

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Len Proctor, Chair, Academic Programs Committee of Council

DATE OF MEETING: June 21, 2012. This report was brought forward from the May 2012 meeting

SUBJECT: **College of Graduate Studies and Research: Educational Technology and Design field of study in Master of Education program**

DECISION REQUESTED:

It is recommended:

That Council approve the proposal from the College of Graduate Studies and Research that Educational Technology and Design be a field of study in the Master of Education program.

PURPOSE:

The proposed program is an academic program at the University of Saskatchewan. Implementation of new programs requires approval by University Council.

SUMMARY:

Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

The study of educational technology has existed as an area of focus within the Curriculum Studies program but is now being regularized as a field of study in the M.Ed. degree. For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by faculty, including the development of multi-modal online strategies and authentic learning approaches.

Three options are available to students:

Course Based	Project Based	Thesis Based
21 c.u. core courses + Portfolio + 6 c.u. restricted electives	21 c.u. core courses + Project + 3 c.u. restricted electives	21 c.u. core courses + Thesis

New courses

ETAD 991.3 Scholarship in Teaching

ETAD 994 Master's Thesis in Educational Technology and Design

REVIEW:

At its April 25, 2012 meeting, the Academic Programs Committee discussed this proposal with Trever Crowe and Jay Wilson. The Committee agreed that this was an innovative program with significant student enrolment, and was pleased to recommend approval of this proposal to Council.

ATTACHMENTS:

Proposal documentation

Proposal for Curriculum Change University of Saskatchewan

Proposal Identification

Title of proposal: Regularization of the Graduate Program in *Educational Technology and Design*

Degree(s): M.Ed.

Field(s) of Study: Educational Technology and Design

Levels of Concentration: NA

Options: course,project,thesis

Degree College: Graduate Studies and Research

Department: Curriculum Studies

Home College: Education

Contact person(s):

Dr. Richard Schwier
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Dr. L.F. (Len) Proctor
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Date: November 24, 2011

Approved by the degree college and/or home college: January 14, 2011

Proposed date of implementation: Immediately

Type of Change

Regularization of the Graduate Program in *Educational Technology and Design* (ETAD)

A focus in *Educational Technology and Design* has been offered in the College of Education for more than 30 years. It has been located in the departments of *Educational Communications*, *Communications*, *Continuing and Vocational Education*, and, *Curriculum Studies* respectively. During the Spring of 2010, while in the process of implementing a necessary and formal name change we discovered that the original documentation of our area of focus was no longer available to support its regularization as a program. We were, therefore, required to submit complete documentation to support program regularization, treating it as a new program, but recognizing that it has a long and distinguished history at the University of Saskatchewan. It should be noted that ETAD is a vigorous and growing graduate area, currently with 50 graduate students enrolled and a waiting list of applicants for admission in 2012; over the last 10 years we have graduated 101 students. So, with this proposal we are in the unusual position of asking for the regularization of a current area of focus that has operated continuously and successfully for more than three decades.

Proposal for the Regularization of the Graduate Program in Educational Technology and Design

Program Objectives

The purpose of the proposed program is to provide advanced academic and professional opportunities for educators in the areas of educational technology and instructional design (ETAD). Commensurate with that intention, faculty in educational technology and design will pursue research, development and public service initiatives, and contribute to academic discourse and professional practice in this field of study.

Rationale

Educational Technology and Design is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

At the undergraduate level, we are concerned with the integration of technology in education, the critical analysis of learning technologies, media literacy, and the selection, design and evaluation of media for classroom use. We offer courses that allow teacher candidates and practicing educators to engage important ethical and pedagogical issues about technology and society.

In the graduate program, we attract students who are interested in careers as instructional designers, technology integration facilitators, and information technology administrators. Graduates of our program occupy leadership positions in schools, school divisions, community colleges and technical institutes, universities, corporations and government agencies. The demand for a graduate program in Educational Technology and Design at the U of S is strong and continues to grow. We are in high demand as a specialization, but we have been careful to manage our enrolments to make sure that we can provide a high level of care and attention to our students—a particular challenge when students take significant parts of the program from a distance. We recently increased our complement from 32 to 50 active graduate students, responding to the strategic initiative of the University of Saskatchewan to increase the number of graduate students on campus.

We currently have four faculty members in ETAD: Drs. Dirk Morrison, Len Proctor, Richard Schwier, and Jay Wilson. Our focus area has enjoyed the respect and support of our colleagues in the College of Education and across campus for more than thirty years, and in that time we suggest that our program has made substantial contributions to education locally, nationally and internationally. The Educational Technology and Design focus area has developed a strong reputation nationally, conservatively among the top three programs in the country. Since 2000, we have had 101 students complete graduate degrees in our focus area, and our alumni have distinguished themselves in positions in k-12 education, higher education, government, corporations, and in private enterprise (see Appendix A). We enjoy a significant reputation internationally, and we are in a position to continue to expand the focus area significantly during the next decade.

Educational Technology and Design is one of the growth areas in education. Learning institutions and private enterprise have adopted technology at an unprecedented pace, and schools expect our teacher candidates to be conversant with a wide variety of technology-based strategies and systems. The graduate focus area prepares educators to take leadership positions in schools, divisions, Saskatchewan Learning, the post-secondary sector and business and industry. The faculty from Educational Technology and Design are in constant demand as consultants and advisors to school systems, post-secondary education and the business community on topics ranging from flexible learning to instructional design. In short, it is a time of exciting opportunities for change and innovation, as supported by the following observations, to name but a few:

- The province has invested in information technology and technology-based curriculum development through online learning and other technology enhanced learning initiatives.
- Every part of the educational community, from elementary education to post-secondary institutions, is implementing communication and information technology at an accelerating pace. There is a concomitant need to prepare media and instructional design professionals to support such developments in education.
- School communities need to prepare students to become more media and information literate—to become intelligent consumers and producers of an ever-expanding variety of media, and to respond to the social challenges presented by ubiquitous communications media and information technology.
- The design of flexible learning environments and methods (e.g., e-learning, blended learning, etc.) is an area of rapid growth in several sectors, including education, training, government and tertiary service. We provide research-based leadership to these groups.
- The education and training communities require a centre of research, development and teaching for policy development and the study and evaluation of educational technology initiatives. Demand for strategic planning initiatives from school divisions is brisk.
- After years of reduced commitment by school divisions and the province, teacher-librarians and technology personnel are re-assuming central positions in the administration and delivery of educational programs.
- Society is becoming more technologically dependent. Educational technology programs are needed to prepare professionals to address technological issues, problems and opportunities.
- Educational technology is opening opportunities to work in a global context, beyond traditional boundaries, and extending into developing/emerging nations.

Scholarship and Service

The Educational Technology and Design focus area has made numerous contributions to scholarship and service. A few highlights include:

- Developed a strong international reputation in the burgeoning areas of instructional design and e-learning.
- Provided leadership in the development of distance learning at the University of Saskatchewan, Canada and internationally through research and professional development.
- Provided leadership in K-12 provincial e-learning initiatives, including major evaluations and reviews of school divisions through the Saskatchewan Educational Leadership Unit.
- Designed and developed 30 credit units of flexible learning courses, and the delivery of a completely blended or online M.Ed. through Curriculum Studies, the first of its kind in the College of Education.
- Designed and produced video-based, in-service training programs which reached every school in the province and achieved international publication and commercial distribution.
- Awarded more than \$500,000 in SSHRC, provincial research and TEL development grants.
- Edited the premier refereed journal in the field of educational technology in Canada, and have occupied Editorial Board positions and reviewed for several academic journals, including Educational Technology Research and Development, Review of Educational Research, the International Review of Research in Open and Distance Learning, the Canadian Journal of Learning and Technology, Contemporary Educational Technology, Asia Pacific Collaborative Education Journal, Educational Technology and Society, and Tech Trends.
- Published numerous books, chapters in books, refereed articles, refereed conference papers and technical reports in the areas of instructional design and e-learning.
- Hosted national conferences for professional associations.
- Held various positions of leadership in professional bodies, including three presidencies of our principal learned society (AMTEC).
- Received several awards for research, teaching and instructional design at national and international levels.
- Consulted widely with educational technology programs in Australia, India, New Zealand, Malaysia, and the United States.

Fidelity with the 2008 U of S Integrated Plan and Strategic Initiatives

This program proposal responds to intentions stated in the U of S Integrated Plan concerning *Innovation* and linking local and international issues, and it presumes that preparing leaders in educational technology and design, and promoting research into technology and society will contribute to the realization of those intentions. If this presumption is correct, there is close fidelity between the Integrated Plan and this program proposal.

The Integrated Plan states:

In addition to the planning context, the Second Integrated Plan should be interpreted in the context

of three institutional imperatives that are of specific importance to the University of Saskatchewan and its success:

- The University must embrace the fundamental importance of its relationships with First Nations, Métis, Inuit and Indigenous peoples;
- The University must tackle critical issues that face society by finding imaginative ways to link local issues to global ones; and
- Innovation is called for in much that we do.

The first priority area of the Second Integrated Plan is:

Improve the undergraduate and graduate student experience, both inside and outside the classroom.

This priority area addresses the University's academic mission, which includes equipping students for success, in part by increasing access to research and scholarship and linking learning with discovery. In the next four years, the University will:

- improve the in-classroom experience for teachers and learners;
- be known for innovative, quality programs that connect learning and discovery in distinctive ways;
- diversify its student body while maintaining the existing undergraduate population and growing the graduate population;
- optimize the potential for success for every student;
- progress from accessibility programs for First Nations and Métis students toward graduate programs and enhancing community-based research; and
- improve the academic and non-academic services for students as well as the infrastructure that supports the student experience.

The proposed program is innovative in content and delivery, and has demonstrably connected learning and discovery in imaginative ways. Through its concentration on combining campus-based and online learning in unique ways, it responds to the Second Integrated Plan's call for innovation and for attracting a diverse student body.

Description of Program Characteristics

The defining feature of our proposed program is its emphasis on instructional and learning design. Educational technology is a broad area of study and specialization is diverse, with a number of programs that focus on distance education, social networking and online learning, technology integration and management in k-12 systems, and multimedia production. We have deliberately positioned our program to emphasize instructional design, and this focus has allowed us to recruit successfully and also to focus our curriculum on learning *design*, rather than *media production*.

For program delivery, the M.Ed. program in Educational Technology and Design employs a unique combination of options for students. Students can complete all of their M.Ed. courses online, or they can choose to attend regular campus sessions that are blended with online offerings. They are also able to complete their programs as part-time or full-time students. This flexibility has encouraged a great deal of innovation by our faculty, including the development of multi-modal online strategies and authentic learning approaches to meet the diverse needs of our students.

Graduate Program and Course Offerings

Currently, we offer the following courses:

ETAD 802.6: Historical and Theoretical Foundations of Educational Technology - Examines the historical, philosophical and theoretical foundations of the field of educational technology. Focuses on the maturation of theory and research in this area of study, and the impact of educational technology on educational institutions and practice.

ETAD 803.3: Multimedia Design for Learning Presents procedures and principles for planning, producing and evaluating computer-based instruction, and how to develop the necessary print-based support materials required for its implementation.

ETAD 804.3: Designing for Distance Education The historical and theoretical foundations of distance education from a provincial, national and international perspective. Surveys the development, organization, and practice of distance education for various educational endeavours. Focuses specifically on distance education in Saskatchewan and compares the Saskatchewan situation with similar systems across Canada.

ECUR 805.3: Trends and Issues in Curriculum Research and Development - Examines contemporary curriculum issues in the context of catalysts of change and strategies of change. Students will have the opportunity to focus on their particular area of curriculum interests.

ECUR 809.3: Models and Methods for Evaluation of Educational Programs
Examines current models for the evaluation of educational programs. The emphasis is on exploring the range of options which is available to the program evaluator and on developing an awareness of the strengths and limitations of the models. Problems in carrying out educational evaluations are also studied: examples of such problems are the utilization of evaluation results and the ethics of evaluation.

ECUR 810.3 Design and Practice of Evaluation of Educational Programs
Takes the methods of evaluating educational programs and applies them to practical situations in classrooms, schools and school units. Particular attention will be paid to developing an awareness of the breadth of available techniques and to understanding the practical problems which arise in the conduct of evaluations.

ETAD 873.3: Instructional Design An applied course in which principles of instructional design are used to produce self-instructional materials. Students do a major project in which they plan and implement a self-instructional module in a medium of their choice.

ETAD 874.3: Advanced Instructional Design Students will learn and apply advanced concepts and approaches in instructional design including project management, client processes, and usability procedures. Students will complete an entire development process, from meeting clients and creating a design plan through product testing.

ETAD 877.3: Video Design for Learning Designed to allow students to continue video production experiences encountered during ECMM 476. The student will have the opportunity to script, direct, produce, and edit an individual medium length video production. The highly individualized course gives the student wide latitude and flexibility in content, technique and production time.

ETAD 879.6: Advanced Video Design for Learning Investigates development of open and closed circuit television in educational institutions and integration of television into formal and informal learning situations. Development of knowledge and skills in television production,

direction and script writing will be stressed in practical laboratory situation. Students will undertake major projects simulating those now utilized in educational TV.

ETAD 898.3: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 899.6: Special Topics A study in areas of a student's interest calling for intensive reading under the guidance of a faculty member. A proposal, representing a contract for the extent and nature of the work to be done, must be approved by CGSR. The final product is a paper or media production which is graded by the faculty member and kept on file in the Department.

ETAD 992: Project - The research or developmental project, required on the project option for the M.Ed., where the nature of the research or developmental project is inter-disciplinary or multi-departmental. The project must be accepted by a committee consisting of members from the sponsoring and co-operating departments and evaluated by this committee plus an external member.

ERES 800.3: Research Methods Introductory - Introduction to research methods, with special reference to research in Education. The basic principles of research, both quantitative and qualitative, are discussed. Skills necessary for the production of research proposals are developed, e.g. techniques for surveying the research literature, and the collection and analysis of data.

ECUR 990: Seminar in Curriculum Research - A required seminar for Master's and Ph.D. graduate students in Curriculum Studies, taken by all full-time students throughout the academic year. Ongoing research and development projects of faculty and students form the focus of first term seminars, while readings and student-identified issues form the basis for second term seminars. This seminar also provides students with information and guidance to help them profit from their program of studies, and to utilize computer technology effectively. Separate seminars are arranged for Master's and Ph.D. students. Registration in ECUR 990 seminar is required for one year only.

GSR 960: Introduction to Ethics and Integrity

Is a required course for all first year graduate students at the University of Saskatchewan. The purpose of this course is to discuss ethical issues that graduate students may face during their time at the University. All students will complete modules dealing with integrity and scholarship, graduate student-supervisor relationships, conflict of interest, conflict resolution and intellectual property and credit.

Changes to the Existing Area of Focus

All faculty teaching in graduate studies in Educational Technology and Design have undertaken a thorough review of current course offerings and propose the new structure outlined below for completion of an M.Ed. in Educational Technology and Design.

As part of this revision, we call attention to the following changes to the current focus area:

A significant change in our program is to identify a larger core set of courses for students. This serves our intention to focus our identity on instructional design more clearly, and it also provides more control over class enrollments and offerings over the long term. The College of Education is introducing a new undergraduate program, and has suffered deep and sustained budget cuts that forced the College to look for new efficiencies. One response was to target the elimination of all sessional lecturer positions. If ETAD faculty want to have educational technology as part of the

undergraduate curriculum—and it is absurd to think of teacher candidates being certified without any exposure to media and technological literacy—we must carve out some space in faculty workloads. One way to support this is to offer prescribed graduate courses with predictable enrollments on a regular basis, and identify graduate course electives that can be offered less frequently. A second change will include the introduction of a course-based stream of the program. It would include a new portfolio class as a capstone experience for the students, allowing them to synthesize their learning experiences in the program. The Department of Curriculum Studies introduced a portfolio course (ETAD 991.3) as part of a course-based option three years ago, and it has proven to be an attractive choice for students. We plan to offer a section of ETAD 991.3 for students in the ETAD program.

New ETAD courses:

ETAD 991.3 Scholarship in Teaching

Prerequisite: 27 credit units of course work toward the M.Ed. degree

Students will demonstrate their scholarship in teaching and learning through developing a comprehensive, detailed, and coherent collection of academic and professional work. This work will be represented by an electronic portfolio providing documented evidence and showcasing learners' achievements and understandings in relation to particular work or learning goals.

Proposed instructor: Dr. Dirk Morrison

ETAD 994 Master's Thesis in Educational Technology and Design

Prerequisite: ERES 800.3

Students complete an individual research project under the guidance of a supervisor and research committee.

Proposed instructors: Len Proctor, Jay Wilson , Dirk Morrison, Richard Schwier

University Catalogue Entry

Master of Education (M.Ed.) in Educational Technology and Design

Educational Technology and Design, housed in the Department of Curriculum Studies, is an academic field of study and practice concerned with the social, professional and pedagogical influence of technology in learning. It is multidisciplinary in nature, drawing theoretical perspectives and principles from psychology, communications theory, systems theory, learning science, computer and information technology, and informatics.

Admission Requirements

- Bachelor of Education (B.Ed.) or equivalent degree
- minimum average of 70%
- three letters of recommendation
- English Language Proficiency if required

Degree Requirements

Thesis-based 21 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 994 (must maintain continuous registration)

Project-based 24 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 992 (must maintain continuous registration)

A minimum of 3 c.u. as approved by the department from: ETAD 874.3, ECUR 810.3, ECUR 805.3, ETAD 877.3, ETAD 879.6, ETAD 898.3, ECUR 899.6

Course-based 30 c.u.:

[GSR 960.0](#)

[GSR 961.0](#) if research involves human subjects

[GSR 962.0](#) if research involves animal subjects

ETAD 802.6

ETAD 803.3

ETAD 804.3

ETAD 873.3

ECUR 809.3

ERES 800.3

ECUR 990

ETAD 991.3 (Portfolio)

A minimum of 6 c.u. as approved by the department from: ETAD 874.3, ECUR 810.3, ECUR 805.3, ETAD 877.3, ETAD 879.6, ETAD 898.3, ECUR 899.6

Minimum requirements for the three degree options:

	Thesis-based (Requires at least 21 c.u. plus thesis)	Project-based (Requires at least 24 c.u. plus project)	Course-Based (Requires at least 30 c.u.)
Required Courses	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 994: (Thesis) 	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 992: (Project) 	<ul style="list-style-type: none"> ETAD 802.6: Historical and Theoretical Foundations of Educational Technology ETAD 803.3: Multimedia Design for Learning ETAD 804.3: Designing for Distance Learning ETAD 873.3: Instructional Design ECUR 809.3: Models and Methods for Evaluation of Educational Programs ERES 800.3: Research Methods Introductory GSR 960: Introduction to Ethics and Integrity ECUR 990: Seminar in Curriculum Research ETAD 991.3 (Portfolio)
Electives	0 electives required	Minimum of 3 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> ETAD 874.3: Advanced Instructional Design ECUR 810.3: Design and Practice of Evaluation of Educational Programs ECUR 805.3: Trends and Issues in Curriculum Research and Development ETAD 877.3: Video Design for Learning ETAD 879.6: Advanced Video Design for Learning ETAD 898.3 Special Topics or ECMM 899.6: Special Topics 	Minimum of 6 c.u. electives required, chosen from the following: <ul style="list-style-type: none"> ETAD 874.3: Advanced Instructional Design ECUR 810.3: Design and Practice of Evaluation of Educational Programs ECUR 805.3: Trends and Issues in Curriculum Research and Development ETAD 877.3: Video Design for Learning ETAD 879.6: Advanced Video Design for Learning ETAD 898.3 Special Topics or ECMM 899.6: Special Topics

Resources

Given that this program has existed for more than 30 years and is flourishing under the current structure, we anticipate that its continuation will have no net effect on resources. We anticipate measured growth in the future, depending on our ability to respond to growing demand for the distance learning options in the program, and, as these options expand, increasing interest from international applicants. Currently we accept approximately half of the applicants to our program, and maintain a waiting list from year-to-year for qualified applicants when the program is filled.

Faculty Resources

We currently have four tenure-track and tenured faculty members in Educational Technology and Design.

Dr. Dirk Morrison, Associate Professor

3119 Education

306-966-6483

dirk.morrison@usask.ca

Before joining the faculty in Educational Technology and Design in 2005, Dr. Morrison received a B.A. (Psychology) and an M.Sc. (Rural Extension Studies) from the University of Guelph. He received his doctorate in Education from the University of Toronto (OISE), with a focus on the use of learning technologies in higher education. Dirk's research interests include instructional design practice applied to distance and e-learning; educational technology in higher education, non-formal and informal online learning environments; effects of ICT on culture and society.

Dr. L.F. Proctor, Professor and Head (Dept. of Curriculum Studies)

3118 Education

306-966-7638

len.proctor@usask.ca

Len Proctor's educational background includes a B.A., B.Ed. and a M.Ed. (Adult Education) from the University of Saskatchewan and a M.L.S. (Library Science) and a Ph.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1976. Len's research interests centre on the integration of media, resources and new technologies in the classroom, and he is Head of the Department of Curriculum Studies.

Dr. Richard A. Schwier, Professor

3117 Education

306-966-7641

richard.schwier@usask.ca

Richard's educational background includes a B.S. (English, Education), M.S. (Instructional Systems Technology) and Ed.D. (Instructional Systems Technology, Telecommunications, Business), all from Indiana University. He has taught at the University of Saskatchewan since 1978. Rick's research interests include change agency, instructional design and virtual learning communities. He is the principal investigator in the Virtual Learning Communities Research Laboratory, a SSHRC-funded research program.

Dr. Jay Wilson, Assistant Professor

3118 Education

306-966-7617

jay.wilson@usask.ca

Jay's educational background includes a B.A. (History), B.Ed. (Elementary Education) and a M.Ed. (Educational Communications and Technology) from the University of Saskatchewan. He also has a Diploma in Broadcast Communications from Mount Royal College in Calgary, Alberta. Jay's doctorate is from the University of Southern Queensland in Australia. His research interests centre on technology skill development in educators, developing authentic e-learning experiences and studying the social impacts of technology.

Professor Emeritus (All involvement in the proposed program will be voluntary)

Dr. F. B. Brown, Professor Emeritus

3023 Education

306-966-7550

barry.brown@usask.ca

Barry's educational background includes a B.A. (Physics), B.Ed. (English) and M.Ed. (Administration) from the University of Saskatchewan and an Ed.D. (Instructional Systems Technology) from Indiana University. He has taught at the University of Saskatchewan since 1964. Barry's research interests are in telecommunications and distance learning both locally and globally.

Research Laboratory and Teaching Resources

The faculty of this program draw on the physical and human resources available in the College of Education. We have access to two teaching laboratories that are equipped with networked computers and a suite of multimedia production software. The College also maintains a distance learning room that we book for videoconferencing events and classes. We also employ a learning commons room as a research laboratory for team meetings and data analysis for the *Virtual Learning Communities Research Laboratory*. The ETAD unit also draws on the Instructional Support Services staff in the College of Education regularly. These include one computer systems coordinator, an assistant coordinator, and one instructional services coordinator. In all, despite considerable financial challenges faced by the College of Education, we have adequate physical resources to carry out our teaching and research missions.

Relationships and Impact of Implementation

Again, given that this is a well-established area of focus, the principal impact of its regularization will be the continuation of relationships and influence in this important field, both professionally and academically. More importantly, if there were a decision to *not* support this program of study, the University of Saskatchewan would stand to lose approximately 15 to 20 new graduate students per year, as the students in our program would largely be compelled to look elsewhere for a similar, flexible graduate program.

There are no duplications of this program on campus or elsewhere in the province. The University of Regina has introduced five graduate courses in Information Communications and Technology, but they have only one tenured faculty member in this area, so all but one of the courses are offered on a rotating basis. These courses support the M.Ed. Program in the Faculty of Education. We consult regularly with the faculty member at the University of Regina, and our students regularly enroll in each other's classes. We are in discussions with the U of R about developing and introducing a shared professional certificate in Educational Technology and Design.

We also share research interests with faculty in the *Department of Computer Science* here at the U of S about the relationship between technology and learning, and we have collaborated on projects, and shared supervision of graduate theses. Two ETAD faculty members are Associate Members in the Department of Computer Science. There is no overlap in our program offerings, but there is considerable opportunity for collaboration and integration.

Proposal sent for comment to:

Associate Dean, Research, College of Education: Diane Hallman

Department Heads: Dave Mykota, Pat Renihan, Bob Regnier, Len Proctor

Centre for Continuing and Distance Education: Bob Cram

Saskatchewan Educational Leadership Unit: Norm Dray

Budget

There will be no new budgetary allocations within the Department of Curriculum Studies or the College of Education required. With growth, budget allocations and faculty complements will need to be reviewed, but this will be within a model of growth management where tuition revenues will be weighed against our ability to continue to provide a high-quality program and learning environment for our graduate students.

College Statement

Please see attached documents

Consultation Forms

Please see attached documents

Appendix A: Enrolment in ETAD* graduate courses, 2001 – 2011

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ETAD 802.6	12	12	10	12	8	15	13	11		17
ETAD 803.3		12	4	8		11				
ETAD 804.3	4		17	9	8	7	8	8	9	13
ETAD 873.3	7	13	9	8	7	14	9	10	11	21
ETAD 874.3	8		6		5	5	5	5	5	
ETAD 876.3	1	8	8	3						
ETAD 877.3								7		
ETAD 879.6	3		7			7		10		11
ECUR (ETAD) 992.6							7(7)	1(13)	16(12)	9(8)
ECUR 809.3									16	23
ECUR 810.3									5	11
ERES 800.3									19	20
Gray background = courses taught as overload without compensation										

Prior to 2010, ETAD courses carried ECMM as the course prefix

Appendix B: ETAD Students Receiving Graduate Degrees, 2000-2011 (M.Ed.)

2000 - 14
2001 - 10
2002 - 11
2003 - 13
2004 - 5
2005 - 4
2006 - 6
2007 - 7
2008 - 11
2009 - 15
2010 - 5
2011 - 13

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trevor Crowe, Associate Dean
College of Graduate Studies and Research

Copies: S. Murphy, J. Wilson, L. McIntyre, P. Skilnik

Date: April 16, 2012

Re: Proposal for a M.Ed. in Educational Technology and Design

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposed Educational Technology and Design field of specialization for the Master of Education in the Department of Curriculum Studies.

This report includes four appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), the CGSR approved version of the proposal, and New Graduate Course Proposals. The formal review started with the Graduate Programs Committee on March 1, 2011 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on March 15, 2012.

The College of Graduate Studies and Research supports the proposal for an Educational Technology and Design field of specialization for the Master of Education degree. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



[NOTE: Appendices available from the Office of the University Secretary]

Graduate Programs and Graduate Executive Committees Discussion and Approvals

Graduate Programs Committee

The proposal for an Educational Technology and Design field of specialization to the M.Ed. in Curriculum Studies was reviewed by the Graduate Programs Committee on March 1, 2011, November 1, 2011, and December 6, 2011. A motion to recommend to Graduate Executive was made on December 6, 2011.

MOTION: “that the proposal, with minor revisions (to be submitted to and approved by CGSR), for an Educational Technology and Design field of specialization in Curriculum Studies be recommended to Graduate Executive committee for review.” P. Farnese/G. Putz. All in favour. Carried.

Graduate Executive Committee

The proposal was reviewed, as submitted to APC, by Graduate Executive on March 15, 2012. A motion to recommend to APC for review was made on March 15, 2012.

4.1 M.Ed. in TECHNOLOGY and DESIGN

The Master of Education degree in Technology and Design has been offered as a stream within the Master of Education in Curriculum Studies for many years. It has been very popular and there is generally a wait list of applicants. The unit recently learned that this stream was never officially approved and there were some clarifications required regarding the requirement to submit a formal proposal. Once this matter was resolved, the proposal proceeded through the approval process by the CGSR Programs Committee without issue.

There are three options for this program – course based, project based and thesis based and Executive Committee members had an extended discussion on the number of credit units assigned for each component within the three options. Trevor Crowe explained that the total number of credit units for a masters required by the Province is 30. Although there are no specific credit units assigned to the project and the thesis, it is implicit that they garner six credit units and nine credit units respectively.

Course Based	Project Based	Thesis Based
21 c.u. core courses + 3 c.u. Portfolio	21 c.u. core courses + 0 c.u. Project <i>[implicitly assigned 6 c.u.]</i>	21 c.u. core courses + 0 c.u. Thesis <i>[implicitly assigned 9 c.u.]</i>
6 c.u. restricted electives	3 c.u. restricted elective course	
30c.u. total	30 c.u. total	30 c.u. total

MOTION: “*That the new MASTER of EDUCATION degree in EDUCATION TECHNOLOGY and DESIGN be recommended to APC for approval.*”

McIntyre / Crowe – (5/2/2) CARRIED