ILLINOIS

Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish an online graduate concentration in Digital Learning in the Department of Curriculum and Instruction in the College of Education.

SPONSOR: *Sarah J. McCarthey, Department Head, 305 College of Education, MC 708, mccarthe@illinois.edu 244-1149*

COLLEGE CONTACT: *Chris Span, Associate Dean for Graduate Programs, 142 College of Education, cspan@illinois.edu 333-9865*

BRIEF DESCRIPTION: The graduate concentration in Digital Learning in the online Master's Degree in Curriculum and Instruction consists of three, 4-credit courses (12 hours) in the areas of theoretical foundations, practical application, and the design of digital environments for learning.

JUSTIFICATION: The graduate concentration in Digital Learning represents a critical body of knowledge on how to effectively design, use, and assess technologies used in educational contexts including, but not limited to, classrooms at the K12 level. Many current teachers aspire to more effectively use digital technologies in their teaching, and many technology designers seek to better understand the curricular theories and pedagogies that lead to effective learning technologies. To complete the concentration, students are asked to select three courses from a group of regularly offered courses in this area that align with a student's particular interests and goals. The concentration will attract diverse students from across the country to apply to our degree programs because Illinois has developed significant faculty expertise in the area of Digital Learning over the last few years. We are recognized nationally and internationally for having multiple research strands that push the boundaries of what digital technologies can do in education, and we have a menu of unique courses that are not available in other programs.

BUDGETARY AND STAFF IMPLICATIONS:

1) Resources
   a. How does the unit intend to financially support this proposal?

      The concentration consists of three courses chosen from a set of five that the Department of Curriculum & Instruction (C&I) offers. We currently staff all these courses. Faculty, at no extra cost, are converting these courses to an online format. Three courses have permanent numbers (CI 438, CI 482, CI 555); one course (CI 499: Technology Applications for Teachers) will be combined with CI 435: Computer Assisted Instruction at a later date to meet

changes in educational technology; and one course has been taught as an omnibus course (CI 499: Critiques of Educational Technology), but is being revised with a permanent number. Faculty members in C & I are converting these courses from face-to-face to online over the next year, and it has the faculty available to teach them regularly.

b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

Since we are already offering these courses as part of our existing graduate programs, there is no additional resource burden. Faculty who were teaching the courses face-to-face will now be converting these courses to an online format and teahing them in an online format. If the courses became so popular they reach beyond capacity of available instructors, we would hire Teaching Assistants; we would then off set the cost by the revenue generated by our program tuition. The courses will be offered online. This is part of an online program in Curriculum and Instruction, for which we already have a program code (10KS1144EDMU). The concentration is new. An enclosed letter from the College of Education specifies that we will follow the established model for charging tuition.

c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No additional resources will be required.

d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

(See enclosed)

2) Resource Implications
   a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

Currently, between 10-25 students out of 35 available seats enroll in the face-to-face courses that we will offer for the online concentration. Our expectation is that the concentration will attract more students from around the state; however, we do not believe we will go beyond our capacity to staff face-to-face or online courses.

   b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)*

Currently all courses are being taught by faculty with a C&I appointment. We do not anticipate an impact on other units.

c. Please address the impact on the University Library.

We do not anticipate any impact on the University Library.

d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

Since the courses are offered online, they do not compete for physical space. However, the College of Education uses a combination of Moodle, BlackBoard Ultra, and Zoom, we do anticipate increased use of these platforms. However, we do not anticipate using resources beyond the resources available in the College of Education.

DESIRED EFFECTIVE DATE: *Fall 2019*

STATEMENT FOR PROGAMS OF STUDY CATALOG:

Curriculum and Instruction

- [Overview](#)
- [Masters](#)
- [Doctoral](#)
- [C.A.S.](#)
- [Joint Program](#)

http://education.illinois.edu/ci

Head of the Department: Sarah McCarthey
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Major: Curriculum and Instruction
Degrees offered: Ed.M., M.S., M.A., C.A.S., Ph.D., and Ed.D.
Graduate Concentration: Second Language Acquisition and Teacher Education (Ph.D. only), Writing Studies (Ph.D. only)

Major: Early Childhood Education
Degrees offered: Ed.M. with teacher licensure

Major: Elementary Education
Degrees offered: Ed.M. with teacher licensure

Major: Secondary Education
Degrees offered: Ed.M. with teacher licensure
Graduate Concentrations: English, Mathematics, Sciences, Social Studies

Online Graduate Concentration: Digital Learning (MA, MS, Ed.D., Ph.D.)

Graduate Degree Programs

The Department of Curriculum and Instruction offers graduate programs leading to the degrees of Master of Education (Ed.M.), Master of Science (M.S.), Master of Art (M.A.), Certificate of Advanced Study (C.A.S.), Doctor of Philosophy (Ph.D.), and Doctor of Education (Ed.D.). An example of faculty research areas:

- Aesthetics Education
- Bilingual/ESL Education
- Curriculum Studies
- Early Childhood Education
- Early Literacy
- Elementary Education
- English Education
- Literature for Children and Adolescents
- Mathematics Education
- Multicultural Education
- Reading Education
- Science Education
- Second Language Literacy
- Secondary Education
- Social Studies Education
- Teacher Education
- Technology Studies
- Writing Education

Graduate students interested in writing can obtain a concentration in Writing Studies at the Ph.D. level.

Through the Master of Education and the Certificate of Advanced Study, experienced teachers are prepared to become more competent and better informed practitioners who serve as leaders for educational reform in local schools and school districts.

Also offered are master's degree programs leading to teacher licensure for individuals who have a degree in a field other than education and wish to become teachers. The three

majors leading to licensure are Early Childhood Education, Elementary Education, and Secondary Education. In addition to completing the courses required for an Ed.M. degree, students in these programs follow the same sequence of professional education courses as undergraduate students.

Only master's students wishing to become licensed teachers in one of these three areas should apply to the Early Childhood Education, Elementary Education, or Secondary Education majors. Master's candidates who do not wish to become teachers, or are already teachers, should apply to the major in Curriculum and Instruction.

Two doctoral degree programs are offered. The Ph.D. program prepares degree candidates for careers involving research and scholarship, including those in colleges and universities where research is generally combined with teacher education. The Ed.D. Program prepares scholarly practitioners for leadership positions in teacher training institutions, state education agencies, and public school districts.

Length of time for a degree: an Ed.M. program can be completed in a calendar year, while the M.S. or M.A. often takes longer. The Ed.M. with licensure typically takes two years to complete. Doctoral programs usually require four to five years of full time study.

((Concentration Page))

Digital Learning Online Concentration

The Department of Curriculum and Instruction offers an online concentration in Digital Learning that is available for students in the following graduate programs:

- Curriculum & Instruction: PhD, EDD, MA, MS, EDM, EDM with teacher licensure (Early Childhood, Elementary, Secondary Education)
- Educational Policy, Organization and Leadership: PhD, EDD, MA, MS, EDM
- Educational Psychology: PhD, EDD, MA, MS, EDM
- Special Education: EDM, MS

Students may add the concentration at the time of admission or petition to add the concentration during their degree program.

Hours for this concentration will count towards the degree programs in Curriculum and Instruction. Students pursuing this concentration in programs outside of Curriculum and Instruction will be required to complete the required coursework in excess of their program of study.
Select 3 courses from the following:

CI 482   Social Learning and Multimedia   4

CI 499	Technology Applications for Teachers (eventually CI 435)	4
CI 438	Computer Programming and the Classroom	4
CI 555	Advanced Educational Technologies	4
CI 499	Critiques of Educational Technology	4
Total Hours		12

CLEARANCES: *(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)*

Signatures:

_____

Unit Representative: Date:

_____

College Representative: Date:

_____

Graduate College Representative: Date:

_____

Council on Teacher Education Representative: Date: