AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM:
Proposed Doctorate of Philosophy in Educational Technology

1. **School/College and Department/Unit:**
   College of Education, Department of Educational Technology

2. **Chair/Convener of Planning Committee**
   Ellen Hoffman, Professor and Coordinator, Doctorate in Education specialization in educational technology and Chair, Department of Educational Technology. Planning Committee members: Professors Catherine Fulford and Curtis Ho, Department of Educational Technology.

3. **Program Category:** 
   - **X** New
   - **__** Modified
   - **___** Interdisciplinary
   
   [**note – this application is to rename the degree given to our ETEC doctoral graduates; it continues an existing program unchanged except to separate it administratively and in name from a current COE college-wide PhD in Education degree program. The proposed change will turn the current program over to departmental-level and disciplinary management to parallel the doctoral programs in other UHM departments.]

4a. **Degree or Certificate Proposed:**
   Doctorate of Philosophy in Educational Technology

4b. **List similar degrees or certificates offered in UH System:**
   Doctorate of Philosophy in Education (Specialization in Educational Technology)
   (intent to replace the current “specialization” with a separate PhD degree; no other change is anticipated from the existing ETEC doctoral program; the specialization is an internal administrative name and is not currently reflected in the UHM program roster or on graduates' transcripts.)

5. **Planning**
   Because the intent is to modify an existing program by changing from a specialization to an independent degree, there is no planning required and no other changes are being proposed. The program currently exists but is included administratively within a college-wide PhD in Education. The only requirement once the ATP is approved is to write the document detailing the existing program and submit it for appropriate approvals. This will be done within two weeks of the ATP approval. There are no additional budget implications in the planning process.

6. **Program Description**
   (Note: The following is taken directly from the current approved specialization description and will remain unchanged once it becomes a separate program except for the program name. See [http://etec.hawaii.edu/programsdoc.html](http://etec.hawaii.edu/programsdoc.html))

   The [PhD in Education specialization in Educational Technology] is designed to prepare influential professionals in the field of educational technology (ETEC) and the learning sciences. The program is research focused, designed to prepare future faculty and education leaders. Scholars in the field explore the uses of innovative media and technologies for education, studying aspects from student learning and cognition to
impacts on individuals and institutions. The field provides the research base for effective utilization of new media in education and by default is interdisciplinary in its approaches and theories. From the beginning, students are expected to actively engage and contribute to the field through publication, conference presentations, and applied instructional projects. The PhD program is designed to enhance and facilitate educational, social, and economic growth locally, nationally, and internationally with a pool of highly qualified educational scholars and leaders.

The program directly relates to the UHM mission and Strategic Plan in the following ways:
a) striving for scholarly excellence and community  
b) recognition of the importance of technology in society and education  
c) links to local, national and international communities  
d) strong diversity among faculty and students  
e) recognition of the importance of place, and successful recruiting and engagement of Native Hawaiian students. [Note: our first graduate in the ETEC specialization in spring 2012 is a Native Hawaiian who did her dissertation on technology in the Hawaiian Language Immersion Program in the Hawaii Public Schools and part of the dissertation is in Hawaiian]

As noted in the Strategic Plan, “Smart technologies will allow us to emerge as a stronger and more organizationally sustainable campus and will expand our connections locally and globally.” The ETEC PhD program is a key component at UHM in making the goal a reality by educating the future leaders and researchers who will carry this out.

**Learning Outcomes:** The learning outcomes for the ETEC PhD specialization are grounded in three arenas: knowledge, research, and professional ethics. An assessment system for these was described in the COE's unit report for the successful National Council for the Accreditation of Teacher Education (NCATE) in 2009. The culminating assessment is production and defense of a dissertation reporting an original research study that contributes to the knowledge base of the field of education.

The three primary learning outcomes are amplified by discipline-based program standards developed by the field's professional organization, the Association for Educational Communications and Technology (AECT), which are more specific to the field of educational technology.

**Students will:**

• **(Knowledge)** Demonstrate theoretical and conceptual knowledge in the broad issues of education and in the skills, knowledge and problems within the field of educational technology.
  - Demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.
  - Demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.
  - Design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

• **(Research)** Apply an inquiring and critical approach to issues and possible solutions to problems in education.
  - Apply appropriate research methodologies to address problems, enhance practice, and contribute to the knowledge base of the field.
  - Evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.
  - Communicate the results of inquiry in a clear and effective manner.

• **(Professional Ethics)** Develop a deep respect for the public trust that is invested in them as future intellectual and social leaders in the field of education.
o Conduct research and practice using accepted professional and institutional guidelines and procedures.

o Demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology (AECT).

7. Program Justification

Background of the Specialization: To understand this request requires first some background in the existing specialization and the history of the PhD in Education. When the ETEC specialization was created in 2007 by approval of the COE and Graduate Division, it was added to the existing college-wide Doctorate of Philosophy in Education program, which has been in place for over 15 years. At the time, this was the agreed upon process for adding new doctoral disciplines within the College. Only the earlier established PhD in Educational Psychology stands as a separate degree in the College of Education; all other departments are part of the larger program. While initially smaller, the COE doctorate has grown in the past five years as new specializations were added, making it larger than was perhaps the intent when it was created.

The college-wide doctoral program is not like others at UHM, in which new degrees are approved when departmentally based disciplines develop a doctoral program, nor does it match standard practices at other research-intensive institutions. Instead of new disciplinary-based degree programs, all departments but educational psychology are incorporated into one super-sized PhD program. What has happened as a result of consolidating departments and specializations within a single degree is a large, unwieldy doctoral program that is significantly larger than any other on campus. The fall 2012 enrollment in the COE PhD was 218, followed by Political Science at 82, Zoology at 59, and Nursing at 52. No others had more than 50 students.

The Education PhD remains essentially seven separate programs loosely organized around a single graduate chair who has primarily bureaucratic functions since academic advising occurs at the departmental level. There is a small set of common research course requirements, while required disciplinary courses are both determined and offered at the department level.

As one of the larger and most rapidly growing of these education specializations, we have determined that it is an appropriate time to reassess the single program assumptions, which, while serving the early college-wide program well, no longer fully meet student or faculty needs.

Reasons for the change: Several major concerns are motivating this request to separate the ETEC specialization from the larger Education PhD:

a) Indications from the Graduate Division that separate programs with direct departmental and disciplinary links would be more easily managed than the current large Education PhD, corresponding with the more traditional organization of doctoral education.

b) A recognition as our program has grown that the objectives are different from the larger COE program and not easily accommodated within the existing structures. This includes the fact that educational technology is not primarily a K-12 focus, and its research traditions encompass fields not typically found in education. Further, a number of students entering educational technology do not come from education, indicating the multidisciplinary scope of our field.

c) A need for our students who seek academic jobs to have a degree within our discipline rather than a general education PhD. In fact, this is something we seek in our own searches for new ETEC faculty, as do other top-ranked departments.

d) Benchmarking our program with those traditionally considered among the top five educational technology programs nationally shows that some of the existing conventions of the Education PhD are not typical of highly ranked programs in our field, suggesting
changes that are easily made within our specialization but not necessarily within the college-wide program.

e) The expectation of accommodating the needs and recruiting a student body that is more diverse, including a large number of international students who are less prevalent in most education fields, as well as our commitment to expand to reach a broader population throughout the state.

f) The need to be more localized in decision-making to rapidly innovate and shift as the technology base that is our foundation changes.

**Justification for the Existing Program:** In terms of needs and rationale for the program, the current specialization was created with the following statement in our specialization application:

Technology for technology’s sake, just because we want to use the newest latest thing, is an expensive, time-consuming add-on that does little to enhance learning. Without the proper knowledge of theory, strategies, thoughtful research and evaluation, and appropriate application, educators and administrators often make costly errors. As educators, ETEC Doctoral Specialization graduates will have the skills to access, design and manage technology resources, ask pertinent questions, draw logical conclusions and make important decisions about learning resources and learning environments. As potential faculty members, ETEC doctoral graduates will bring not only disciplinary expertise but unique abilities to contribute through service and research relating to technology in education to their future institutions. Technology offers a wider variety of learning and communication styles than traditional education and allows students to use tools relevant to the modern workplace. All students must be prepared to communicate and present information in a variety of ways.

The need for advanced professionals in this field is growing at an exponential rate as new technologies are invented. This demand can be seen in part through the numerous advertisements in *The Chronicle of Higher Education*, which regularly has over a hundred positions each year in the field within post-secondary education alone. Additional support comes from such serials as *Education Week* seeking technology administrators for K-12 school districts and state departments of education. UHM faculty have heard from colleagues at other universities about the difficulty of finding qualified instructional personnel in the field and the many failed searches as good candidates have multiple offers. This and the increased local, national and international interest in Educational Technology doctoral programs have prompted this proposal. We regularly have numerous inquiries about a Ph.D. program, especially from our Master’s students desiring to continue their education. (from ETEC specialization application, 2007)

While the demands are somewhat decreased as budget constraints have had major impacts on education funding, the need for leaders and faculty in this area have held steady and jobs remain unfilled, unlike in many other disciplines. The rapid growth of distance education, the rapid introduction of new technologies with potential to enhance learning environments, and the need for researchers and educational leaders who seek to understand and appropriately deploy these technologies argue strongly for the kind of program we currently offer. In particular, we expect all our graduates to find placements that meet their career aspirations, even in the current weakened economy. Educational technology remains a growth area.

**Enrollment, Retention, and Diversity:** Since the ETEC doctoral program began, we have been the specialization, which has over time had the most applicants within the COE, and we have consistently turned down good candidates to bring in the top students. We currently have 43 students in the specialization, with a goal of bringing in one new student per faculty member each year, replacing rather than growing enrollment. We expect enrollment to remain stable while applications will increase. We have made diversity a high priority, and currently have 12% Native
Hawaiian, and 15% international students. Unlike other areas of education, we have a balance of male and female students.

With the first class admitted in spring 2008, we are just now reaching the first of these to graduate. Our first graduate was in spring 2012, a second in August, and we have four more who will finish by December. An additional six to eight will complete by spring 2013. This matches our goal of one graduate per faculty member per year as we reach the point at which the initial cohort should be completing.

We would also note that our program has some unique characteristics by intention that apply best practices to advising and structure that ensure retention and rapid movement towards graduation. We have admitted four cohorts since the first class. To date, only one student has left the program since the specialization began; in her case a move by family to the mainland and our facilitation of her transfer to another educational technology doctoral program in that state. We pride ourselves on retention and believe we are relatively unique in our record. Further, all current students are actively progressing through the program; even those officially on leave stay in touch and are engaged in research towards dissertation. Our goal is 100% retention and graduation, and so far, we are as close as possible to reaching this.

**Program Quality:** Finally, we will point out that while new, the ETEC doctoral program has rapidly gained national recognition as an excellent program. While there are no official rankings for this field, we have confirmation through comments made at our professional association meetings and the recruitment of our faculty to committees and other professional leadership positions typically held by those of high stature in the field. One other indication has been the quality and institutional affiliation of candidates for recent faculty searches; candidates who came from the top five ranked programs in the field told us their advisors recommended they apply for open UHM positions because we were also a top program. We believe this is because of the scholarship of ETEC faculty and doctoral students, as well as the continuous benchmarking we do to ensure our program meets the best practices in our field and more generally in graduate education. It is our goal to become one of the top ten programs and to be able to document this status. Current evidence is that we are already close, with achievement of the goal awaiting more students graduating and gaining positions in other universities.

While the ATP is not the place to describe the existing program, we have a full description on our ETEC web site at [http://etec.hawaii.edu/programsdoc.html](http://etec.hawaii.edu/programsdoc.html)

**Support for the Change:** The decision to separate the ETEC specialization has been discussed within the ETEC department and more broadly in the College of Education. The department faculty voted unanimously to go forward with this proposal (recorded in the Department meeting minutes of April 10, 2012). Within the COE, the coordinating COE Graduate Faculty of Education (GFE) administrative committee for the current Education PhD, which represents all eight current specializations, has discussed the issue of separation over several months, and at the last meeting of April 5, 2012 (recorded in COE GFE administrative committee minutes) expressed support for the ETEC proposal.

It should be noted that this will not lead to a proliferation of new PhDs in the College, as the same administrative committee discussion resulted in strong support for the other seven specializations remaining as a single doctoral program. ETEC was recognized as having some unique needs specific to our discipline that do not face the other programs. All programs agreed that continuing the cooperative relationship between the PhD areas is important even after a separation occurs.
8. Description of resources required
   a. Faculty – No new faculty are required as the current faculty support the existing program. The department currently has 10 FTE faculty, which includes two who are half-time each; these two have appointments split with other units in the COE. In addition, the department has regularly employed several lecturers each semester who bring specialized knowledge and skills to their teaching from their current employment in the field. Three additional associate faculty are qualified doctoral advisors in our program; these three do not have students in their regular tenure/tenure track positions so are very available for our students as committee members. Both periodically teach graduate courses in ETEC. The projected costs are based on current estimates of 2.2 FTE efforts applied to instruction and advising.
   b. Library resources – no new resources are required. The current collection is adequately supporting the existing program, and in fact, this area has expanded in the past three years in recognition of the increasing role of technology in education and society more broadly, which has been immensely useful and appreciated. The estimate does not assume any additional costs for this area.
   c. Physical resources. The current program is adequately supported including a departmental technology laboratory, which has been developed through grant funding. No additional funds are required.
   d. Other resources required. The change will have one small impact as the processing of student applications will change from the COE to the department. However, the change will be accommodated within the existing support staff who now process the much larger Master’s program applications. All advising is currently handled within the department, with only signatory authorization shifting. The estimates for "other staff" in the table are based on office support; no new staff will be added.

9. Five-Year Business Plan. Provide a five-year projected budget for the program that includes:
   [see Appendix A] There are no additional cost implications for this program. It already exists and is fully funded. The application is for a modification of name of degree only and a shift in the officially recognized locus of administrative control to the departmental level. All funds shown in the table are currently applied to the existing specialization and will continue to be expended even in the absence of this proposed change.

10. Impact on current courses or programs.
    All courses currently exist, and are offered and successfully completed by the students enrolled in the ETEC specialization. No new courses are anticipated, nor will the change impact courses elsewhere in the COE as the student enrollment count will be maintained and not increased.

11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.
    NOT APPLICABLE
APPROVALS

Reviewed by:

Campus Chief Academic Officer:  
_____ Recommend  
Comments:

print Name  Signature  Date

Chancellor:  
_____ Approved  _____ Disapproved  
Comments:

Print Name  Signature  Date

Council of Chief Academic Officers (Systemwide Consultation):  
Comments:

Print Name  Signature  Date

(A copy of the signed document is provided to the Office of the Executive Vice President of Academic Affairs/Provost)
### Appendix A: Estimated Five-Year Program Costs and Revenues

#### Note: NO new costs are projected since the estimates match those allocated for the existing specialization

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FY 12*</th>
<th>FY 13</th>
<th>FY 14</th>
<th>FY 15</th>
<th>FY 16</th>
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<tr>
<td>Faculty w/o fringe**</td>
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<td>Other personnel costs w/o fringe</td>
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<td><strong>TOTAL Expenses</strong></td>
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<tr>
<th><strong>REVENUES</strong></th>
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<tr>
<td>Projected Enrollment (per course)</td>
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<tr>
<td>No. of Courses***</td>
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<tr>
<td>No. of Credits (each course)</td>
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<td>Tuition Rate/Credit****</td>
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<td>Total Revenue from Tuition</td>
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<td><strong>TOTAL Revenues</strong></td>
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* Estimate for cost for current year of program; these are already allocated funds for the specialization.

** Average salary for ETEC is approximately $84,000; estimate 2.2 FTE dedicated to PhD; 3% increase per year.

*** Does not include students enrolled for dissertation credits (800).

**** Based on resident tuition for 85%, international for 15%; 5% increase per year.