Jump to: Admission's Criteria

Sam Houston State University
The Office of Academic Planning and Assessment

NEW PROGRAM REQUEST FORM
BACHELOR'S AND MASTER'S DEGREES

Please contact the Program Analytics Team with any questions/comments/concerns.

☑ Bachelor Program ☐ Master Program ☐ 3+2 Program Structure ☐ 4+1 Program Structure

Program Name **BA in Learning Technologies**

Directions

Directions: The **New Program Request** form is to be used to propose a new Bachelor's or Master's degree program in which (a) the new costs to the program during the first five years of the program **would not** exceed $2 million and (b) the proposed program is a non-engineering program.

If the proposed program does not meet the criteria listed above, the THECB Full Request Form must be completed.

Before starting this form: Please, submit the EPA Request Form to begin the New Program Development process.

Assistance: Contact the Office of Academic Planning and Assessment (936) 294-2291

**Select left arrow to uncollapse information*
***Hover over Level 1&2 Headers for additional information*
****Additional instructional material*

Administrative Information

Completed by OAPA/Program Analytics.

Administrative Information (Completed by OAPA/Program Analytics)
1. **Program Name:** Bachelor of Arts in Learning Technologies
2. **Proposed CIP Code:** 13.0501.00 04 – Educational/Instructional Technology
3. **Number of Required Semester Credit Hours (SCH):** 120 SCH
4. **Administrative Unit:** The Department of Library Science and Technology within the College of Education
5. **Location and Delivery Mode:** The proposed program will be instructed fully online.
6. **Proposed Implementation Date:** Fall 2024
7. **Contact Person:** Name: Dr. Holly Weimar Title: Professor and Chair, Department of Library Science and Technology E-mail: hweimar@shsu.edu Phone: x4-1150
8. **OAPA Notes:** Error! Bookmark not defined.

The following proposal form is divided into three stages (I Needs Analysis; II Financial Analysis; and III Content and Quality), which are essential for establishing a thorough review of the proposed program. Please, complete the stages in order, with the appropriate approval workflows as described between each.

Stage 1: Needs Analysis

Completed by a department head/faculty with assistance from the Program Analytics Team.

Stage I: Needs Analysis

Compiled by a department head/faculty, with assistance from Sam Houston State University's Program Analytics team from the office of Academic Planning and Assessment. Please refer to your unique EPA Report for data support needed in sections B, C, D, and F. The Office of Academic Planning and Assessment, Academic Dean, and Provost must sign off on Stage I prior to the proposal progressing to Stage II.

**Provide and cite content from the EPA Report with credit to Emsi, APS, or other external sources.*

***Hover over Level 1&2 Headers for additional information*

A. **Brief Program Description**:

The global education technology market is projected to reach $341 billion by 2025[1]. As the recent COVID-19 pandemic has forced K-12 and higher education classes, corporate, and military training to go online, our society requires the higher education field to cultivate individuals with competent Learning Technologies knowledge and skills. It is the time for innovation investment in educational/Learning Technologies[2].

The proposed Bachelor of Learning Technologies is an online professional practice undergraduate program designed to prepare individuals in education to lead the integration of technology into different types of instructional curricula and human learning. Upon completion of the program, students will be able to: (1) identify the current issues and trend of instructional/learning/training technology, (2) explain the effectiveness of instructional/learning/training technology in a certain environment, (3) measure and evaluate instructional/learning/training technology's effectiveness and usefulness, and (4) apply their knowledge to instructional/learning/training design with the use of technology.

The proposed undergraduate program prepares students as leaders and practitioners of instructional and learning technology in PK-16 education. The leaders and practitioners will be able to guide school district administrators, teachers, instructors, trainers, tutors, and coaches toward achieving meaningful integration of technology, including online learning environments. In addition, the proposed program prepares students in business and industry to lead in the improvement of technology adoption and integration as it relates to corporate training and continuing education programs, including e-learning programs. Tertiary to the first two categories, the degree produces Learning Technologies practitioners and leaders who are working in a school district, community college, university, or business in a support and service role regarding instructional design, assessment of learning management systems, networking, and assessment and implementation of learning technologies.

1. **Strategic Plan:**
   Following the University's strategic plan model and mission, this program will prepare competent technology practitioners and leaders for directing and guiding the integration of technology and facilitating collaboration in life-long learning. Specifically,

[1] Business Insider, https://markets.businessinsider.com/news/stocks/global-education-technology-market-to-reach-341b-by-2025-1027892295

[2] Forbes, https://www.forbes.com/sites/jeanneallen/2020/03/13/how-technological-innovation-in-education-is-taking-on-covid-19/

this program is well-aligned with "Anticipating Needs" (one of the University's supporting strategies). It is crucial that we embrace the ever-increasing development of technological tools and prepare educators to implement them more effectively. The proposed program will bolster the success and learning of PK-16 students, strengthen the country's education system, and improve the effectiveness of employees in the private industry. Furthermore, doing so will not only increase the quality of instruction but will also teach students the value of technology both in school and in the workplace[3].

B. **Job Market Need:**

As emerging technologies unfold and the demand for people trained to use these new tools effectively increases in educational environments, there might not be a standard job title. Thus, a search of job openings in various areas of technology applications yielded several variations[4]. There are many other job openings listed on university job sites and industry job sites. The following information is a culmination of projected job growth from the U.S. Bureau of Labor Statistics and the Texas Workforce Commission. Specifically, there are several career positions that are based on the Learning Technologies bachelor's degree. These positions include but are not limited to Instructional Designers, Learning Designers, Online Learning Directors, Distance Education Managers, Instructional Coordinators, Training and Development Managers, Technology Coaches, Military Technology Trainers, Technology Directors, Education Technology Leaders. According to The U.S. Bureau of Labor Statistics (https://www.bls.gov/), these positions are categorized into the following occupations:

1. Instructional Technology Coordinator: Instructional coordinators oversee school curriculums and teaching standards. They develop instructional material, implement it, and assess its effectiveness. Most instructional coordinators work in elementary and secondary schools, colleges, professional schools, or educational support services or for state and local governments. They typically work year-round.

2. Training and Development Managers: Training and development managers oversee staff and plan and coordinate programs to enhance the knowledge and skills of an organization's employees. Training and development managers work in nearly every industry. They typically work full-time in offices and spend much of their time working with people. Most candidates need a combination of the Learning Technologies bachelor's degree and related work experience to become a training and development manager.

3. Education Technology Leaders, Elementary and Secondary School: Education administrators plan, direct, or coordinate the academic, administrative, or auxiliary activities of public or private elementary or secondary level schools. They evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and use, and to ensure that school activities comply with federal, state, and local regulations. The International Society for Technology in Education (https://www.iste.org/) clarified the standards for education administrators, which have become the de facto national standards. ISTE Standards Administrators includes five Instructional Technology Standards and Performance Indicators for administrators[5], which are aligned with this proposed

[3] Adopted the description from "Doctor of Education in Instructional Technology Degree Proposal" prepared by Dr. Marilyn Rice.
[4] Aligned with the Program Demand from "Doctor of Education in Instructional Technology Degree Proposal" prepared by Dr. Marilyn Rice.
[5] https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-A_PDF.pdf

undergraduate curriculum (see Section III – Quality and Appendix B – Prescribed Sequence of Courses).

2020 National Occupational Employment and Wage Estimates United States*

	National (2020)		
Job Title (Bachelors or Higher)	**Employment**	**Annual Wage ($)**	**Job Outlook, 2020-2030**
Instructional Coordinators	174,900	70,160	9.5% increase (+16,616)
Training and Development Managers	38,710	125,920	9.5% increase (+3,677)
Education Technology Leaders, Elementary and Secondary School	263,120	98,750	6% increase (+15,787)
Total	**476,730**	**Average 98,277**	**Total 512,810 (7.6%, +36,080)**

**Note:* U.S. Bureau of Labor Statistics (https://www.bls.gov/).

In Texas, a similar trend has been found in the job market. Overall, the projected employment of the occupations of Instructional/Training Technology in 2026 is 69,731, which means 6,251 increase (9.8%) of the 2018 employment (63,480).

2020 Occupation Detail Report for Texas*

Job Title	**Employment (2020)**	**Annual Wage (2020)**	**Job Outlook, 2020-2030**
Instructional Coordinators	18,860	$78,210	11% increase (+2,075)
Training and Development Managers	2,670	$125,800	15% increase (+401)
Education Technology Leaders, Elementary and Secondary School	28,310	$65,079	10% increase (+2,831)
	Total 49,840	**Average $89,696**	**Total 55,147 (10.6%, +5,307 increase)**

**Note:* Texas Labor Analysis (https://texaslaboranalysis.com/demand), The Texas Workforce Commission.

Given the number of new graduates produced in Texas and nationally (as shown in the below table of the existing programs, Total degree completions: 76), the above occupation openings that require a degree in the discipline now (i.e., total 45,780) and in the future (i.e., 49,319) show the strong need for the program.

According to EMSI Q1 2021 Data Set (www.economicmodeling.com), there were 152,859 total job postings for the target occupations from Jan 2019 to Jan 2021, of which **26,176** were unique in Texas. These numbers give us a Posting Intensity of **6-to-1**, meaning that for every 6 postings there is 1 unique job posting, which is higher than the posting intensity for all other occupations in Texas (5-to-1), indicating that the employers may be trying harder to hire the Instructional/Training Technology-related positions. The median posting duration is 39 days (the regional average is 32 days), and the median advertised salary is **$85,400.**

C. **Existing Programs:**

1. Existing Programs in Texas (and location):

According to EMSI Q1 2021 Data Set, nine institutions were identified in Educational/Instructional/Training Technology[6] as follows.

Undergraduate Programs in Educational/Instructional/Training Technology in the U.S. (2019)

Institution	Bachelor's Degree Completions	Growth %	Market Share	Tuition & Fees
Mississippi State University	23	Insufficient Data	27.70%	$8,910
Ashford University	22	-15.40%	26.50%	$12,400
Asbury University	14	250.00%	16.90%	$30,952
University of New Mexico-Main Campus	7	-22.20%	8.40%	$7,875
Cameron University	5	-28.60%	6.00%	$6,450
University of Michigan-Dearborn	2	100.00%	2.40%	$13,529
Drury University-College of Continuing Professional Studies	2	-33.30%	2.40%	$6,518
Post University	1	Insufficient Data	1.20%	$15,458
	Total 76			**Average $12,762**

The total bachelor's degree completions are 76 in 2019. Overall, there was a 196.4% increase from 2012 completion (a total of 28)[7]. Specifically, 44 completions in 2019 are from online programs, which is the 1,366.7% increase from 2012[8]. The data shows that there was a 5.36% increase from 2018 to 2019. Four out of the nine institutions' market share take up to 79.5%. However, with the exception of Ashford University, their growth has been declined. Given the aforementioned positive job outlook report (i.e., nationally 7.6% increase, 10.6% increase in Texas), the capacity and quality of the negative-growth programs can be questionable. Both Master's and Doctoral programs in Instructional Systems Design and Technology at Sam Houston State University have shown robust online program

[6] CIP Code: 13.0501

[7] Program Analysis Report, November 2020, Data Source: EMSI-economicmodeling.com

[8] Program Analysis Report, November 2020, Data Source: EMSI-economicmodeling.com

management and high-quality courses, specifically, the doctoral program has shown a steady increase in enrollment. With this experience and skills, the existing programs' enrolment declination could be our opportunity for this new undergraduate program.

1. Identify the existing programs and their locations in Texas.

   There are two relevant programs in Texas and five programs in other states in the United States. Four major programs and one minor program have been found. Most of the programs have been started in the past two or three years.

Additional Relevant Undergraduate Programs[9] in the Field of Instructional/Training Technology

University	Program	Location	Faculty (Tenured or Tenure-track)	Degree Hours (Credits)	Target Job Positions
Texas A&M	Technology Management	College Station, Texas	2	120	IT Support, Business Analyst, Data analyst, User Experience Engineer, Information Security Analyst
University of North Texas	Learning Technologies	Denton, Texas	20	120	Web Master, Instructional Design Specialist, Software Developer, Game Designer, Organizational Development Specialist, Project Manager, Computer Graphics Designer, Network Administrator
University of Illinois at Urbana-Champaign	Learning and Education Studies (Concentration: Applied Learning Science, Digital Environments for Learning)	Champaign, Illinois	2 – 4 (Depending on the concentration of the program)	120	Work in training and program development units, international schools, private and alternative schools, non-government organizations (NGOs), and other education-related positions in agencies, business, and government.
University of Florida	Education Sciences (Specialization: Educational Technology)	Gainesville, Florida	2 – 4 (Depending on the specialization of the program)	120	Curriculum Developer, Employee Trainer, Distance Learning Coordinator, Training and Development Specialist, Human Resources Specialist
The University of New Mexico	Instructional Technology & Training	Albuquerque, New Mexico	3	121	eLearning Specialist, Training Specialist, Instructional Technology Support, Learning and Development Specialist, Training and Development Specialist, Instructional Design Staff Support, Human Resource Development Specialist
The Ohio State Univ.	Child and Youth Studies	Columbus, Ohio	4	15 (Minor	Educational Specialist, Children and Media Specialist,

[9] Data sources: each institutional website.

	(Concentration: Technology and Youth)			only)	Instructional Designer, Educational Liaisons in Educational Partnerships

Please note that the listed programs are related more to computer science CIP codes rather than education CIP codes. Although Texas does not have any undergraduate programs offered at the proposed CIP code, there are Master-level programs, which can be an indication of student demand for a bachelor-level degree. As shown below, "there is a program gap in Texas that Sam Houston State University could fill given their higher-than-average growth rate for the related master's program, compared to the other lower-than-average master's program growth rates in Texas."[10]

Master's Degree Completions by Institutions in Texas[11]

Institution	Master's Degree Completions (Graduates)					Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
	2015	2016	2017	2018	2019			
Lamar University	128	138	118	132	126	(4.5%)	37.2%	$8,494
University of North Texas	27	40	44	61	63	3.3%	18.6%	$11,044
West Texas A & M University	47	46	32	28	30	7.1%	8.8%	$8,135
Texas A & M University-College Station	1	14	27	40	24	(40.0%)	7.1%	$11,361
Texas A & M University-Commerce	12	24	26	15	22	46.7%	6.5%	$8,958
University of Houston-Clear Lake	18	13	10	11	15	36.4%	4.4%	$7,310
The University of Texas Rio Grande Valle.	0	28	28	18	14	(22.2%)	4.1%	$8,132
Texas Tech University	14	16	12	17	11	(35.3%)	3.2%	$9,300
*Sam Houston State University	14	17	21	7	9	28.6%	2.7%	$8,536
Texas A&M University-Texarkana	8	6	4	7	7	0.0%	2.1%	$7,539
Texas A & M University-Kingsville	3	3	7	8	6	(25.0%)	1.8%	$9,136
Texas A & M University-Corpus Christi	9	10	1	14	5	(64.3%)	1.5%	$9,272
Texas State University	8	10	9	2	4	100.0%	1.2%	$10,581
University of Houston-Victoria	NA	NA	NA	NA	2	Insf. Data	0.6%	$6,781
Midwestern State University	0	0	2	1	1	0.0%	0.3%	$9,380

[10] Program Analysis Report, November 2020., p. 6, Data Source: EMSI-economicmodeling.com

[11] Program Analysis Report, November 2020, p. 6, Data Source: EMSI-economicmodeling.com

2. Enrollments (5 years):

The two similar programs' enrollments and graduates were analyzed as follows[12].

		2015		2016		2017		2018		2019	
Program	**Semester**	Enrollment	Graduate	Enrollment	Graduate	Enrollment	Graduate	Enrollment	Graduate	Enrollment	Graduate
Texas A&M Technology Management	Fall	16	45	25	72	13	46	23	60	47	80
	Spring	19		10		16		11		15	
	Summer	1		N/A		3		N/A		N/A	
University of North Texas Learning Technologies	Fall	102	77	80	88	101	124	95	157	100	153
	Spring	80		67		54		62		49	
	Summer	9		8		4		5		10	

The trend shows the growing number of enrollments and graduates in both programs. Still, there is no program duplication in Texas because the current two programs (i.e., Texas A&M and University of North Texas) focus more on computer science and engineering areas while the proposed program focuses on education, learning, and training areas.

3. Program Capacity:

The existing programs in Texas are not meeting the current workforce needs. As can be seen in the table of The Occupation Detail Report for Texas above, the projected increase is 5,307 (10.6%). Given the new programs in the United States, the current programs, specifically eighty graduates from Texas A&M's Technology Management Program and 153 graduates from University of North Texas Learning Technology Program, would not meet the market needs.

4. Assessment of Capacity:

The number of faculty of Texas A&M's Technology Management Program is 2. Given the number of enrollment in the past 4 years (163 students), the student-to-faculty ratio is 81.5[13], which shows the lack of capacity to accept additional students in the Technology Management program. The faculty number of the University of North Texas' Learning Technologies Program is 20. Given the number of enrollment in the past 4 years (635 students), the student-to-faculty ratio is 31.75, which also shows the lack of capacity.

5. Job Placement Data of existing programs:

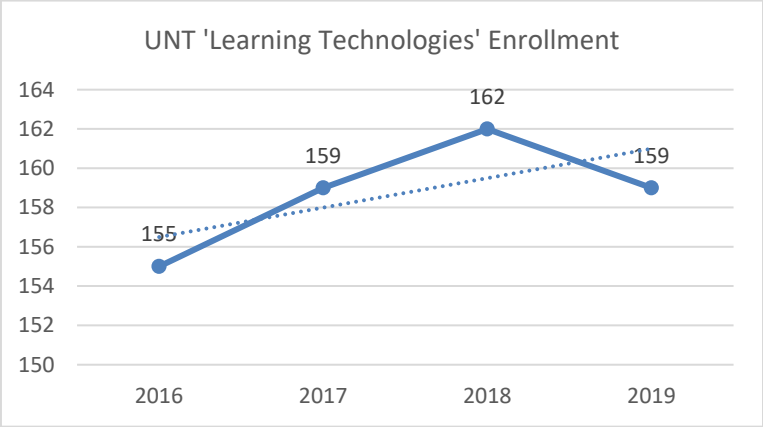
The EMSI Q4 report (December 2020) shows 205 job placements from Texas A&M's Technology Management Program. The top five occupations include Software Developers and Software Quality Assurance Analysts and Testers (18.5%), Information Security Analysts (5.9%), Network and Computer Systems Administrators (4.4%), Chief Executives (3.9%), and Web Developers and Digital Interface Designers (3.9%). The report indicates 57 job placements from the University of North Texas' Learning Technologies Program. The top five occupations include Computer Systems Analysts (10.5%), Librarians and Media Collections Specialists (8.8%), Natural Sciences Managers (7.0%), Computer and

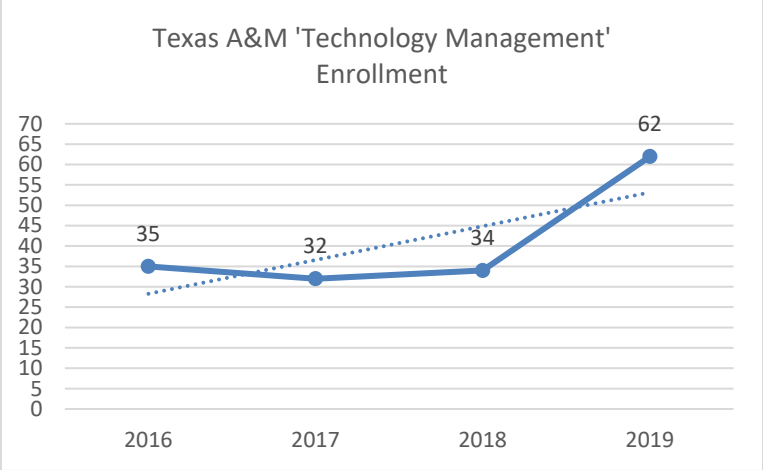
[12] THECB Accountability Data Report - http://www.txhigheredaccountability.org

[13] The national average of students per faculty member is 16:1 according to the 2016 National Center for Educational Statistics report.

Information Systems Managers (5.3%), and Management Analysts (5.3%). These job placement results show different fields and positions, and most of them are interdisciplinary. For example, Librarians and Media Collections Specialists should have backgrounds in Education and Media/Technology. If an educational company hires Computer Systems Analysts, they should be experts on both Education and Computer Systems. These interdisciplinary positions can be prepared from the proposed program because this program aims to prepare individuals in education to lead the integration of technology into different types of instructional curricula and human learning

D. **Student Demand:**





As indicated in the previous sections, there is an increasing job market demand, particularly in the state of Texas, for employees with expertise in the area of Learning Technologies. This demand has not been met by institutions in Texas (see section C-3). This area has been awarded at the master and certificate level (see section C-1 for positive enrollment trends/student demand for related Master-level degrees), but there are very few bachelor programs related to this CIP code in the United States, and there are no programs at the bachelor level in Texas. SHSU peer universities in Texas are not currently assisting in meeting this demand in the proposed CIP code. As previously outlined in section C-2, the two similar programs currently fulfilling the proposed program's target occupations are Texas A&M's 'Technology Management' program and University of North Texas' (UNT) 'Learning Technologies' programs. Over the past four years, both programs show a healthy enrollment trend, particularly Texas A&M, which has a positive trend rate that extends to the past five years. Although these programs have a slightly different curriculum focus than the proposed (UNT and A&M are more computer-science focused according to their CIP categories), these are currently the best program options for students who are entering occupations based in learning technologies. The proposed program would also provide prospective students the tools/skillsets based in education that are missing from the current programs in Texas.

In addition, the Instructional/Learning/Training Technology-related occupations also accept technology-related degrees. The following information shows the technology-related bachelor's degrees conferred by postsecondary institutions.

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number	243,031	253,650	267,480	286,788	302,340	318,612	335,849	354,794	376,869	395,243
Increased Number		10,619	13,830	19,308	15,552	16,272	17,237	18,945	22,075	18,374
Increased Percentage		4,37%	5.45%	7.22%	5.42%	5.38%	5.41%	5.64%	6.22%	4.88%

Note: Digest of Education Statistics from National Center for Education Statistics (https://nces.ed.gov/).

The College of Education at SHSU has been uniquely poised to attract students from the regional and national population through recruiting efforts aimed at graduating high school students and transfer students from a variety of community colleges.

Analyzing skill gaps between graduates' skillsets entering the workforce and skills in-demand from employers highlights the student demand for certain curriculum that will provide the tools needed to succeed in their target occupation(s). The largest skill gaps for the proposed program's target occupations in Texas[14] include:

- Computer Science (11% of employers are seeking this skill and only 5% of individuals market this skillset),
- Communications (40% of employers are seeking this skill and only 12% of individuals market this skillset),
- Problem Solving (17% of employers are seeking this skill and only 3% of individuals market this skillset),
- Written Communication (11% of employers are seeking this skill and only 0% of individuals market this skillset), and
- Innovation (16% of employers are seeking this skill and only 5% of individuals market this skillset).[15]

This data shows a skill demand for not only the integration of technology in target occupations, but also a demand for creativity, strategy, and effective communication throughout Learning Technology related occupations. The proposed program could fill these skill gaps with an Education lens and meet the student demand for these skillsets employers are seeking.

E. **Student Requirement:**

1. Special attraction (if applicable):

The proposed program does not target any specific students of a particular population. Given the nature of the program (100% online) and interdisciplinary discipline (i.e., the application of technology in various types of educational environments), it is expected that different types of diverse populations would be attracted to the proposed program.

[14] Analyzing job postings in Texas related to the proposed program's target occupations from May 2018 – May 2020

[15] Emsi – economicmodeling.com

2. General recruitment and admission requirements:

Through the collaboration with the Communications & Recruitment Coordinating Team in the College of Education and SHSU Online, the Department of Library Science and Technology will develop a robust recruitment plan. The recruitment plan will include various marketing strategies and recruiting events. Additionally, statistical predictive modeling and machine learning-based prediction techniques will be implemented by the Instructional Systems Design and Technology Masters' and Doctoral Programs. The plan will be revised annually based on the previous year's accomplishments and new strategy development and implementation.

The admission requirements are (1) Completed SHSU Admission Application with nonrefundable application fee, (2) Official ACT Composite or SAT score report, and (3) Official high school transcript showing GPA and degree plan.

3. Recruitment, retention, and completion (graduate) plans for underrepresented groups:

To recruit students from underrepresented groups, the proposed program faculty and staff will reach out to high schools with specific programs to enhance diversity and schools with diverse students from underrepresented groups. For increasing retention rate and successful completion rate of underrepresented groups, early intervention strategies will be made for a difference, for example, summer bridge programs, peer mentoring, peer leadership, coaching for social aspects, study groups, early research opportunities, and faculty mentoring.

F. **Enrollment Projections:**

Table A-1: Enrollment Projections below:

	Year 1	Year 2	Year 3	Year 4	Year 5
a) New Students	22	24	25	27	30
b) Transfer Students	0	1	2	3	3
c) Change of Major Students	0	1	2	2	2
d) Returning Students	0	20	42	62	81
Student Headcount (Prior to Attrition/Graduate)	22	46	69	90	111
Attrition (-)	2	4	7	9	11
Graduates (-)	0	0	0	0	13
Continuing Student Headcount	**20**	**42**	**62**	**81**	**87**
FTSE	22	46	69	90	111

Note: In need of assistance, reference FTSE Calculations.
Click here for alternative link

4. Provide explanation of how headcounts, FTSE numbers, and attrition were determined:

The headcount of graduates in Year 5 was determined based on the average of the nine programs' degree completion (i.e., 9.2) and the annual trend of increase in 2018 – 2019 (5.36%) in Educational/Instructional/Training Technology, which is 13. Then, the average completion rate[16] (60%) was applied to calculate the attrition number of the first-year students, which is 9. This number is divided by four years to calculate each year's attrition,

[16] National Center for Education Statistics – Graduation rates: https://nces.ed.gov/fastfacts/display.asp?id=40

approximately 2.25 students per year. For the FTSE calculation, 1 annual undergraduate FTSE student is equivalent to 30 undergraduate semester credit hours.

D. **Faculty Load:** Check below to confirm the proposed program will meet, or exceed, the minimum number of faculty devoted specifically to the proposed program:

i. Bachelor's program – three FTE or two FTE if comprised of four individual faculty members. (The standard for upper-level institutions could be lower for those programs in which lower-division courses are required for the major and taken at feeder institutions.)
ii. Master's program – three FTE or two FTE if comprised of four individual faculty members.
iii. At least 50 percent of the faculty FTE supporting a bachelor's or master's program must be core faculty.

☑ Yes, the proposed program will meet, or exceed, faculty load requirement i or ii as outlined above, and at least 50 percent of the faculty FTE supporting the program will be core faculty.

E. **Exit Strategy:**

1. **Measures to be taken to reach 5-year enrollment projections if enrollments are below the projected level at year 3:**

If enrollments are below the projected level at Year 3, the proposed program will collaborate closely with the marketing team at SHSU. Since this is a 100% online program, the nationwide advertisement will be actively disseminated. In addition, the program faculty will actively participate in recruitment events at different types of high schools.

2. **Describe a plan at year 5 to phase out the program if enrollments fail to meet projections:**

If enrollments fail to meet projection at Year 5, the program phase-out process will be initiated by discontinuing student acceptance. To phase out course offerings, the Projected New Core Faculty in Years 3 and 4 contracts will not be extended. In addition, all the Support Faculty's courses will be assigned to the other core faculty.

3. **Provide a timeline for advancing all students in the pipeline through the coursework toward degree completion:**

When phasing out at Year 4, the program will accommodate the existing students' degree completion and transfer process. Cohorts 1 and 2 who started at Year 1 and 2 will finish their coursework that will be provided by the proposed program. The program will accommodate the students of Cohorts 3 and 4 who started at Years 3 and 4 to the other programs at SHSU or the existing peer programs at other institutions depending on the students' preferences.

F. **Interdisciplinary Stakeholders (if applicable):**

1. **College(s) and Department(s) involved outside of the proposed program's academic unit:** N/A

2. **Nature of Collaboration (i.e., courses required, electives offered, any classroom/lab/equipment/faculty resources shared, etc.):** N/A

3. **Approvals from interdisciplinary stakeholders:** N/A

I certify that I am aware of the proposed program's purpose, curriculum, and implementation goals and confirm that our college/department has the appropriate resources and willingness to collaborate with the viability of this proposed program.

Academic Dean's Signature: N/A

Department Chair's Signature: N/A

G. **Required Appendices:**

1. **EPA Report**

2. **Semester Credit Hour (SCH) Waiver, if applicable (Required only for undergraduate programs exceeding 120 SCHs).**

H. **Approvals to Progress Program Proposals to Stage II**

Initiator's Signature: Click or tap here to enter signature.
Date: Click or tap here to enter date.
Department Chair's Approval to Progress Program Proposal to Stage II: Financial Analysis.

I certify that the completed needs analysis stage of this form has been reviewed. Further, I certify that the needs analysis of this proposed program presents a persuasive case to progress this proposal to Stage II of the process.

☒ Approve
☐ Needs More Discussion
☐ Disapprove

Holly Wiemiss — Department Chair Signature

6-21-21 — Date

OAPA's Recommendation to Progress Program Proposal to Stage II: Financial Analysis
To be completed by the Office of Academic Planning and Assessment.

EPA's Review/Recommendations:
Click or tap here to enter text.

I certify that the completed needs analysis stage of this form, as well as the EPA's recommendation(s), have been reviewed. Further, I certify that the needs analysis of this proposed program presents a persuasive case to progress this proposal to Stage II of the process.

☒ Approve
☐ Needs More Discussion
☐ Disapprove

Dawn B. Caplenger — Director of Academic Planning Signature

6/22/2021 — Date

Academic Dean's Approval to Progress Program Proposal to Stage II: Financial Analysis.

I certify that the completed needs analysis stage of this form, as well as the EPA's recommendation(s), have been reviewed. Further, I certify that the needs analysis of this proposed program presents a persuasive case to progress this proposal to Stage II of the process.

☒ Approve to Progress to Stage II: Financial Analysis Review
☐ Needs More Discussion
☐ Disapprove

Stacey L Edmonson — Academic Dean Signature

6/29/2021 — Date

Provost's Signed Approval to Progress Program Proposal to Stage II: Financial Analysis

☒ Approve to Progress to Stage II: Financial Analysis Review
☐ Needs More Discussion
☐ Disapprove

Somer Frankel on behalf of Provost — Provost Signature

8/24/21 — Date

END STAGE I

Stage 2: Financial Analysis

Completed by a department head/faculty, in consultation with Sam Houston State University's Program Analytics team and Financial Planning and Budget Office.

Stage 2: Financial Analysis

Compiled by a department head/faculty, in consultation with Sam Houston State University's Program Analytics team and Financial Planning and Budget Office. Once you have completed sections A, B, C, and D, and the Required Appendices 1 and 2 are attached by the department head/faculty, the Stage II draft is submitted to the Program Analytics team who coordinates an initial meeting with the Financial Planning and Budget Office. During this initial meeting, Financial Planning and Budget will clarify any information and/or ask additional questions to complete the Five-Year Costs and Funding Sources Summary (section E), to be presented/discussed upon delivery in a debrief meeting with department head/faculty, Academic Dean, OAPA, and VP for Academic Affairs. The Academic Dean, VP for Academic Affairs, and Provost will then meet to attain the Provost's sign-off on Stage II prior to the proposal progressing to Stage III.

***Hover over Level 1&2 Headers for additional information*

A. **Library Resources:** Letter/statement from librarian required.

Attached (Appendix A).

B. **Facilities and Equipment:**

None. Since the proposed program is the 100% online program, no specific facilities and equipment is needed.

Table B-1: Facilities and Equipment

Facilities and Equipment	Description of Need	Description of Use	Anticipated Costs (Funding)
N/A	N/A	N/A	N/A

B. **Faculty and Personnel:**

Table C-1: Faculty Teaching in Proposed Program

Faculty (New/Reallocated)	Start Term *in program*	Rank	Anticipated Salary (Funding)	Course(s)
Fall - LETE 2301 Online Learning and Strategies - LETE 3301 Learning Technology Foundation - LETE 4401 Seminar in Learning Technologies	From Fall Year 1 (FY 2023)	New Core Faculty	Assistant Professor	$65,000

Spring - LETE 1301. Technology in Education - LETE 2401 Learning Technology Tools - LETE 3302 Learning Design				
Fall - LETE 3401 Coding and Software Development for Learning Design I - LETE 4301 Multimedia Learning Design and Development - LETE 4402 Field Experience **Spring** - LETE 3402 Coding and Software Development for Learning Design II - LETE 4402 Field Experience - LETE 4403 Learning Technology Capstone	From Fall Year 3 (FY 2025)	New Core Faculty	Assistant Professor	$65,000

D. **Other Resources:**

None.

C. **Five-Year Costs and Funding Sources Summary:** Contact the Program Analytics Team to assist in the preparation of the needed documentation for this section.

To be completed by the Vice President for Finance and Operations or his/her designee:

Comments from Finance and Operations Review:

The Division of Finance and Operations has viewed this program. It is our understanding that the College will fund the first position from current salary position. While the second position will be requested through the budget process. The request will be done through new initiatives request or self-funded requested.

D. **Required Appendices:**

1. **Librarian's Signed Statement of Adequate Resource (A)**
2. **Course Sequencing Spreadsheet (B)**
3. **Office of Finance and Operations: Five Year Cost and Funding Summary (C)**

E. **Approvals to Progress Program Proposal to Stage III:**

Academic Dean's Signed Approval of Cost and Funding

I certify that the facilities, equipment, personnel, and other resources needed for the proposed program, as well as the five-year costs and funding sources summary, have been reviewed. Further, I certify that adequate facilities, equipment, and other resources, are/will be available in the college to support the requested change.

☒ Approve to Progress to Stage II: Financial Analysis Review
☐ Needs More Discussion
☐ Disapprove

1/6/2022
Date

Provost's Signed Approval of Cost and Funding

☒ Approve to Progress to Stage II: Financial Analysis Review
☐ Needs More Discussion
☐ Disapprove

Somer Franklin on behalf of Michael Stephenson
Provost's Signature

3/1/22
Date

END STAGE II

Stage 3: Content and Quality

Completed by a department head/faculty and reviewed and approved by department and college curriculum committees, and Academic Dean, followed by a review and recommendation by the University Curriculum Committee.

Stage 3: Content and Quality

Compiled by a department head/faculty and reviewed and approved by department and college curriculum committees, and Academic Dean, followed by a review and recommendation by the University Curriculum Committee. Once you have completed all sections in Stage III, including the first 5 signatures/approvals, an Associate Dean from your college (a representative of the University Curriculum Committee) can submit the proposal to the Office of Academic Planning and Assessment through the appropriate T:Drive folder. If you have any questions, or need further support, please contact the Program Analytics team.

***Hover over Level 1&2 Headers for additional information*

A. **Academics:**

1. **Degree Requirements:**

i. **Similarities/Differences between peer programs:**

Learning technology programs are more prominent at the master level (80.3% nationally and 72.5% for Texas), despite demand at lower levels. There is also a significantly larger student demand at the associate level in the State of Texas (13.8%) compared to the national demand (1.1%). This may suggest a be a favorable environment within Texas. Also, this demand is expected to grow given the significant increase in distance programs in the United States from 2012-2020. The proposed online undergraduate program will allow Sam Houston State University to be more competitive with peer institutions.

There are several institutions across the United States that offer similar undergraduate degrees (Mississippi State University; Ashford University; Asbury University; University of New Mexico-Main Campus; University of Michigan-Dearborn; Academy of Art University; Wayne State University; Cameron University; Drury University-College of Continuing Professional Studies). The general objectives of these programs are comparable; that is, to prepare individuals to lead the integration of technology into different types of instructional curricula and human learning. However, the specific focus of these degrees varies across programs. For example, Asbury University offers a degree in instructional design, which is different from learning technologies. Within Texas, the University of North Texas offers a Bachelor of Applied Science in Learning Technologies, but it is a STEM degree. Texas A&M University - Commerce offers a Bachelor of Science in Learning Technologies and it is an online degree. The proposed degree at Sam Houston State University would be a Bachelor of Arts.

The program at SHSU will provide an interdisciplinary approach designed in cooperation with the School of Teaching and Learning, Department of Art, and

Department of Computer Science. While the program consists of courses on instructional design and technology, it also offers students flexibility to pursue minors outside the department to allow them to apply their knowledge of learning technologies to a specific domain and increase their competitiveness in the job market.

ii. Compete Table 3: Semester Credit Hour Requirements by Category.

Table 3. Semester Credit Hour Requirements by Category

Category	Semester Credit Hours	Clock Hours (If applicable)
General Education Core Curriculum *(Bachelor's degree program only)*	42	n/a
Required Courses	51	n/a
Prescribed Electives	9	n/a
Electives	18	n/a
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	n/a
TOTAL	**120**	n/a

2. Admission Requirements:

The program will use standard undergraduate admission requirements listed in the Sam Houston State University catalog.

3. Curriculum: Complete tables 4, 5, and 6.

Table 4. Required/Core Courses

Prefix and Number	Required/Core Course Title	SCH
ARTS 2370	Digital Photography and Media	3
ARTS 2375	Photographic Concepts	3
ARTS 3375	Web Site Development	3
COUN 3322	Career Development	3
CSTE 1330	Introduction to Computers	3
LETE 1301*	Technology in Education	3
LETE 1302*	Online Technology and Learning Strategies	3
LETE 1303*	Learning Technology Tools	3
LETE 2301*	Web Technologies for Learning	3
LETE 2302*	Multimedia Learning Design and Development	3
LETE 2303*	Systematic Evaluation & Development for Learning Design I	3
LETE 3301*	Learning Technology Foundation	3
LETE 3302*	Learning Design	3
LETE 3303*	Systematic Evaluation & Development for Learning Design II	3
LETE 4301*	Seminar in Learning Technologies	3
LETE 4302*	Field Experience	3
LETE 4303*	Learning Technology Capstone	3
TOTAL		**51**

Note with an asterisk (*) new courses that would be added to SHSU's course inventory if the proposed program is approved.

Table 5. Prescribed Elective Courses (24 SCH)

Prefix and Number	Prescribed Elective Course Title	SCH

Select 3 of the following		9
EDUC 2302*	Foundations of Public Education	
EDUC 2303*	Comparative Education	
EDUC 2304*	Philosophical Influences on Educational Systems	
EDUC 3301*	Issues in Education	
EDUC 3302*	Educational Finance	
EDUC 3303*	Science of Learning	
EDUC 3304*	Educational Curriculum Design	
TOTAL		**9**

Note with an asterisk (*) new courses that would be added to SHSU's course inventory if the proposed program is approved.

Table 6. Free Elective Courses (18 SCH)

Prefix and Number	Free Elective Course Title	SCH
	Required Minor (at least 9 hours must be at the 3000 or 4000 level)	18
Total Semester Credit Hours		**120**

*Elective hours must lead to a completion of a minor.

4. **Marketable Skills: Identify 3-5 marketable skills students will attain through the proposed program and explain how the students will learn of these skills.**

1. Evaluate the effectiveness of instructional technology
2. Design and develop instructional technology solutions
3. Solve instructional problems through technology
4. Use instructional technology to support learning
5. Enhance learning performance through technology

These marketable skills will be promoted through the program website, handbook, brochures, and all other marketing materials.

B. **Faculty Availability**:

1. **Complete Table 7 to provide information about Core Faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program.**

Table 7. Core Faculty

Name and Rank of Core Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	% of Workload Assigned to Program (Teaching and/or Administrative)
e.g.: Robertson, David Assoc. Prof	*PhD. in Molecular Genetics Univ. of Wisconsin-Madison*	*MG200, MG285 MG824 (Lab Only)*	*50%*
[Projected New Core Faculty in Year 2023]	PhD. in Instructional Technology	LETE 1302 or LETE 2301 or LETE 2303 or LETE 3301 or LETE 3302 or LETE 3303	100%
[Projected New Core Faculty in 2023]	PhD. in Instructional Technology	LETE 2302 or LETE 4301 or LETE 4302 or	100%

		LETE 4303	
Rice, Marilyn; Prof.	PhD. in Educational Psychology Texas A&M Univ.	LETE 1301 or LETE 1302 or LETE 1303	50%

2. Complete Table 8 to provide information about Support Faculty.

Table 8. Support Faculty

Name and Rank of Support Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program or Other Support Activity	% of Workload Assigned to Program (Teaching and/or Administrative)
e.g.: Robertson, David Assoc. Prof	*PhD. in Molecular Genetics Univ. of Wisconsin-Madison*	*MG200, MG285 MG824 (Lab Only)*	*10%*
Gross, Elizabeth; Assist. Prof.	Ph.D. in Instructional Design Wayne State Univ.	LETE 2303	25%
Peacock, Emily; Assist. Prof.	MFA in Studio Art - Photography University of Houston	ARTS 2370	25%
Finley, Rebecca; Prof.	MFA Photography San Francisco Art Institute	ARTS 2375	25%
Finch, Sherman; Assist. Prof.	MFA Maryland Institute, College of Art	ARTS 3375	25%
Ko, Pat; Lecturer	Ph.D. in STEM Education University of Texas at Austin	CSTE 1330	25%
Burns, Kirk; Lecturer	M.S. in Digital Forensics Sam Houston State University	CSTE 1330	25%
Eaton, Paul; Assoc. Prof.	Ph.D. in Educational Research & Leadership, Louisiana State University	EDUC 2304 or EDUC 3304	25%
Montelongo, Ricardo; Assoc. Prof.	Ph.D. in Higher Education Indiana University	EDUC 2302	25%
Holzweiss, Peggy; Assoc. Prof.	Ph.D. in Higher Education Administration, Texas A&M University	EDUC 3303	25%
Martirosyan, Nara; Assoc. Prof.	Ed.D. in Developmental Education, Grambling State University	EDUC 2302 or EDUC 3301	25%
Saxon, D. Patrick; Prof.	Ed.D. in Developmental Education Administration, Grambling State University	EDUC 3302	25%

C. **<u>Additional Distance Education Delivery Considerations (as applicable):</u>**

1. **Describe how the program would adherence to *Principles of Good Practice*:**
   All faculty within the department complete the Blackboard Online course redesign and faculty certification. This program is predicated upon peer-reviewed research in online teaching competencies and best practices in course design.

2. **Outline the administrative oversight and structure:**
   BALT will have a dedicated program coordinator for advising and scheduling.

3. **Collaborative arrangements to account for limited or no face-to-face communications:**
   This proposed program will use current video conferencing technology and synchronous meeting options to address limited in-person communications. Because this program is designed to teach digital learning technologies, it also provides a unique opportunity to engage with new technologies in the ways they are likely to be used in practice.

4. **Differences between traditional and distance education delivery:**
   BALT will be offered as a fully online degree.

5. **Student interactions with limited/no face-to-face communications:**
   This program will be housed in a department that already offers online programs. Faculty are well versed in online instruction and leverage both synchronous and asynchronous options to effectively communicate with students.

D. **Required Appendices:**

1. **Course Descriptions and Prescribed Sequence of Courses**

END STAGE III

Approval Recommendation Signatures

Approval Recommendation Signatures:

Approved by Department Head/Faculty Signature: Click or tap here to enter signature.	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.
Approved by Department Chair Signature: Holly Weimer	Approved ☒	Disapproved ☐ Date: 03/15/2023
Approved by Department CC Signature: Holly Weimer	Approved ☒	Disapproved ☐ Date: 03/15/2023
Approved by College CC Signature: Mary Petron	Approved ☒	Disapproved ☐ Date: 3/15/2023
Approved by Academic Dean Signature: Forrest Lane OBO Dean Edmonson	Approved ☒	Disapproved ☐ Date: 03/15/2023
Approved by Director of APPD Signature: Click or tap here to enter signature.	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.
Approved by University CC Signature: Click or tap here to enter signature.	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.
Approved by ACC/Provost Signature: Click or tap here to enter signature.	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.
Approved by Board of Regents	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.
Approved by THECB	Approved ☐	Disapproved ☐ Date: Click or tap here to enter date.

Added to Catalog ☐

Date: Click or tap here to enter date.

Added to Banner ☐

Date: Click or tap here to enter date.

Added to Degree Works

Date: Click or tap here to enter date.

Added to Apply Texas

Date: Click or tap here to enter date.

END FORM