



University Council

January 10, 2025

UNIVERSITY CURRICULUM COMMITTEE – 2024-2025

Susan Sanchez, Chair

Agricultural and Environmental Sciences – Kylee Duberstein

Arts and Sciences – Casie LeGette (Arts)

Paula Lemons (Sciences)

Business – Karen Aguar

Ecology – Amanda Rugenski

Education – Amy Murphy

Engineering – David Stooksbury

Environment and Design – Katherine Melcher

Family and Consumer Sciences – Melissa Landers-Potts

Forestry and Natural Resources – Richard Chandler

Journalism and Mass Communication – Yan Jin

Law – Joe Miller

Pharmacy – Michelle McElhannon

Public and International Affairs – Ryan Powers

Public Health – Tamora Callands

Social Work – Jennifer Elkins

Veterinary Medicine – Paul Eubig

Graduate School – Rodney Mauricio

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Ella Colker

Graduate Student Representative – William Walker

Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer the existing Master of Arts in Teaching (M.A.T.) in Workforce Education online will be an agenda item for the January 17, 2025, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

PROPOSAL FOR AN ONLINE PROGRAM

Date: October 2, 2024

College/School/Division: Mary Frances Early College of Education

Department: Workforce Education and Instructional Technology

Program: Workforce Education (M.A.T.)

Will any approved areas of emphasis be offered under this major?

Business Education

Engineering and Technology Education

Family and Consumer Sciences Education

Healthcare Science and Technology Education

Marketing Education

Trade and Industrial Education

CIP: 13131920

Proposed Start Date: Summer 2025

1. Needs Assessment

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. With an aging CTAE teaching workforce and economic impact demands for multiple pathways in which youth can experience post-secondary success through transition to the workforce, technical college, or four-year institutions, there is an urgent need to increase the number of middle and high school teachers to attract and support students to complete CTAE pathways. CTAE pathways not only begin students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary initial educator preparation program in Georgia at the graduate level for these CTAE programs.

CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options particularly in the 17 areas within workforce education. Moye et al. (2020) note the field's concern about a teacher shortage in this important area of workforce education.

To meet the needs of educators across Georgia, an online program option is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with initial preparation at the graduate level would meet the needs of Georgia students in grades 6-12. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of the current program. Lifting that barrier by offering the program online will provide access to Georgia residents who seek advanced preparation from this highly-regarded program.

2. Admission Requirements for the Master of Arts in Teaching degree.

Prospective candidates must, at a minimum, hold a bachelor's degree from an accredited college or university. Admission decisions for this program are made by the program faculty. Criteria and standards for evaluating applicants' suitability include:

- [a] Completion and submission of an online application, including fee;
- [b] Cumulative grade point average for all previous undergraduate and/or graduate courses, with a preferred standard of a minimum of 3.0 on a 4-point scale [note: this GPA is also set to meet the requirements of the Georgia Professional Standards Commission];
- [c] Official transcripts from all institutions attended as part of the online application. Official transcripts are not required during the review process and will only be required for applicants who are offered admission;
- [d] a resume;
- [e] submission of official scores for either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE);
- [f] three letters of recommendation from individuals familiar with the applicant's abilities; and
- [g] a statement of purpose that describes the applicant's interest in the program and relevant experiences which have driven that interest.

Admissions decisions are made on a continuous basis consistent with the Graduate School's deadlines for admission. Although minimum and preferred requirements are outlined, applications are reviewed holistically. Minimum and preferred requirements are not explicitly competitive; meeting the minimum requirements stated above normally results in admission. For this program, students must certify that they have access to a computer with a high-speed Internet connection.

3. Program Content

Master of Arts in Teaching (M.A.T.) in Workforce Education

Course #	Course Title	Hours
Educational Psychology Elective	Choose one of the following courses: EPSY 6010E, Foundations of Human Development for Education EPSY 6060E, Foundations of Motivation for Education EPSY 6800E, Foundations of Cognition for Education	3
ERSH 6200E	Methods of Research in Education	3
WFED 6010E	Foundations of Work and Family Life Education	3
WFED 6350E	Curriculum Planning in Workforce Education	3
WFED 6360E	Instructional Strategies in Workforce Education	3
WFED 7020E	Assessing Student Learning in Workforce Education	3
WFED 7460E	Internship in Teaching Workforce Education	12
WFED 7550E	Students with Special Needs in Programs of Workforce Education	3
WFED 7560E	Diversity in Career, Technical, and Agricultural Education	3
Workforce Education Electives Choose an Area of Emphasis or the general track.	<p>General Track Choose four of the following courses: WFED 7030E, Organizing and Coordinating Work and Community-Based Education Programs (3 hours) WFED 7050E, Problems of Teaching Workforce Education (3 hours) WFED 7070E, Enhancing Learning in Workforce Education (3 hours) WFED 7080E, Developing Curricula and Programs for Modern Work (3 hours) WFED 7090E, Critical Issues in Workforce Education (3 hours) WFED 7120E, Needs Analysis in Workforce Education (3 hours) WFED 7200E, Evaluation of Programs in Workforce Education (3 hours) WFED 7560E, Diversity in Career, Technical, and Agricultural Education (3 hours)</p> <p>Area of Emphasis in Business Education EBUS 6010E, Business Communication (3 hours) EBUS 7060E, Desktop Publishing in Workforce Education (3 hours) EBUS 7070E, Contemporary Entrepreneurship and Management Practices for Educators (3 hours)</p>	12

	<p>EBUS 7760E, Consumer Financial Planning (3 hours)</p> <p>Area of Emphasis in Engineering and Technology Education Choose four of the following courses: ETES 6025E, Creative Activities for STEM Education (3 hours) ETES 6030E, Robotics for Teachers (3 hours) ETES 7010E, Technology and Society (3 hours) ETES 7020E, Communication Systems (3 hours) ETES 7090E, Principles of Technology (3 hours)</p> <p>Area of Emphasis in Family and Consumer Sciences Education Choose twelve hours from the following: Graduate-level HDFS courses</p> <p>Area of Emphasis in Healthcare Science and Technology Education Choose twelve hours from the following: Graduate-level courses with a health focus chosen in consultation with an advisor</p> <p>Area of Emphasis in Marketing Education Choose four of the following courses: EMKT 6110, Marketing and Business Foundations of Work-Based Education (3 hours) EMKT 6120, Human Resource Foundations in Work-Based Education (3 hours) Graduate-level MARK courses chosen in consultation with advisor</p> <p>Area of Emphasis in Trade and Industrial Education Choose four of the following courses: ETES 7030, Manufacturing Systems (3 hours) ETES 7040-7040L, Construction Systems (3 hours) ETES 7060, Energy Systems (3 hours) One course from the general track</p>	
TOTAL	Total Hours Required for M.A.T. with Certification	48

The online modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include reading professional materials, composing scholarly papers, and participating in discussions and collaborative assignments. As with the current program, most students are expected to take courses each

academic semester and summer, resulting in a modal time-to-degree of approximately 6 semesters (2 calendar years).

4. Student Support Services: Students will be advised virtually by the Workforce Education faculty. Services accessible for face-to-face students will be identical to services offered in the online option. Matriculated students will be made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

5. Resident Requirements: Residence requirements will be identical to those established for the authorized degree program.

6. Program Management: This program will be administered by Workforce Education faculty in the Department of Workforce Education and Instructional Technology. Day-to-day services will be supported by a Faculty Program Coordinator. Courses will be taught by program faculty and/or vetted part time instructors (PTI). Departments submit requests for additional instructional support annually which are provided by the college. For the past five years (2019-2023), enrollment in the program has been 27, 41, 39, 42, and 44 students, respectively. The online platform will provide the program with the capacity to admit and serve more students.

Role	Name
Program Coordinator, Workforce Education	Elaine Adams, Associate Professor
Faculty	Turhan Carroll, Assistant Professor
Faculty	Roger Hill, Professor
Faculty	Andrew Jackson, Assistant Professor
Faculty	InHeok Lee, Associate Professor
Faculty	John Mativo, Professor
Faculty	Carmen Pedersen, Clinical Assistant Professor
Faculty	Jay Rojewski, Professor
Faculty	Lehong Shi, Assistant Research Scientist

Admissions will be managed on a continuous basis for a summer start. Student Learning Objectives for the online program are reported within the UGA required processes and are already operationalized based on the current face-to-face program. All courses are offered each year. The program can be completed at the learner’s pace, so there is not a time limit, except within the graduate school’s timeline requirements of six years before courses begin to expire.

Timetable for the first iteration of the degree program:

Spring 2025: Upon approval, advertise and carry out admission procedures for Summer 2025 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete application for approval from the GaPSC, complete advertisement (e.g., video) for the program.

Upon approval, conduct informational and recruitment sessions (e.g., school recruitment fairs).

Summer 2025: Begin first cohort.

7. Library and Laboratory Resources: There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technologies necessary to use eLC as the program is designed to be online.

8. Budget: All classes proposed for this major are already developed and have an e-designation. Courses in the program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. Costs for part-time instruction are considered annually through the college's additional instructional support request process. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. The faculty do not anticipate any startup costs for the proposed program. Therefore, this proposal is submitted with a \$0 budget.

9. Program Costs Assessed to Student: Costs for students to complete the Masters of Arts in Teaching (M.A.T.) in Workforce Education would be consistent with the established fee structure for the university.

10. E-Rate:

The faculty are not requesting e-rate for this program.

10. Accreditation: The online Masters of Arts in Teaching (M.A.T.) in Workforce Education will be subject to approval by the Georgia Professional Standards Commission (GaPSC). The program will submit a request to the GaPSC for an addition in modality offering.

11. Application and Matriculation: Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed with the schedule that is established by the Graduate School. All applications will be considered for a summer start in the appropriate year.

Documentation of Approval and Notification

Proposal: Offer the existing major in Workforce Education (M.A.T.) online

College: Mary Frances Early College of Education

Departments: Workforce Education and Instructional Technology

Proposed Effective Term: Summer 2025

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 10/2/2024
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 10/18/2024
- Department of Workforce Education and Instructional Technology Department Head, Dr. Lloyd Rieber, 10/2/2024
- Graduate School Associate Dean, Dr. Anne Shaffer, 11/13/2024