

# PROGRAM BENCHMARKING

Institution	Credits	Tuition Rate	Length of Program	Concentrations	Delivery Mode	Residency Components	Services	Other MBA	Other Tuition Cost
<a href="#">Louisiana State University</a>	36	\$39,960*	18 months	<ul style="list-style-type: none"> <li><a href="#">Emerging Technology</a></li> <li><a href="#">Data Analytics</a></li> <li><a href="#">Healthcare Management</a></li> </ul>	Asynchronous	None listed	<ul style="list-style-type: none"> <li><a href="#">Tech Support</a></li> <li><a href="#">Academic support</a></li> <li><a href="#">Online portal</a></li> <li><a href="#">University resources</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive Flex</a></li> </ul>	<ul style="list-style-type: none"> <li>Executive Flex</li> <li>\$50,486 Res</li> <li>\$81,300 non-resident</li> </ul>
<a href="#">Ohio State University**</a>	48	\$76,536*	3 years	None	Asynchronous and Synchronous	None listed	<ul style="list-style-type: none"> <li><a href="#">Experiential learning (in-person)</a></li> <li><a href="#">Coaching/Career Services</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Working Professional</a></li> <li><a href="#">Executive</a></li> </ul>	<ul style="list-style-type: none"> <li>Working Professional</li> <li>\$76,536</li> <li>Executive</li> <li>\$115,000 includes fees</li> </ul>
<a href="#">Pennsylvania State University</a>	48	\$59,328*	2 years	<ul style="list-style-type: none"> <li><a href="#">Accounting</a></li> <li><a href="#">Business Analytics</a></li> <li><a href="#">Cybersecurity</a></li> <li><a href="#">Public Administration</a></li> <li>... 20 more</li> </ul>	Asynchronous	Online MBA residency at beginning of program	<ul style="list-style-type: none"> <li><a href="#">Career coach</a></li> <li>Job postings</li> <li>College of Business and Alumni Association resources</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> </ul>	<ul style="list-style-type: none"> <li>Executive</li> <li>\$102,000 includes fees</li> </ul>
<a href="#">Purdue University</a>	48	\$54,000 R \$56,000 NR	20-36 months	<ul style="list-style-type: none"> <li><a href="#">Business Analytics</a></li> <li><a href="#">Innovation and Technology Commercialization</a></li> <li><a href="#">Global Supply Chain Management</a></li> <li><a href="#">Leadership, Negotiation and Change Management</a></li> </ul>	Asynchronous	None listed	<ul style="list-style-type: none"> <li><a href="#">Career support services</a> (on campus)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> <li><a href="#">Weekend</a></li> <li><a href="#">Global Executive</a></li> </ul>	<ul style="list-style-type: none"> <li>Executive &amp; Global</li> <li>\$90,000</li> <li>Weekend</li> <li>\$50,984 R</li> <li>\$59,984 NR</li> <li>includes fees</li> </ul>
<a href="#">University of Florida</a>	48	\$58,000	2 years	None for online	Asynchronous	Program orientation in Gainesville required & campus residencies are encouraged	<ul style="list-style-type: none"> <li><a href="#">Career Connection Center</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> <li><a href="#">Weekend</a></li> </ul>	<ul style="list-style-type: none"> <li>Executive</li> <li>\$61,000</li> <li>Weekend</li> <li>\$58,000</li> </ul>

Source: Institutional Websites (see embedded hyperlinks)

Note: \*number of credits multiplied by \$ per credit.

\*\*Online program is an option of the Working Professional program.

# PROGRAM BENCHMARKING

Institution	Credits	Tuition Rate	Length of Program	Concentrations	Delivery Mode	Residency Components	Services	Other MBA	Other Tuition Cost
<a href="#">University of Iowa*</a>	<a href="#">45</a>	<a href="#">\$31,500</a>	<a href="#">2-3 years</a>	None listed	<a href="#">Synchronous</a>	None listed	<ul style="list-style-type: none"> <li><a href="#">University counseling service (in-person)</a></li> <li><a href="#">Career services (online)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> </ul>	Executive <ul style="list-style-type: none"> <li><a href="#">\$67,000</a></li> </ul>
<a href="#">University of Kentucky*</a>	<a href="#">36</a>	<a href="#">\$34,248</a>	<a href="#">2-3 years</a>	<ul style="list-style-type: none"> <li><a href="#">Analytics</a></li> <li><a href="#">Entrepreneurship</a></li> </ul>	<a href="#">Synchronous</a>	None listed	<ul style="list-style-type: none"> <li><a href="#">Office of career management available online</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">One-year</a></li> <li><a href="#">Evening</a></li> </ul>	One-year <ul style="list-style-type: none"> <li><a href="#">\$34,264</a></li> </ul> Evening <ul style="list-style-type: none"> <li><a href="#">\$40,798</a></li> </ul>
<a href="#">University of Maryland</a>	<a href="#">54</a>	<a href="#">\$90,828</a>	<a href="#">2 years</a>	<ul style="list-style-type: none"> <li><a href="#">Accounting</a></li> <li><a href="#">Finance</a></li> <li><a href="#">Information Systems</a></li> <li><a href="#">Business Analytics</a></li> <li><a href="#">Marketing</a></li> <li><a href="#">Supply Chain Management</a></li> </ul>	<a href="#">Asynchronous &amp; Synchronous</a>	<ul style="list-style-type: none"> <li><a href="#">2 credits Opening Residency and 2 credits Capstone Residency</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Career Coaching (online)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> </ul>	Executive <ul style="list-style-type: none"> <li><a href="#">\$129,900</a></li> </ul>
<a href="#">University of Michigan</a>	<a href="#">57</a>	<a href="#">\$115,000 R</a> <a href="#">\$125,000 NR</a>	<a href="#">3-4 years</a>	None listed	<a href="#">Asynchronous &amp; Synchronous</a>	<ul style="list-style-type: none"> <li><a href="#">3 residencies</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Global residencies available (in-person)</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Executive</a></li> </ul>	Executive <ul style="list-style-type: none"> <li><a href="#">\$168,500 R</a></li> <li><a href="#">\$173,500 NR</a></li> </ul>

Source: Institutional Websites (see embedded hyperlinks)  
 Note: \*Online program is an option of Professional program





HANOVER  
RESEARCH

## CONTACT

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Education*

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Mary Frances Early College of Education  
*Office of Academic Programs*

TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Associate Dean for Academic Programs  
*Stacey Neuharth-Pritchett*

DATE: March 29, 2022

RE: Learning, Design & Technology Campus Terminations

Please find attached the following campus termination proposals from the Department of Career and Information Studies.

- EDS in Learning, Design & Technology Gwinnett Campus Only
- MED in Learning, Design & Technology Gwinnett Campus Only
- Area of Emphasis in Instructional Design & Development under the EDS in Learning, Design Technology Athens campus

The College of Education's Curriculum Committee approved these proposals on March 24, 2022.





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# PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 2/15/2022

School/College: Mary Frances Early College of Education

Department/Division: Career and Information Studies

Program (Major and Degree): MED in Learning Design and Technology – Gwinnett Campus Only

Area of Emphasis 1: Instructional Technology

Area of Emphasis 2: Instructional Design and Development

Which campus(es) offer this program? Gwinnett

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2022

Last date students will be admitted to this program: Fall 2021

Last date students will graduate from this program: Summer 2022

*Note: There may be no enrollment in the program as of the termination effective date.*

## Program Abstract:

*Provide a brief summary of the program being proposed for deactivation or termination.*

## For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

The program is no longer being offered at the Gwinnett campus. The MED and both emphasis areas are now offered entirely online.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens or Online-based programs.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens or Online-based programs.

## Approvals:

Lloyd P. Rubin  
Department Head

Denise A. Spangler  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School



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TO: Dr. Ron Walcott, Dean of the Graduate School  
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FROM: Dr. Stacey Neuharth-Pritchett, Associate Dean for Academic Programs  
*Stacey Neuharth-Pritchett*

DATE: March 29, 2022

RE: Learning, Design & Technology Campus Terminations

Please find attached the following campus termination proposals from the Department of Career and Information Studies.

- EDS in Learning, Design & Technology Gwinnett Campus Only
- MED in Learning, Design & Technology Gwinnett Campus Only
- Area of Emphasis in Instructional Design & Development under the EDS in Learning, Design Technology Athens campus

The College of Education's Curriculum Committee approved these proposals on March 24, 2022.



# PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 2/15/2022

School/College: Mary Frances Early College of Education

Department/Division: Career and Information Studies

Program (Major and Degree): MED in Learning Design and Technology – Gwinnett Campus Only

Area of Emphasis 1: Instructional Technology

Area of Emphasis 2: Instructional Design and Development

Which campus(es) offer this program? Gwinnett

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2022

Last date students will be admitted to this program: Fall 2021

Last date students will graduate from this program: Summer 2022

*Note: There may be no enrollment in the program as of the termination effective date.*

## Program Abstract:

*Provide a brief summary of the program being proposed for deactivation or termination.*

## For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

The program is no longer being offered at the Gwinnett campus. The MED and both emphasis areas are now offered entirely online.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens or Online-based programs.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens or Online-based programs.

## Approvals:

Lloyd P. Rubin  
Department Head

Denise A. Spangler  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School



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Mary Frances Early College of Education  
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TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar  
FROM: Dr. Stacey Neuharth-Pritchett, Associate Dean for Academic Programs  
DATE: March 29, 2022  
RE: Name Change Proposal- Career and Information Studies

Please find attached a proposal from the Department of Career and Information Studies requesting to change the department name to Workforce Education and Instructional Technology.

The College of Education's Curriculum Committee approved this proposal on March 24, 2022.

## PROPOSAL FOR ACADEMIC UNIT NAME CHANGE

**Date:** March 1, 2022

**Department/Division:** Career and Information Studies

**School/College/Unit:** Mary Frances Early College of Education

**Proposed Effective Date:** Immediately upon final approval

### NAME CHANGE:

Current Name: Department of Career and Information Studies.

Proposed Name: Department of Workforce Education and Instructional Technology

### JUSTIFICATION:

Attach a justification and rationale for the requested changes, and include any relevant documentation. If this change is in response to an accreditation body, please include that language in the proposal.

### APPROVALS:

Attach documentation of approval from all involved units.

## Justification and Rationale

The Department of Career and Information Studies formed in 2013, comprised of these two program areas: Workforce Education; and Learning, Design, and Technology. At the time the department was formed, there was an initiative underway to move in the direction of information science. The name chosen for this new department reflected the goals and ambitions of that initiative. However, the outcomes of that initiative were not met and consequently the department was left with a name not representative of its mission. The phrase “Information Studies” is not a reflection in any meaningful sense of the work done in the department at this time. Also, the word “Career” only partially addresses the breadth of work done by the Workforce Education faculty. When the department underwent a program review (PRAC) in 2015, one of the recommendations at that time was to change the name of the department to accurately reflect its goals, mission, and scholarship. This request finally fulfills that recommendation.

It is important to note that departmental faculty considered simply joining the two program names together into a single department name. Unfortunately, when so joined, the result is confusing. Consider the following two examples:

- Workforce Education and Learning, Design, and Technology
- Learning, Design, and Technology and Workforce Education

The placement of commas in these two examples present an ambiguous or misleading description of the department. The first example aligns “learning” with workforce education and implies that design and technology are separate areas. In the second example, technology is aligned with workforce education and implies that learning and design are separate areas.

Although “learning, design, and technology” is a more accurate characterization of the work done by its program faculty, it is important to note that programs nationwide in the instructional technology field often have local names that reflect the values and philosophy of the specific faculty at that institution. The program of learning, design, and technology was formerly known in the college as instructional technology. Instructional technology faculty in 2009 chose to request the program’s name be changed to learning, design, and technology based on the faculty’s scholarly activities and curriculum practices at that time. However, the term Instructional Technology remains widely recognized as the umbrella term for the field. Structurally, the department will continue to function exactly as it has in the past.

The issue of changing the department’s name had been considered for many years, but the most serious effort began in 2019. The Covid pandemic interrupted these discussions until the fall 2021. The department faculty met on November 12, 2021 to discuss the motion to change the name of the department to “Workforce Education and Instructional Technology.” The vote was 11 Yes, 0 No, 2 Abstain. One faculty member was absent.



# Mary Frances Early College of Education

*Department of Career and Information Studies*

UNIVERSITY OF GEORGIA

March 1, 2022

Dr. Stacey Neuharth-Pritchett  
Associate Dean for Academic Programs  
Mary Frances Early College of Education  
The University of Georgia  
CAMPUS

Dear Dr. Neuharth-Pritchett:

Faculty members now assigned to the Department of Career and Information Studies are writing to request a change in the department name to reflect the current composition of the unit. This request is needed to more accurately reflect the teaching, research, and service missions of the department.

Attached you will find the necessary documentation responding to the Procedures for Changing Name of Majors, Departments, School/Colleges. This information includes a completed Attachment A. In addition to these forms, the faculty have also reviewed and responded to the evaluation criteria outlined in the Office of Curriculum Systems procedure. That information follows:

*Name Consistent with the Administrative Structure of the University System and the University of Georgia.* The proposed Department of Workforce Education and Instructional Technology name is consistent with the administrative structure of both the university system and the university. The proposed name does not conflict with any other unit within the university.

*Representation of the Discipline Described.* The proposed name provides a much clearer identification of the disciplines located within the unit than the current department name. The terms used are typical names used to identify these two areas of instruction and scholarship. At the time the department was formed in 2013, there was an initiative underway to move in the direction of information science. The name chosen for this new department reflected the goals and ambitions of that initiative. However, the outcomes of that initiative were not met and consequently the department was left with a name not representative of its mission. The phrase "Information Studies" is not a reflection in any meaningful sense of the work done in the department at this time. Also, the word "Career" only partially addresses the breadth of work done by the Workforce Education faculty. When the department underwent a program review (PRAC) in 2015, one of the recommendations at that time was to change the name of the department to accurately reflect its goals, mission, and scholarship. This request finally fulfills that recommendation.

It is important to note that departmental faculty considered simply joining the two program names together into a single department name. Unfortunately, when joined, the result is confusing. Consider the following two examples:

- Workforce Education and Learning, Design, and Technology
- Learning, Design, and Technology and Workforce Education

The placement of commas when the program names are joined present an ambiguous or misleading description of the department.

Although “learning, design, and technology” is a more accurate characterization of the work done by its program faculty, it is important to note that programs nationwide in the instructional technology field often have local names that reflect the values and philosophy of the specific faculty at that institution. The program of learning, design, and technology was formerly known in the college as instructional technology. Instructional technology faculty in 2009 chose to request the program’s name be changed to learning, design, and technology based on the faculty’s scholarly activities and curriculum practices at that time. However, the term *Instructional Technology* remains widely recognized as the umbrella term for the field.

*Clear Communication about the Area of Study for those Outside of Academia.* The proposed name clearly communicates the areas of study being represented. The components of the name would allow persons unfamiliar with higher education the ability to find faculty and programs of study within the program areas comprising the department. The program name *instructional technology* remains more recognizable to most of our constituents, such as schools, the state department, and the PSC.

*Differentiation from Other Departments, Schools, or Colleges.* The name Workforce Education and Instructional Technology is unique to the study in school and other learning/training contexts. While other departments in the university include the word “Technology,” the modifying word “Instructional” clearly differentiates the faculty and the programs of study of degree seeking students. As noted above, instructional technology is a previous name for this program. And, interestingly, before the reorganization of the College of Education in 2004, instructional technology was the name of a separate department.

*Proposed Prefixes and their Relationship to Name and Subject Matter.* The current prefix for workforce education is WFED. The current prefix for learning, design, and technology is EDIT, where the “IT” stands for instructional technology. (The EDIT prefix was not changed after the program decided to change its name and degree programs to LDT.)

The following comprises the faculty with academic homes in the current Department of Career and Information Studies and will be included in the proposed Department of Workforce Education and Instructional Technology:

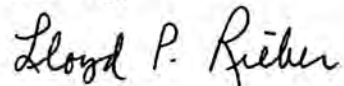
Elaine Adams, Associate Professor  
 Rob Branch, Professor  
 Ikseon Choi, Professor

Janette Hill, Professor  
Roger Hill, Professor  
Andrew Jackson, Assistant Professor  
Nancy Knapp, Associate Professor  
Theodore J. Kopcha, Associate Professor  
In Heok Lee, Associate Professor  
John Mativo, Professor  
Lloyd Rieber, Professor  
Jay Rojewski, Professor  
Jill Stefaniak, Associate Professor  
Gretchen Thomas, Lecturer

Thank you for your consideration of this proposal. Please let me know if additional items are needed.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Lloyd P. Rieber".

Lloyd P. Rieber, Ph.D.  
Professor of Learning, Design, and Technology

## PPC Action Items

April 6, 2022

### 1. **Proposed graduate program handbooks policy:**

Graduate programs shall have a program handbook for students that is publicly available on the program website. Program expectations, timelines, and resources should be clearly stated in the handbook. This handbook can be modeled after the Graduate School Program Handbook template (<https://grad.uga.edu/index.php/faculty-and-staff/graduate-coordinators/> -- then select "Template for Graduate Student Handbook"), and requirements should be, at minimum, consistent with the Graduate School Handbook. Program handbooks should be reviewed yearly with the date of last update clearly stated on the cover page of the document. The Graduate School will request this updated link at the beginning of each academic year.

### 2. **Proposed policy re: assistantships while on probation:**

Graduate students who are placed on academic warning may not have their assistantship removed, unless it is deemed by the major professor (if applicable) in consultation with the graduate coordinator and unit head that the activities associated with the assistantship are contributing to the student's impaired academic performance. In this case, an alternative source of funding that will allow the student to focus on academic performance should be considered. Once a student is placed on probation, the decision to change the source of or remove an assistantship shall be determined by the major professor (if applicable) in consultation with the graduate coordinator and unit head.

### 3. **Proposed "No clear path to degree completion" policy:**

Graduate students who cannot identify a major professor (excluding students on rotations) or who cannot form a committee shall be placed on a status called "No clear path to degree completion." This status is distinct from "Not in good standing," which refers to academic status. Students will be given one semester after being placed on this status by their unit/program to identify a major professor or form a committee. Graduate coordinators should work closely with the student to try to rectify the problem. If the situation is not resolved during this semester, the student can be dismissed from the program.