M em o r a n d u m

To: University Senate
From: James Rathman, Chair
Council on Academic Affairs
Date: February 18, 2015

A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH A
MASTER OF LEARNING TECHNOLOGIES DEGREE PROGRAM, COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

WHEREAS this non-thesis program will lead to a professional degree that
focuses on applying current research and foundational topics to
problems of practice to support learning, in contexts such as:
traditional K-12 classrooms, online K-12 schools, not-for-profit
and non-governmental organizations, and the military; and

WHEREAS the proposal specifies well-defined needs for such a program in the
preparation of teachers and school leaders, company employees,
and professionals to amend learning gaps using technology; and

WHEREAS the program will include 7 core courses, a research course, one
elective and a practicum course; and

WHEREAS each course will be offered online and in person so that students
can earn the degree in one of 3 ways: exclusively online;
exclusively in person, or a mixture of online and in person’ and the
program has been developed in partnership with the Office of
Distance Education and eLearning; and

WHEREAS the proposal was reviewed and approved by the Graduate School,
and then by the Council on Academic Affairs at its meeting on
January 21, 2015, and

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal
to establish the Master of Learning Technologies Degree Program with implementation
pending final approval by the Ohio Board of Regents.
Fiscal Unit/Academic Org: School/Educ Policy & Leadership - D1280
Administrating College/Academic Group: Education & Human Ecology
Co-administering College/Academic Group:
Semester Conversion Designation: New Program/Plan
Proposed Program/Plan Name: Master of Learning Technologies
Type of Program/Plan: Graduate degree program
Program/Plan Code Abbreviation:
Proposed Degree Title:

Credit Hour Explanation

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total minimum credit hours required for completion of program</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Required credit hours offered by the unit</td>
<td>Minimum</td>
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<td>30</td>
<td></td>
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<tr>
<td></td>
<td>Maximum</td>
<td></td>
<td>46</td>
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<tr>
<td>Required credit hours offered outside of the unit</td>
<td>Minimum</td>
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<td>0</td>
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<tr>
<td></td>
<td>Maximum</td>
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<tr>
<td>Required prerequisite credit hours not included above</td>
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</tr>
<tr>
<td></td>
<td>Maximum</td>
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<td></td>
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</tr>
</tbody>
</table>

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

1. Apply technology to develop students' higher order thinking skills and creativity
2. Plan for the management of technology resources and student learning within technology-enhanced learning environments
3. Apply technology in assessing student learning of subject matter using a variety of assessment techniques
4. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
5. Design developmentally appropriate and equitable learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
6. Apply current learning theories and research on teaching and learning with technology when planning learning environments and experiences
7. Adapt learning technologies to a wide variety of formal and informal learning contexts
8. Apply appropriate instructional design strategies to support the design, production, delivery and assessment of technology enhanced learning environments
9. Lead and collaborate with teams and organizations in the design, development, integration, and evaluation of learning technologies
10. Engage in practices that are inline with professional ethics of the learning technologies field
Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

* learning tech masters ltr.pdf: Department Letter of Support
  (Support/Concurrence Letters, Owner: Volthofer, Richard J.)

  (Other Supporting Documentation, Owner: Herness, M Scott)

* M_in_Learning_Tech_Program_Dev_Plan7.pdf: RACGS proposal
  (Program Proposal, Owner: Volthofer, Richard J.)

* gradschool_response.pdf: Response to Grad School Revisions
  (Other Supporting Documentation, Owner: Volthofer, Richard J.)

* advising_sheet.pdf: Advising Sheet
  (Semester Advising Sheet(s), Owner: Volthofer, Richard J.)

  (Letter from the College to OAA, Owner: Odum, Sarah A.)

Comments

* approved by EHE Curriculum Committee, 4/2014 (by Odum, Sarah A. on 08/20/2014 02:40 PM)

* Returned to program for revision. (by Herness, M Scott on 05/06/2014 11:10 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<td>Volthofer, Richard J.</td>
<td>09/18/2013 03:29 PM</td>
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<td>Wheaton, Joe Edward</td>
<td>09/18/2013 04:06 PM</td>
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<td>Revision Requested</td>
<td>Odum, Sarah A.</td>
<td>10/04/2013 09:17 AM</td>
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<td>Pending Approval</td>
<td>Newhouse, Melissa Ann</td>
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<td>CAA Approval</td>
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Master of Learning Technologies
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
(Minimum of 30 credit hours)

Student's Name ________________________________________________ ID# __________________________________________

Semester/Yr Admitted to MA program _______ Advisor ________________________________

Semester Program Worksheets
Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses.

Graduate Learning Technologies Core Classes: 21 Credits

<table>
<thead>
<tr>
<th>Taken</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESETEC 6223</td>
<td>Issues and Practices in Educational Technology (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESETEC 7392</td>
<td>Learning, Culture, and Technology (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESETEC 6278</td>
<td>Introduction to Instructional Design (3)</td>
<td></td>
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<tr>
<td></td>
<td>ESETEC 8295</td>
<td>Applied Instructional Design (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESETEC 7297</td>
<td>Designing multi-media for instruction (3)</td>
<td></td>
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<tr>
<td></td>
<td>ESETEC 7277</td>
<td>Technology supported collaborative learning environments (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESETEC 7278</td>
<td>Formative Evaluation of Learning Technologies (3)</td>
<td></td>
</tr>
</tbody>
</table>

Research Course: 3 Credits

|       | ESGREM 6360 | Introduction to Educational Research (3)            |              |

Electives (choose 1 of these or other approved courses): (3 Credits)

<table>
<thead>
<tr>
<th>Taken</th>
<th>Course #</th>
<th>Course Name</th>
<th>Sem. Planned</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>ESEADM 6372</td>
<td>Educational Technology Leadership and Administration (3)</td>
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<td></td>
<td>ESETEC 5280</td>
<td>Educational Videography (3)</td>
<td></td>
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<tr>
<td></td>
<td>ESETEC 6282</td>
<td>Introduction to Teaching Online for K-12 Educators (3)</td>
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<tr>
<td></td>
<td>ESETEC 5281</td>
<td>Introduction to Developing Educational Web Sites (3)</td>
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</table>

Capstone / Practicum / Action Research / Portfolio: 3 credits

ESETEC 7289 - Practicum in Educational Technology

Rev. 4/32014
O:\/pollead/Degree Program Sheets and Annual Reviews/Educational Technology
### Year 1: Annual Review

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Student Signature</th>
<th>Advisor Signature</th>
<th>Date</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Student Services Review (Initials)</th>
<th>Date</th>
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<tbody>
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</table>

### Year 2: Annual Review

<table>
<thead>
<tr>
<th>Semester/Year</th>
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<th>Advisor Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Student Services Review (Initials)</th>
<th>Date</th>
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<tbody>
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</table>

### Year 3: Annual Review

<table>
<thead>
<tr>
<th>Semester/Year</th>
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<th>Advisor Signature</th>
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</table>

<table>
<thead>
<tr>
<th>Student Services Review (Initials)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Graduation Review

**Application to Graduate:** [http://gradsch.osu.edu/Depo/PDF/Master%27sGraduate.pdf](http://gradsch.osu.edu/Depo/PDF/Master%27sGraduate.pdf)

**Master's Student Procedures – Final Semester:**
[http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf](http://gradsch.osu.edu/Depo/PDF/MasterStudentProceduresFinalSemester.pdf)

### Minimum credit hours required for graduation

(30 semester hours)

<table>
<thead>
<tr>
<th>Total semester hours completed</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Yes/No Minimum hours required for graduation met?

### Other Requirements

Yes/No 6 year time limit met?
<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Registered for minimum of 3 hours semester graduating</th>
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<tbody>
<tr>
<td>Yes/No</td>
<td>Fees Paid</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Missing Grades or Incompletes?</td>
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<tr>
<td>Yes/No</td>
<td>Second Reader?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Advisor Signature</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Services Review (Initials)</th>
<th>Date</th>
</tr>
</thead>
</table>

For more information about courses, please go to [www.buckeyelink.osu.edu](http://www.buckeyelink.osu.edu) and click on Browse Master Schedule.
September 5, 2014

Dear Program Reviewer,

Attached please find the proposal for a new Master of Learning Technologies (MLT) Tagged Degree. We are presenting this as a hybrid online/in-person tagged degree for a number of reasons. This degree will serve students who are in traditional institutional learning contexts like schools and businesses, as well as non-traditional learning contexts including Non-profit Organizations and Non-Governmental Organizations (NGOs), etc. As a tagged degree the program would have a higher visibility both within the university and outside. In addition, a tagged degree will allow curriculum flexibility in relationship to the current department Masters degree requirements that include courses that are not offered online.

We are anticipating admitting the first group of 15 students during the autumn, 2015 semester. Approximately 8 of those students will be in-person students and 7 will be exclusively online.

The degree will be developed and maintained through a partnership with the OSU Office of Distance Education and E-Learning (ODEE) using a new financial model adopted by the University for online programs. Please see the attached budget for income projections.

Sincerely,

Rick Voithofer, Ph.D.
(614) 247-7945
voithofer.2@osu.edu
RACGS Proposal for New Degree  
Master of Learning Technologies  
Tagged Degree Program

1) Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The tagged Master of Learning Technologies (MLT) is initiated through the Department of Educational Studies within The Ohio State University College of Education and Human Ecology (EHE). Each course in the degree will be offered both online and in-person so that students can earn the degree in one of three ways, 1) exclusively online, 2) exclusively in-person, or 3) a mixture of online and in-person classes.

This non-thesis Master of Learning Technologies will be a professional degree, focused on applying current research and foundational topics to solving problems of practice facing the use of technology to support learning in a number of contexts including:

- Traditional K12 classrooms
- Online K12 Schools
- Professional and corporate contexts
- Higher Education Institutions
- Not-for-profit organizations
- Regional and National Service Organizations
- Military
- Non-Governmental Organizations (NGOs)

The proposed Master of Learning Technologies will respond to four critical demands facing the State of Ohio and The Ohio State University in its land grant mission to Ohio and the world: (1) The landscape of K12 learning is changing rapidly in Ohio and beyond with the growth of exclusively online and blended online/in-person schools and the corresponding decline in enrollment in traditional bricks and mortar schools. There is a strong need to prepare teachers and school leaders to develop new forms of online and blended technology enhanced learning. (2) There is an increasing need for companies to have employees with flexible skills able to respond to rapidly changing local and global economic conditions. This requires the need for expertise to constantly retrain and retool employees to help them to develop new skills. Companies of all sizes must possess the knowledge to engage in the continuous training that must occur in order to remain competitive. Learning Technologies have proven to be a highly effective way to teach new knowledge, skills, and dispositions. (3) There are continued challenges faced by institutions and organization to adequately address critical education issues related to learners who are not equipped to succeed in higher levels of education and workers with
limited skillsets. There is a growing need for professionals with the knowledge to amend learning gaps using technology. (4) The opportunity exists for The Ohio State University to pursue an important cause regionally, nationally, and internationally to recruit, select, prepare, and place learning technologies professionals to transform teaching and learning practices in pursuing its land grant mission.

In response to these demands this new program will train students to:

1. Apply technology to develop students' higher order thinking skills and creativity
2. Plan for the management of technology resources and student learning within technology-enhanced learning environments
3. Apply technology in assessing student learning of subject matter using a variety of assessment techniques
4. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
5. Design developmentally appropriate and equitable learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
6. Apply current learning theories and research on teaching and learning with technology when planning learning environments and experiences
7. Adapt learning technologies to a wide variety of formal and informal learning contexts
8. Apply appropriate instructional design strategies to support the design, production, delivery and assessment of technology enhanced learning environments
9. Lead and collaborate with teams and organizations in the design, development, integration, and evaluation of learning technologies
10. Engage in practices that are inline with professional ethics of the learning technologies field

2) Description of the proposed curriculum.

The Master of Learning Technologies (MLT) will prepare professionals in a variety of contexts to support technology-based learning. The program will be facilitated through a community of practice in which beginning and advanced students, along with graduates, will interact to contribute to and draw upon a digital library of resources and projects, and engage in various activities around practicum experiences. Students will take a core sequence of seven (7) courses, a research course, one elective course, and a practicum course. Technology skills development including web and multimedia production will be embedded within courses.
MLT graduates will be prepared for a variety of positions including:

- Instructional Designer
- Director of Instructional Technology
- Corporate and Community Trainer / Educator
- Government positions (Training & Development)
- School and District Technology Integration Specialist
- Educational Technologist
- Online School Teacher / Administrator
- Curriculum Developer
- Multimedia Learning Specialist

**Total Credit Requirements: 30 Credits**

While this is a new program, the curriculum will be comprised of existing courses.

**Graduate Learning Technologies Core Classes: 21 Credits**

- ESETEC 6223 - Issues and Practices in Educational Technology
- ESCFE 7392 - Learning, Culture, and Technology
- ESETEC 6278 - Introduction to Instructional Design
- ESETEC 8295 - Applied Instructional Design
- ESETEC 7297 – Designing multi-media for instruction
- ESETEC 7277 – Technology supported collaborative learning environments
- ESETEC 7278 - Formative Evaluation of Learning Technologies

**Research Course: 3 Credits**

- ESQREM 6625 - Introduction to Educational Research

**Electives: 3 Credits (Select 1): 3 Credits**

- ESEADM 6372 – Educational Technology Leadership and Administration
- ESETEC 5280 – Educational Videography
- ESETEC 6282 - Introduction to Teaching Online for K-12 Educators
- ESETEC 5281 - Introduction to Developing Educational Websites
- ESETEC 7229 - Technology, Society, and Schools

**Capstone / Practicum / Action Research / Portfolio: 3 credits**

- ESETEC 7289 - Practicum in Educational Technology

This will be a non-thesis Master's degree. All students will be required to participate in a practicum experience in which they will document their experience in an electronic portfolio. The practicum will serve as the required comprehensive exam for this degree. Each student will be paired with a mentor in a professional setting who will guide and evaluate the practicum work.
Before taking ESETEC 7289 students will be required to have their advisor approve a practicum proposal. This document will include the site at which the practicum will occur, the scope of the practicum work, and the contact information for the practicum sponsor. The student, advisor, and practicum sponsor will all sign the practicum proposal. To ensure that students pursuing the degree online and in-person are evaluated with the same rigor, each proposal and practicum report will be evaluated using the same criterion. Because online students may be at a different locations than their sponsors, there will be a special section for online students in the proposal where they will be required to document the schedule and method by which they will communicate regularly with their sponsor. Synchronous communication will be required for at least 50% of their meetings.

Before graduation two faculty members including the student’s advisor and the practicum instructor will evaluate the practicum portfolio to ensure consistent evaluation of each portfolio against program standards. The completed practicum report will be evaluated by at least two faculty members with M-Status. Each evaluating faculty member will need to score the practicum portfolio with at least 85% of the possible points using the following rubric:\(^1\):

<table>
<thead>
<tr>
<th>Portfolio - Documentation of Practicum Experience</th>
<th>(60%)</th>
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<tbody>
<tr>
<td>Learning Agreement and Documentation of 75+ hours spent on a variety of field activities</td>
<td>15%</td>
</tr>
<tr>
<td>Documentation of and Reflection on Initial Activities</td>
<td>10%</td>
</tr>
<tr>
<td>Documentation of and Reflection on Progressive Activities</td>
<td>15%</td>
</tr>
<tr>
<td>Documentation of and Reflection on Culminating Activities</td>
<td>15%</td>
</tr>
<tr>
<td>Other Components and Overall quality of Portfolio (organization, clarity, access, supporting documentation: journal/self-evaluation, other letters/information)</td>
<td>5%</td>
</tr>
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| Participation in class and web-based discussions | 20%   |
| Mentors and Practicum Instructor's Ratings and Evaluation of Field Experience | 20%   |

### Points, Components and Criteria

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<tr>
<th>Total: 15</th>
<th>Learning Agreement and Documentation of 75+ hours spent on a variety of field activities</th>
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<tbody>
<tr>
<td>&lt;10.5</td>
<td>Incomplete, late or otherwise unacceptable submission of Three Party Learning Agreement, Practicum Designs, and/or Activity Logs and/or insufficient hours or inappropriate activities.</td>
</tr>
</tbody>
</table>

\(^1\) Modified from [http://www.iltgroup.org/resources/Rubrics/PracticumAssessmentRubric.htm](http://www.iltgroup.org/resources/Rubrics/PracticumAssessmentRubric.htm) under a Creative Commons "share it forward" license ([https://sites.google.com/a/iltgroup.org/fse/resources/briefhybrids/attribution-imagecc](https://sites.google.com/a/iltgroup.org/fse/resources/briefhybrids/attribution-imagecc))
<table>
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<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>10.5-11</td>
<td>Mismatched documentation or occasional late submission of Three Party Learning Agreement, Practicum Designs (initial and final), and/or Activity Logs and/or insufficient hours or activities.</td>
</tr>
<tr>
<td>12-13.4</td>
<td>Completion, timely submission and inclusion in portfolio of Three Party Learning Agreement, Practicum Designs (initial/planned and final/actual), and Activity Logs totaling at least 75 hours with adjustments in submissions made in response to requests and guidance from instructor</td>
</tr>
<tr>
<td>13.5-15</td>
<td>Accurate completion and timely submission of Three Party Learning Agreement accompanied by Practicum Designs (initial/planned and final/actual) with appropriate communication and updates regarding any changes required in the practicum design; Exemplary and regular communication regarding Activity Logs and/or evidence of hours or activities undertaken during practicum exceeding those required.</td>
</tr>
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**Total: 10**

### Completion/Documentation of Initial Activities

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>&lt;7</td>
<td>Incomplete and poorly organized submission that does not match practicum design or is unsupported by activity logs; submissions that contain errors in grammar/spelling; submissions that fail to demonstrate awareness, reflection and growth as a professional.</td>
</tr>
<tr>
<td>&lt;7-7.9</td>
<td>Incomplete submission that does not accurately reflect the final practicum design or are unsupported by activity logs; submissions contain errors in grammar, spelling; submissions that only minimally demonstrate awareness, reflection and growth as a professional.</td>
</tr>
<tr>
<td>8-8.9</td>
<td>Includes submissions organized and clearly linked by section headings to listed initial practicum design activities and supported by activity log entries. The submissions represent a complete and clear summary of the activity and its relationship to professional growth and include: description of activity, reflection on observation/actions within the context and personal reactions to the information learned.</td>
</tr>
<tr>
<td>9-10</td>
<td>Exemplary submissions organized and clearly linked by section headings to listed initial practicum design activities and supported by activity log entries. Entries demonstrate comprehensive observation, clear and deep reflection and analysis of situations that are grounded in both context and professional knowledge/experience and demonstrate growing awareness of personal styles and increasing understanding of the practicum context. Appropriate/occasional reference is made to relevant professional sources.</td>
</tr>
<tr>
<td>Total: 15</td>
<td>Completion/Documentation of Progressive Activities</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>&lt;10.5</td>
<td>Incomplete and poorly organized submission that does not match practicum design or are unsupported by activity logs; or submissions that contain errors in grammar, spelling, or inadequate organization; or submissions that fail to demonstrate awareness, reflection and growth as a professional.</td>
</tr>
<tr>
<td>&lt;12</td>
<td>Incomplete submission that does not accurately reflect the final practicum design or are unsupported by activity logs; submissions contain errors in grammar, spelling; submissions that only minimally demonstrate awareness, reflection and growth as a professional.</td>
</tr>
<tr>
<td>12-13.4</td>
<td>Includes submissions organized and clearly linked by section headings to listed progressive practicum design activities and supported by activity log entries. The submissions represent a complete and clear summary of the activity and its relationship to professional growth and include: description of activity, reflection on observation/actions within the context and in relation to information previously learned (through experience, coursework, professional readings, etc.).</td>
</tr>
<tr>
<td>13.5-15</td>
<td>Exemplary submissions organized and clearly linked by section headings to listed progressive practicum design activities and supported by activity log entries. Entries demonstrate clear and deep reflection and analysis of situations grounded in both context and professional knowledge and experience and demonstrating growth of awareness of personal styles and approaches to specific skills. Citation or use of relevant professional and scholarly sources are incorporated and documented within the submission as appropriate.</td>
</tr>
<tr>
<td>Total: 15</td>
<td>Completion/Documentation of Culminating Activities</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>&lt;10.5</td>
<td>Incomplete and poorly organized submission that does not match practicum design; final documents contain significant errors in grammar/spelling, are irrelevant or of sub-professional quality.</td>
</tr>
<tr>
<td>10.5-11</td>
<td>Incomplete or poorly organized submission, partial mismatch with practicum design, or final documents contain errors in grammar/spelling, are irrelevant or of poor professional quality.</td>
</tr>
<tr>
<td>12-13.4</td>
<td>Includes final documents that correspond to listed culminating practicum design activities and are professional, polished documents that can be shared with relevant individuals at the practicum site. The submissions represent a complete and clear summary report of the activity with description, analysis, reflection and recommendations.</td>
</tr>
<tr>
<td>13.5-15</td>
<td>Exemplary final documents corresponding to the culminating activities listed in the final practicum design. Documentation is of a high professional quality are both appropriate and useful products demonstrating both learning and professional skills application relevant to the practicum participant's future position. Reflection and recommendations are clear and citation or use of relevant professional sources are incorporated and documented within the product as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total: 5</th>
<th>Other Components and Overall quality of Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;4</td>
<td>Unorganized, unclear or difficult to access; Incomplete supporting documentation or lack of evidence of regular reflective journal entries or self evaluation.</td>
</tr>
<tr>
<td>4 - 4.4</td>
<td>Complete, clear, well-organized and easy to access; most supporting documentation available and/or in logical and clearly marked locations including regular reflective journal/self-evaluation, other letters/information;</td>
</tr>
<tr>
<td>4.5 - 5</td>
<td>Complete, clear, well-organized and easy to access; all supporting documentation located in sections clearly designated and linked/referenced where appropriate; reflective journal includes regular entries with both clear descriptions and evidence of initial reflections and identification of questions which are followed up in activity reflections.</td>
</tr>
<tr>
<td>Total: 20</td>
<td>Advisors and Instructor's Ratings and Evaluation of Field Experience</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>&lt;14</td>
<td>Both mentor and instructor feel that the candidate may have made progress over the course of the practicum, there remains need for significant improvement or need for additional critical practical experiences to round out the professional preparation the participant prior to accepting a leadership position in this field.</td>
</tr>
<tr>
<td>14-16</td>
<td>Both mentor and instructor feel that, while acceptable progress may have been made, the end result of the practicum experience was the obvious need for candidate improvement and/or need for additional experiences to round out the professional experiences of the participant prior to accepting a leadership position in this field.</td>
</tr>
<tr>
<td>16-17</td>
<td>Mentor and/or instructor feel that participant made appropriate use of the practicum experience to develop awareness of, skills for and ability to serve as a professional.</td>
</tr>
<tr>
<td>18-20</td>
<td>Mentor and instructor agree that the participant made full use of the practicum experience to develop awareness of, skills for and ability to serve as a learning technologies professional, strive to extend the experience and responsibilities at every appropriate opportunity and demonstrated a clear understanding of and ability to perform duties associated with the future profession.</td>
</tr>
</tbody>
</table>

**Grading Scale:** Based on straight cumulative percentage to grade scales

- 94-100%   A
- 90-93%    A-
- 88-89%    B+
- 83-86%    B
- 80-82%    B-
- 77-79%    C+
- 73-76%    C
- 70-72%    C-
- < 70%     Failing

**Computer / Technology Endorsement**

Students working on the Computer / Technology Endorsement may apply 9 (nine) credits of their Endorsement classes to the MLT degree.

- ESETEC 6273: “Improving Professional Practice of Teaching with Technology” will substitute for one of these courses (ESETEC 7297, ESETEC 7277, or ESETEC 7278) upon approval of the student’s advisor.
- ESETEC 8295 – “Applied Instructional Design” is both part of the Computer / Technology Endorsement and the MLT.
- ESEADM 6372: Educational Technology Leadership and Supervision will count towards the MLT elective.

**Summary of Credits:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate LT Core</td>
<td>21</td>
</tr>
<tr>
<td>Research Class</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

3) Administrative arrangements for the proposed program: department and school or college involved.

As a proposal for a Master of Learning Technologies within the Department of Educational Studies and the College of Education and Human Ecology, this degree will be consistent with provisions of the Graduate School and respective program handbooks.

**Admission:** The administration of the MLT will follow the Graduate School’s guidelines for professional degrees. The quality of candidate admitted into this program will be consistent with quality of candidates admitted into Masters programs in the Department of Educational Studies. Admission to the degree will require students to meet the Graduate School and degree guidelines listed below:

- An earned baccalaureate or professional degree from an accredited college or university by the expected date of entry.
- A minimum of a 3.0 cumulative point-hour ratio (on the 4.0 scale used at Ohio State) in all previous undergraduate and graduate work.
- For students for whom English is a second language a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), 82 on the Michigan English Language Assessment Battery (MELAB), or 7.0 on the International English Language Testing System (IELTS). The minimum score on the computer-based TOEFL (CBT) is 213. The minimum score on the Internet-based TOEFL is 79. This requirement applies only to an applicant from a country where the first language is not English, unless a bachelor’s degree or higher was earned in an English-speaking country.
- Three letters of recommendation attesting to the candidate’s ability to perform high quality academic work.
- GRE scores will not be required.

**Selection of advisor.** The MLT program committee will assign each student an academic advisor upon admission. Advisors will be required to have M-status. The advisor will help plan the student’s program of study, assist in selecting courses, provide academic advising, and monitor academic progress. The program of study should be developed
between the advisor and the student in the first semester of the first year of study. The program of study may be revised over time. The program of study must be approved by the advisor, and must comply with the rules of the Educational Studies Graduate Studies Handbook.

**Monitoring progress.** We anticipate that students will have different completion times for the degree. A student is making reasonable progress if (a) he or she files an approved program of study with the Educational Studies Graduate Studies Committee within the first semester of the first year of the program, (b) follows the planned program of study courses and timelines, and (c) completes the practicum not later than the semester following the completion of coursework. The advisor is responsible for the monitoring of these milestones. Part-time students must complete the program within 5 years.

**MLT Program Oversight**

There will be an ongoing oversight process for the MLT that will review curriculum, program, and graduate student advisement. The policies for oversight will be consistent with current rules governing the Department of Educational Studies. The Graduate Studies Committee will provide oversight consistent with their role in all Department of Educational studies degrees.

Moreover, the MLT will establish a 5-person advisory committee to review the program every three years and make recommendations to insure the program maintains the highest national reputation for excellence and relevance to the learning technologies field. The advisory committee will have standing membership from the Office of Distance education and E-Learning (ODEE), in addition to, revolving members from senior local, national, and international learning technologies faculty and professionals and representatives from the larger organizations (e.g., school districts, corporations) from which we draw our students. We will seek representatives who have not had an affiliation with the program so that we can limit the bias of the recommendations. Every three years the committee will be provided with a package of information about the program including syllabi, practicum reports, and various student data and a rubric with which to assess the program. The committee will then be asked to come to a consensus about recommendations for program improvement.

To maintain high quality courses, all MLT online courses will be submitted to internal OSU Quality Matters review within the first year that they are offered. Within three years all online courses will be submitted for external Quality Matters review and certification. The program will strive to have all courses be Quality Matters certified within five years of the beginning of the program.

Each student will plan their program of study in consultation with their advisor based on degree requirements. Students will be provided with a checklist of MLT requirements at the beginning of each academic year; students should meet with their advisor to plan their annual coursework with the checklist in mind. Advisors will meet virtually or in-person with students periodically to discuss student progress toward degree completion. The Graduate Studies Committee will provide additional oversight intended to facilitate
student annual reviews.

The MLT will have admission requirements that emphasize demonstrated ability for academic work and a demonstrated professional commitment to advancing application of learning technologies in their profession.

MLT students will be required to submit an approved advising sheet/program of study within the first semester of study. The approved advising sheet/program of study will be developed with the between the student and the student’s advisor. It will be submitted for review to the Graduate Studies Committee.

4) Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The proposed MLT will serve professionals in K12, corporate, higher education, non-profit agencies, community-based agencies, and policy organizations. Many of these professionals will be graduates of existing programs in the College of Education and Human Ecology, such as the pre-service BS.Ed. and M.Ed. programs that prepare classroom teachers. In addition Columbus serves as the corporate home to a number of large organizations that require a large staff of learning technologies professionals in order to maintain an effective workforce. We base the justification for the need for this degree on three factors: 1) a needs assessment 2) current national job prospects with the learning technologies professions, and 3) the need for a new degree, rather than modifying an existing degree.

1) A needs assessment using an online questionnaire was conducted to gather feedback about the need, curriculum, and format of a new Master of Learning Technologies degree. The needs assessment was administered to existing students in the program, College of Education and Human Ecology Alumni, the Ohio State University Learning Technologies staff members, selected central Ohio employers (1000 or more employees) and learning technologies professionals, and the OSU international gateways in China and India. The responses were distributed across the following categories:

| Existing Educational Technology Graduate Students | 17 |
| Employers | 9 |
| College of Education and Human Ecology Alumni | 29 |
| Learning Technologies Professionals | 82 |
| Total Number of Participants | 137 |

Ninety percent (90%) of the participants were located in central Ohio. Thirty-eight percent (38%) of participants (non-current students, nor alumni) stated that they would be interested in pursuing a Master of Learning Technologies degree at OSU. Six (6) of the
nine employers expressed an interest in having their learning technologies employees complete a Masters degree at OSU.

Sixty-eight percent (68%) participants stated that would be prefer a choice between online and in-person classes, while 19 (14%) stated a preference for an all-online degree. All of the existing Educational Technology Graduate Students stated their preference for a choice between online and in-person classes. No participant expressed a desire for an exclusively in-person degree. The demand for flexible course offerings seemed a primary consideration of respondents. Eighty (80) (58%) respondents answered that if they were to pursue a Master of Learning Technologies degree they would complete their degree either as part time students or as a combination of part time and full time across the course of earning the degree.

2) This degree has the option of being taken exclusively online. This means that our potential student base will extend well beyond Ohio. According to the US Department of Labor Occupational Outlook Handbook the hiring of Instructional Coordinators, one of the main target occupations for the degree, is expected to grow by 13% (13,800 jobs) between 2012-2022 (http://go.osu.edu/nWJ). Hiring for another target group, Training and Development Managers, is expected to grow by 11% (3,200 jobs) between 2012-2022 (http://go.osu.edu/nWN). Hiring for a third group, Training and Development Specialists, is expected to grow 15% (35,000 jobs) between 2012-2022 (http://go.osu.edu/nWQ). All of these statistics indicate that there is a current and growing national need for new learning technologies professionals. While each state has different requirements to allow out-of-state institutions to offer online programs the OSU Office of Distance Education and E-Learning (ODEE) is in the process of acquiring permission from each State to offer OSU online courses and degrees.

As part of our needs assessment we contacted employers through the OSU Global Gateways in China and India. Three (3) employers, one from China and two from India responded and expressed interest in partnering with OSU in offering the MLT to their learning technologies employees. While a small sample, we see the potential of the degree in relationship to global audiences as OSUs presence grows in international settings.

3) As was stated in the cover letter, we are applying for a new Tagged Degree because currently many of the courses that are required by the Department of Educational Studies Masters degree students are not offered online. A tagged degree will allow us to offer a focused, high quality hybrid degree. Modifying the current specialization in Educational Technology would not overcome this curricular hurdle.

The MLT in its curricular and program design will appeal to full-time working professionals who seek to further their knowledge and advance their careers. It will appeal to current and future learning technologies professionals who desire professional development through courses and practical experiences.

Currently there are three other fully online Educational/ Learning Technologies Masters program in Ohio: University of Toledo, University of Akron, and Kent State University.
All of these programs are concentrated in the northern part of Ohio. The following table summarizes the types of programs offered by the largest higher educational institutions in Ohio.

**Ohio Masters Educational / Instructional Technology programs**

<table>
<thead>
<tr>
<th>Online Programs</th>
<th>Degree Offered</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Akron</td>
<td>Educational Foundations - Instructional Technology</td>
<td><a href="http://www.uakron.edu/academics_majors/graduate_programs/programs_detail.dot?programId=16413&amp;pageTitle=Admission%20Requirements&amp;crumb=true&amp;bTitle=Educational%20Foundations%20-%20Instructional%20Technology">http://www.uakron.edu/academics_majors/graduate_programs/programs_detail.dot?programId=16413&amp;pageTitle=Admission%20Requirements&amp;crumb=true&amp;bTitle=Educational%20Foundations%20-%20Instructional%20Technology</a></td>
</tr>
<tr>
<td>Kent State University</td>
<td>MA in Instructional Technology</td>
<td><a href="http://www.kent.edu/ehhs/itec/general-masters-degree.cfm">http://www.kent.edu/ehhs/itec/general-masters-degree.cfm</a></td>
</tr>
</tbody>
</table>

**In-Person and Blended Programs**

| Miami University        | MA in Instruction Design and Technology            | [http://www.units.muohio.edu/eap/EDP/graduate_programs/instruct_design.html](http://www.units.muohio.edu/eap/EDP/graduate_programs/instruct_design.html) |
| Cleveland State University | Masters Degree in Education in the area of Curriculum and Instruction with a Specialization in Educational Technology | [http://www.cshio.edu/cehs/departments/C_F/cf_edtech.html](http://www.cshio.edu/cehs/departments/C_F/cf_edtech.html) |
| University of Cincinnati | Instructional Design & Technology                  | [http://cech.uc.edu/programs/curriculum_instruction/idt/18ADVMEIDTD.html](http://cech.uc.edu/programs/curriculum_instruction/idt/18ADVMEIDTD.html) |
| Ashland University       | M.Ed. Curriculum & Instruction: Educational Technology | [http://www.ashland.edu/graduate/programs/educational-technology](http://www.ashland.edu/graduate/programs/educational-technology) |
| Wright State            | MA or Med in Educational                           | [http://www.cshs.wright.edu/academic/educational-leadership/ed-technology/computer-](http://www.cshs.wright.edu/academic/educational-leadership/ed-technology/computer-) |
5) Prospective enrollment.

The MLT program will serve students primarily from the central Ohio region. As described in item #4, the program is likely to attract students statewide, regionally, nationally and internationally. The proposed MLT program will be viewed as equally rigorous and a premier program among Educational/ Instructional Technology Masters degrees available. The program is poised to satisfy a growing international demand for professionals with graduate level training in learning technologies that is oriented toward a variety of local, regional, national, and international communities and contingencies. We believe that projecting 15 new students for the first year and limiting admissions to 40 active students is both achievable and could be supported by the existing faculty.

6) Special efforts to enroll and retain underrepresented groups in the given discipline.

The Learning Technologies faculty, Department of Educational Studies, College of Education and Human Ecology and the Graduate School are committed to recruiting and retaining a diverse student cohort in all our degree programs. To support this commitment the faculty in the Master of Learning Technologies, in collaboration with department, college, and university efforts will engage in a number of specific and targeted efforts to recruit and retain under-represented groups.

The learning technologies faculty will continue and expand their current efforts to recruit under-represented groups. These efforts include recruiting students at national and international conferences, taking student diversity into consideration when making admission decisions, and speaking at recruiting events for under-represented groups. These efforts have created a student population in the existing graduate educational technology specialization where many of our graduate students are from underrepresented groups including women (65%), minorities (35%), and international students (25%). The faculty will continue these efforts and also focus our recruitment efforts on events, conferences, and organization where we can recruit diverse students interested in distance programs including AERA, AECT, ISTE, Educause and local urban school districts and businesses.

MLT recruitment will benefit from recruiting programs and resources already in place in the College, including specific assistance with issues of diversity and underrepresented populations currently under the supervision of the Dean. The College is strongly committed to providing academic and cultural support to ensure successful recruitment and completion of a diverse student body to our graduate programs. Specifically we will work with Dr. Kinloch and the Center for Inclusion, Diversity and Academic Success
(http://ideas.ehe.osu.edu) in their recruitment efforts of underrepresented students.

The Department of Educational studies will collaborate with the recruiting efforts of the Director of Recruiting Initiatives for the Graduate School. The Director travels extensively throughout the United States to promote The Ohio State’s graduate programs.

We also have outreach resources in local School Districts and State Agencies. In addition, the College’s Urban Education initiative is committed to sustained partnerships with urban school districts to prepare classroom teachers, administrators, teacher educators, and other community support personnel for practice in urban settings. To accomplish this, outreach to local school districts will provide a diverse pool of prospective MLT students, just as our location in Columbus—the state capital, attracts staff of the Ohio Department of Education and other State agencies who want to enhance their knowledge and advance their professional careers with an advanced degree in Education.

The University also provides extensive services that will assist in the retention of our MLT students. Most MLT students will be working professionals. It will be important to provide them with electronic access to services, information, and resources. Many of Ohio States University’s student services, including most functions of the registrar’s office, are online. The COEHE’s Student Services staff is familiar with the needs of working and non-traditional students. We have resources of the Office for Disability Services (ODS) to provide services for students with disabilities, including learning disabilities. We will invite and encourage both prospective and enrolled students to learn more about ODS services by going to their web site at www.ods.ohio-state.edu and/or calling the office to make an appointment with a disability counselor.

7) Availability and adequacy of the faculty and facilities available for the new degree program.

The number of applicants considered for admission to the program will be commensurate with the available resources. Currently there are two full time tenure track faculty members and one affiliated faculty member who will be teaching courses in the MLT.

These two faculty members presently advise and teach courses for 15 active MA students in the Educational Technology specializations, 20 Computer Technology Endorsement and 10 active PhD students in the Educational Technology specializations. The MLT will add an additional workload for the current faculty. Between the three programs (MLT, Technology Endorsement, PhD specialization in Learning Technologies) the faculty will need to teach 5 courses per year to cover the MLT, 4 courses per year to cover the Technology Endorsement, and 4 courses every year to cover the PhD courses and electives. On average this means that 13 courses will need to be taught every year to cover these three programs.

With an average courses load of 4 courses per year, the two regular faculty members can teach 8 courses and the affiliated faculty will teach approximately 2 courses. To cover the balance of courses we have been approved to hire lecturers (see the following
section).

8) Need for additional facilities and staff and the plans to meet this need.

To teach the additional courses that can’t be covered by the existing two tenure track faculty members and to help coordinate the practicum experiences of the technology endorsement and MLT programs, the department will hire lecturers as needed. In addition to teaching the MLT courses, including the practicum course, one adjunct faculty member will conduct outreach with local schools, businesses, and non-profit organizations in order to provide MLT students with high quality practicum experiences. The current Department Chair, Professor Eric Anderman, has committed to hiring the necessary faculty to cover the relevant courses (see included letter).

We anticipate a significantly higher demand for the MLT. Funding will be required for one full-time tenure-track faculty if a decision is made to increase the total number of active MLT students beyond 40.

9) Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

There are two costs associated with the new program. 1) We will need to hire adjunct faculty to cover the courses the core and affiliated faculty can’t teach. 2) We will need resources to develop the online courses for the program. These resources will include release time for faculty to develop and revise the online courses and for GRAs to assist the faculty in the production of the online courses.
May 6, 2014

Rick Voithofer
Associate Professor
Department of Educational Studies
College of Education and Human Ecology

Master of Learning Technology

Rick,

Thank you for joining the April 28th meeting of the Graduate School Curriculum Committee (GSCC) to discuss the proposal to create a new degree, Master of Learning Technology. The committee and I found the discussion useful and productive.

This new degree centers on how to use technology to support learning in a wide variety of educational settings. After approval, the degree will replace the educational technology specialization in the MA/PhD in Educational Studies program. Students will be able to pursue the degree in a traditional classroom setting, in a blended face-to-face and online setting, or in a completely online format. Since some students can pursue this degree in a completely online format, the university will classify this degree a distance program. As such, the Office of Distance Education and eLearning is simultaneously reviewing this proposal.

Part of the purpose of the GSCC review is to not only ensure that the degree meets Graduate School requirements, but also to strengthen the proposal for its subsequent approval steps both within the university and for statewide review through the Ohio Board of Regents. In that vein, the GSCC offers the following suggestions:

- The new degree will be a Master of Learning Technology. In the proposal, it is occasionally referred to as a Master’s in Learning Technology.
- It should be explicitly stated that this will be a non-thesis Master’s degree. Additionally, it should be stated that the final project practicum course will serve as the required comprehensive exam for the non-thesis Master’s degree.
- Since the practicum will serve as the comprehensive exam, it must be conducted by faculty who have at least M status with the Graduate School. Please describe how and by whom the practicum will be graded.
- The intended start date of the program and the expected initial enrollment is stated differently in the two cover letters at the beginning of the proposal.
- The evidence of the need for this new degree should be strengthened. This is especially important since it is stated that there are 10 similar programs which already exist in the state of Ohio. Stronger data should be provided to estimate the numbers of expected applications and/or size of the first incoming class. The program should conduct a needs some type of assessment survey. I have attracted electronic copies of two new-degree proposals in which such surveys were conducted as examples.
• That members of the Graduate Studies Committee must have at least M faculty status with
the Graduate School should be explicitly stated. Similarly, student advisors and exam
committee members must have at least M faculty status.
• An example of a student advising sheet is provided for your consideration.
• Students admitted to the program must meet the minimum admission standards set by the
Graduate School. The program may exceed these standards, if desired. If you wish, you
could include minimum or target GPA. Additionally, you may wish to state whether the
program will require the GRE exam.
• To maximize their time to work on the practicum, students should write their practicum
proposal prior to their final semester. Further, the proposal should clarify how the program
will assure that the rigor of the practicum experience for students pursuing the degree
completely online versus those in classroom setting is equivalent.
• All graduate programs have submitted learning goals. Since learning goals will eventually be
requested for this degree, it is suggested that these goals be included now.
• College-wide efforts to recruit under-represented minorities are well described and
appreciated. However, program-based efforts to recruit under-represented minorities within
the discipline should also be included.
• The committee found the use of an external advisory board to be strength of the proposal.
They felt the proposal could be improved if additional details about the board such as how
members of this board would be sought and how the external advisory board would be
utilized could be provided.

Using curriculum.osu.edu I have returned the proposal on to the unit for revision. Please resubmit the
revised proposal (as well as delete old versions) using this website at your convenience. After I
receive it, I will re-circulate among the GSCC members for their review. Subsequently, the proposal
will be submitted to the Graduate Council for their review followed by Committee on Academic
Affairs, University Senate, and the Board of Trustees. Additionally, I will submit the proposal to the
Ohio Board of Regents for the required statewide review process. As always, I am available for any
questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School
September 17, 2013

EHE Curriculum Committee
College of Education and Human Ecology
The Ohio State University
Columbus, OH 43210

Dear Committee Members:

As Chair of the Department of Educational Studies, I am pleased to write to you about the Masters degree in Learning Technologies. The Department supports and approves the Masters in Learning Technologies and requests approval from the College Curriculum Committee. The Graduate Studies Committee, chaired by Dr. Antoinette Miranda, reviewed the proposal on September 9, 2013 and approved it unanimously. The Department acknowledges that this new program may initially require financial and administrative support, which I am prepared to provide.

Given the widespread use of e-learning in both P-12 and university level courses, this program will provide a much needed resource for individuals in the Columbus community and beyond. Please feel free to contact me if I can provide you with any additional information.

Sincerely,

Eric M. Anderman
Chair
September 5, 2014

Dear Dean Herness,

Thank you for the opportunity to meet with the Graduate School Curriculum Committee on April 28th, 2014. I have carefully reviewed the committee’s suggestions. In this letter I list each of the committee’s suggestions and then describe how I have responded to them.

Suggestion #1: “The new degree will be a Master of Learning Technology. In the proposal, it is occasionally referred to as a Master’s in Learning Technology.”

Response: The document now consistently uses the title, “Master of Learning Technologies” to describe the degree.

Suggestion #2: “It should be explicitly stated that this will be a non-thesis Master’s degree. Additionally, it should be stated that the final project practicum course will serve as the required comprehensive exam for the non-thesis Master’s degree.”

Response: In section #2 of the RACGS form the following sentences were added: “This will be a non-thesis Masters degree.” “The practicum will serve as the required comprehensive exam for this degree.”

Suggestion #3: “Since the practicum will serve as the comprehensive exam, it must be conducted by faculty who have at least M status with the Graduate School. Please describe how and by whom the practicum will be graded.”

Response: In section #2 of the RACGS form the following sentences were added: “The completed practicum report will be evaluated by at least two faculty members with M-Status. Each evaluating faculty member will need to score the practicum portfolio with at least 85% of the possible points using the following rubric”

Suggestion #4: “The intended start date of the program and the expected initial enrollment is stated differently in the two cover letters at the beginning of the proposal.”

Response: All documents now state the initial enrollment is expected to be 15 students for a start date in the Autumn, 2015 semester.
Suggestion #5: “The evidence of the need for this new degree should be strengthened. This is especially important since it is stated that there are 10 similar programs which already exist in the state of Ohio. Stronger data should be provided to estimate the numbers of expected applications and/or size of the first incoming class. The program should conduct some type of needs assessment survey.”

Response: A needs assessment was conducted with 137 participants including existing students in the program, College of Education and Human Ecology Alumni, Ohio State University Learning Technologies staff members, selected central Ohio employers (1000 or more employees) and learning technologies professionals, and the OSU international gateways in China and India. In addition, I provided evidence to show demand for the degree nationally and internationally.

Also there are only three (3) other programs in Ohio that offer a fully online Master's degree. The other 7 offer programs where students take some combination of in-person and online courses.

Suggestion #6: “That members of the Graduate Studies Committee must have at least M faculty status with the Graduate School should be explicitly stated. Similarly, student advisors and exam committee members must have at least M faculty status.”

Response: An example of a student advising sheet is provided for your consideration. In section #2 of the RACGS I have included language to indicate that advisors and committee members must have M-Status.

Suggestion #6: “Students admitted to the program must meet the minimum admission standards set by the Graduate School. The program may exceed these standards, if desired. If you wish, you could include minimum or target GPA. Additionally, you may wish to state whether the program will require the GRE exam.”

Response: The following language was added in section #3:

Admission to the degree will require students to meet the Graduate School and degree guidelines listed below:

- An earned baccalaureate or professional degree from an accredited college or university by the expected date of entry.
- A minimum of a 3.0 cumulative point-hour ratio (on the 4.0 scale used at Ohio State) in all previous undergraduate and graduate work.
- For students for whom English is a second language a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), 82 on the Michigan English Language Assessment Battery (MELAB), or 7.0 on the International English Language Testing System (IELTS). The minimum score on the computer-based TOEFL (CBT) is 213. The minimum score on
the Internet-based TOEFL is 79. This requirement applies only to an applicant from a country where the first language is not English, unless a bachelor’s degree or higher was earned in an English-speaking country.

- Three letters of recommendation attesting to the candidate’s ability to perform high quality academic work.
- GRE scores will not be required.

Suggestion #7: “To maximize their time to work on the practicum, students should write their practicum proposal prior to their final semester. Further, the proposal should clarify how the program will assure that the rigor of the practicum experience for students pursuing the degree completely online versus those in classroom setting is equivalent.”

Response: In section #2 of the RACGS I have included the following language “Before taking ESETEC 7289 students will be required to have their advisor approve a practicum proposal. This document will include the site at which the practicum will occur, the scope of the practicum work, and the contact information for the practicum sponsor. The student, advisor, and practicum sponsor will all sign the practicum proposal. To ensure that students pursuing the degree online and in-person are evaluated with the same rigor, each proposal and practicum report will be evaluated using the same criterion. Because online students may be at a different locations than their sponsors, there will be a special section for online students in the proposal where they will be required to document the schedule and method by which they will communicate regularly with their sponsor. Synchronous communication will be required for at least 50% of their meetings.”

Suggestion #8: “All graduate programs have submitted learning goals. Since learning goals will eventually be requested for this degree, it is suggested that these goals be included now.”

Response:

The following learning goals were added to section #1 of the RACGS form:

1. Apply technology to develop students' higher order thinking skills and creativity
2. Plan for the management of technology resources and student learning within technology-enhanced learning environments
3. Apply technology in assessing student learning of subject matter using a variety of assessment techniques
4. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning
5. Design developmentally appropriate and equitable learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
6. Apply current learning theories and research on teaching and learning with technology when planning learning environments and experiences
7. Adapt learning technologies to a wide variety of formal and informal learning contexts
8. Apply appropriate instructional design strategies to support the design, production, delivery and assessment of technology enhanced learning environments
9. Lead and collaborate with teams and organizations in the design, development, integration, and evaluation of learning technologies
10. Engage in practices that are inline with professional ethics of the learning technologies field

Suggestion #9: "College-wide efforts to recruit under-represented minorities are well described and appreciated. However, program-based efforts to recruit under-represented minorities within the discipline should also be included."

Response: I added a section that describes program-level efforts to recruit under represented populations. It includes the following statement:

"The Learning Technologies faculty, Department of Educational Studies, College of Education and Human Ecology and the Graduate School are committed to recruiting and retaining an able and diverse student cohort in all our degree programs. To support this commitment the faculty in the Master of Learning Technologies, in collaboration with department, college, and university efforts will engage in a number of specific and targeted efforts to recruit and retain under-represented groups.

The learning technologies faculty will continue and expand their current efforts to recruit under-represented groups. These efforts include recruiting students at national and international conferences, taking student diversity into consideration when making admission decisions, and speaking at recruiting events for under-represented groups. These efforts have created a student population in the existing graduate educational technology specialization where most of our graduate students are from underrepresented groups including women (65%), minorities (35%), and international students (25%). The faculty will continue these efforts and also focus our recruitment efforts on events, conferences, and organization where we can recruit diverse students interested in distance programs including AERA, AECT, ISTE, Educause and local urban school districts and businesses."

Suggestion #10: "The committee found the use of an external advisory board to be a strength of the proposal. They felt the proposal could be improved if additional details about the board such as how members of this board would be sought and how the external advisory board would be utilized could be provided."

Response: The following elaboration was added to item #3 in the RACGS report:

Moreover, the MLT will establish a 5-person advisory committee to review the
program every three years and make recommendations to insure the program maintains the highest national reputation for excellence and relevance to the learning technologies field. The advisory committee will have standing membership from the Office of Distance education and E-Learning (ODEE), in addition to revolving members from senior local, national, and international learning technologies faculty and professionals and representatives from the larger organizations (e.g., school districts, corporations) from which we draw our students. We will seek representatives who have not had an affiliation with the program so that we can limit the bias of the recommendations. Every three years the committee will be provided with a package of information about the program including syllabi, practicum reports, and various student data and a rubric with which to assess the program. The committee will then be asked to come to a consensus about recommendations for program improvement.

Sincerely,

[Signature]

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