase external funds to support research.

Objective 3.1: Revise approaches to teaching and learning across the College to achieve greater innovation and coherence among our scholarly community.

Objective 3.2: Advance the integration of digital technology into teaching and learning.

Objective 4.1: Expand partnerships with external constituents.

Objective 5.1: Revise our programs to address current and emerging needs of our constituents.

Globalization propelled by digital information technologies has reshaped the 21st century workplace. Therefore, it has become essential for the success of our society to prepare citizens with the expertise to leverage information. The proposed new department will combine faculty from two program areas that have been reinventing their work to better meet the needs of a global workforce.

The University of Georgia (UGA) will also be more competitive for external funding opportunities with a Department of Career and Information Studies. The recent Request for Proposals for "Computing Education for the 21st Century (CE21)" by the National Science Foundation (NSF) provides an excellent example of the national need for an interdisciplinary approach to information science in higher education. As the NSF request for proposals states, "In this undertaking, there are three interrelated challenges:

(1) the significant underproduction of degrees needed for the computing and computing-related workforce

(2) the longstanding underrepresentation of many segments of our population, and

(3) the lack of a presence of computing in K-12."

The new department would also be well equipped to seek funding for a National Science Foundation "Math Science Partnership (MSP)" project. The focus on innovative approaches to learning in schools and expertise related to the technology and engineering component of STEM (science, technology, engineering and mathematics) provides a sound base for assisting educators involved with mathematics and science instruction as they prepare students for 21st century careers.

Part 5: Impact on Faculty, Staff, Students, and Programs

There will be no adverse effects on any faculty, staff, students and academic degree programs related to the formation of a new department of Career and Information Studies. All faculty and staff will retain their positions. All students will remain in their current academic degree programs, and the students will retain their faculty advisors.

The current academic degree programs in Workforce Education and Learning, Design, and Technology will continue uninterrupted. The Ph.D. program in Social Foundations is already in the process of being deactivated because the size of the faculty at the end of this academic year will be disproportionally small given the number of doctoral students enrolled. Because of retirements and program transfers, the faculty will be reduced to three members in AY 2012-13. Irrespective of the current proposal, plans are in place to administer the Social Foundations program under the COE Associate Dean for Academic Programs. Opportunities will be provided for a restructuring that involves faculty members from around the college so that faculty with an interest in social foundations can develop a broader range of

curricular offerings. This process was precipitated by the Academic Program Review of Social Foundations of Education that was conducted in the fall of 2010. A portion of that report is quoted below:

> "The Social Foundations program has a doctoral program and has been graduating two students per year for the last three years. It appears to have about 16 students in the program. The program has four tenure track faculty members and one lecturer. Given these enrollment and degrees conferred numbers, it would appear that the program has more faculty members than it needs. In a more academic sense, however, such staffing might be considered skeletal. The field of social foundations of education is comprised of the disciplines of history, sociology, anthropology, economics, philosophy, comparative education, cultural studies, and allied fields. The current faculty represent at best four of those disciplines. It is difficult to imagine how such minimal staffing can hope to achieve the PhD program's announced mission: "The program seeks to prepare high level researchers, scholars, teachers, policy analysts, and other educational and political leaders through the critical analysis of schools in society." Graduates from the program will not be competitive simply because they cannot have had exposure to even half of the disciplines that social foundations scholars are traditionally exposed to in their doctoral studies.
>
> Given that the field of social foundations of education is highly interdisciplinary, serves all educational professions preparation programs, and has the potential to raise important questions that transcend departmental boundaries, and given that a number of faculty in the college have social foundations backgrounds or the disciplinary training to contribute to the college's social foundations program at all degree levels, we recommend that the college investigate alternative models of programmatic organization that would better serve the college and university than the current arrangement. Further, given the size of the Social Foundations faculty, its enrollments, and its asymmetrical make-up relative to the expected disciplines that traditionally comprise the social foundations of education as a field, we recommend that the doctoral degree program be discontinued unless the program can be reconfigured in ways that will resolve this issue."

Although program deactivation is being sought, the students currently enrolled will continue toward graduation with the three remaining faculty members in the program. At the same time the College will work with interested faculty members across departments to re-imagine and re-configure a graduate-level program in Social Foundations of Education that is viable and attractive to highly talented students. To that end, a college-wide task force has been formed to discuss the Social Foundations graduate program. A new departmental home for that degree program will be one of the recommendations of the task force if the graduate program is re-activated. This will address the longer term academic home for these three faculty.

Part 6: Resource Implications

1. The faculty members that form the new department will be located at River's Crossing.
2. The faculty members that form the new department will retain their materials and equipment used for teaching, research and service; therefore, no new equipment will be required.
3. The faculty searches currently underway will continue.
4. All moves will be subsumed into the College of Education office space reallocation plan scheduled to be implemented before the end of the 2012 fiscal year; therefore, no moving or remodeling expenses are required exclusively for the new department.
5. The number of staff needed to support the new department will be driven by the college guidelines for staffing of departments.

Part 7: Faculty Within the New Unit
(See Figure 2)

Part 8: Endorsement Process
1. Related faculty were informed of the proposal and given an opportunity for response.
2. Related units were informed of the proposal and given an opportunity for response.

Part 9: Implementation Plan
The following is a suggested timeline:

Month	Actions
February 2012	Dean received a resolution as a prelude for the proposal
	Department Heads within College of Education informed of the proposal
March 2012	Related faculty were made aware of the proposal
	Related faculty voted
April 2012	Submit proposal to College of Education Dean
	Approved by the College of Education Dean
September 2012	Approved by the University Curriculum Committee
	Approved by the Graduate College Dean
October 2012	Approved by the Executive Committee of University Council
November 2012	Approved by the University Council
	Approved by the University of Georgia Provost
December 2012	Approved by University of Georgia President
February 2013	Approved by Board of Regents
March 2013	Commence Department of Career and Information Studies

Current Structure	
Department of Educational Psychology and Instructional Technology	**Department of Workforce Education, Leadership and Social Foundations**
Degrees and Areas of Emphasis Educational Psychology (0263) MA, MED, EDS, EDD, PHD • Applied Cognition & Development (5189) • Gifted & Creative Education (5190) • Research, Evaluation, Measurement & Statistics (5152) • School Psychology Learning, Design, and Technology (0454) MED, EDS, PHD • School Library Media (5184) • Instructional Design and Development (5185) School Psychology (0734) PHD	**Degrees and Areas of Emphasis** Workforce Education (0845) MAT, MED, EDS, EDD, PHD Social Foundations (0814) PHD (Degree Deactivated)

New Structure	
Department of Educational Psychology	**Department of Career and Information Studies**
Degrees and Areas of Emphasis Educational Psychology (0263) MA, MED, EDS, EDD, PHD • Applied Cognition & Development (5189) • Gifted & Creative Education (5190) • Research, Evaluation, Measurement & Statistics (5152) • School Psychology School Psychology (0734) PHD	**Degrees and Areas of Emphasis** Workforce Education (0845) MAT, MED, EDS, EDD, PHD Learning, Design, and Technology (0454) MED, EDS, PHD • School Library Media (5184) • Instructional Design and Development (5185)