

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ed.D. in Instructional Design and Technology

CIP Code: 13.0501

Institution: University of West Florida

Proposed Implementation Date: Fall 2020

Staffed By: Jeremy M. Hudak

Initial Review Date: 3/1/2019

Last Update: 5/10/2019

Projected program costs:

	Total	% & \$ Current Reallocated	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	% & \$ Philanthropy & Endowment	Auxiliary Funds	Cost per FTE	SUS 17-18 Average Cost per FTE
Year 1	\$364,112	100% \$364,112	0% \$0	0% \$0	0% \$0	0% \$0	\$0	\$16,551	\$13,905 13 CIP
Year 5	\$448,875	98% \$438,875	2% \$10,000	0% \$0	0% \$0	0% \$0	\$0	\$5,101	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	30	16.5
Second Year	60	33
Third Year	90	49.5
Fourth Year	120	66
Fifth Year	120	66

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	BOG Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	3	5	10	14	16	17	23	29

A. Program Description:

The University of West Florida (UWF) is proposing a Doctorate of Education (Ed.D.) in Instructional Design and Technology (IDT). The proposed IDT program will be a total of 66 credit hours and will be offered as a fully-online degree program. Students will complete 48 credit hours of formal coursework at the 7000 and 8000-level. Students will then complete a “Dissertation in Practice” for the remaining 18 credit hours of the program. The “Dissertation in Practice” will allow students to demonstrate their ability to apply concepts acquired from coursework throughout the program to problems of practice, while simultaneously affecting change within a chosen organization.

The IDT program is currently offered as a specialization in the existing, Board of Governors approved Ed.D. in Curriculum and Instruction under CIP 13.0101. The proposal indicates that one of the factors that support the need for this program is the high enrollment in the existing specialization. Additionally, the proposal states that the workforce demand for program graduates is very high.

In addition to the coursework, students will be required to attend three residencies throughout the program. For these residencies, students will be expected to interact face-to-face with faculty members from the program. The students will complete coursework in preparation for the residencies. The first residency experience will take place during the first year of coursework in the program at the UWF main campus. The second will occur during the second year of the program and will be held at a specific location in conjunction with a professional conference within the state of Florida. The final residency will occur upon completion of coursework and will be held at the UWF main campus.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposed program aligns very well with the both Board of Governors’ Strategic Plan as well as the Strategic Plan of the University of West Florida. Specifically, the proposed program aligns with the following areas in the Boards’ Strategic Plan: Strength Quality; Reputation of Academic Programs and Universities; Increase Degree Productivity and Program Efficiency, and Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis.

Table 1 shows the two Standard Occupation Codes (SOC) that are linked to the proposed CIP code for the program. Board staff noted that both occupations have a high percentage growth rate. However, staff did note the low number of projected annual openings for Audio-Visual and Multimedia Collections Specialists. Board staff also noted that the U.S. Bureau of Labor Statistics

Table 1: Labor Market Demand for CIP Code 13.0501 (as well as 13.0401 and 52.1001)

Occupations	Employment Change (Percent)		Annual Average Job Openings		Employment Change (Number)		BLS Typical Education Needed for Entry
	FL, 2018-26	National, 2016-26	FL	National	FL, 2018-26	National, 2016-26	
Audio-Visual and Multimedia Collections Specialists	25.0	8.9	2	1,100	4	1,000	Bachelor's degree
Instructional Coordinators	11.5	10.5	1,177	16,900	1,251	17,200	Master's degree
Training and Development Managers	14.4	10.3	141	3,500	182	3,600	Bachelor's degree
Education Administrators, Postsecondary	11.5	10.1	142	15,700	177	18,200	Master's degree

Sources:

U.S. Bureau of Labor Statistics - <https://www.bls.gov/ooh>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

identified the typical education needed for entry for both SOCs linked to this CIP Code is less than a doctorate.

Board staff communicated with UWF regarding the workforce demand for this program and UWF provided clarification. First, UWF explained that the program is designed for individuals looking to advance their career, and students will be required to earn a master's degree before entering the program. Second, UWF identified two additional SOCs that this program is designed to align with Training and Development Managers and Postsecondary Education Administrators. Both occupations have a solid projected growth within the state and nationally. Finally, in their response to Board staff, UWF provided examples of several job postings that would align with the skills students would acquire by completing the proposed program.

While enrollment data on similar programs is limited for the system, the Ph.D. program at Florida State University (FSU), is showing a strong, but declining overall enrollment (See Table 2). However, as shown by Table 3, the degree production has remained relatively consistent. Overall, Board staff find that unnecessary program duplication is not an issue in this case.

Table 2: Historical Enrollment (Fall Headcount) for CIP Code 13.0501

Institution	2013	2014	2015	2016	2017
FSU	55	56	48	45	34
Grand Total	55	56	48	45	34

Source: Board ODA analysis of enrollment by CIP, retrieved April 2, 2019

Table 3: Historical Degrees Awarded for CIP Code 13.0501

Institution	2015-2016	2016-2017	2017-2018
FSU	10	7	12
Grand Total	10	7	12

Source: Board ODA analysis of degrees awarded by CIP, retrieved April 2, 2019

UWF plans to charge the institution's approved graduate tuition for this program of \$384.60 per credit hour for in-state students and \$1,044.24 per credit hour for out-of-

state students. The tuition amounts for the proposed program also includes the fees. Table 4 provides information on UWF's proposed tuition for the program.

Table 4: Graduate Online Tuition (Reported by University)

Tuition Type	Cost Per Credit Hour
Florida In-State Online Tuition	\$384.60
Full Out-of-State Online Tuition	\$1,044.24
Active Duty Military Online Tuition (Out-of-State Fees waived)	\$384.60

Source: Page 2 of UWF's response memo to Board of Governors Staff

As mentioned previously, FSU is the only other SUS institution with a program under the same CIP code as the proposed program at UWF. For purposes of comparison, Table 5 provides FSU's graduate tuition as reported to the Board's Budget Office for 2018-2019:

Table 5: FSU Graduate Tuition

Tuition Type	Cost Per Credit Hour
In-State Tuition	\$480.99
Out-of-State Tuition	\$1,092.22

Source: "State University System of Florida, Tuition and Required Fees, 2018-19" <https://www.flbog.edu/board/office/budget/doc/tuition/2018-19-SUS-Tuition-and-Fee-for-New-Students-by-level.pdf>

Additionally, Board staff in the University Budgets Office reviewed the budget section of the proposed program and had no concerns.

The proposed program aligns with the mission and strengths of UWF. Specifically, the proposed program builds on UWF's mission to: provide high-quality undergraduate and graduate education; conduct teaching and research that serves the body of knowledge and contributes to the needs of the professions and society. The proposed program will also build on several institutional strengths. It will build on the existing Master of Education in IDT, and provide an outlet for further education and training to those students. The program faculty are positioned to expand the quality of online education due to their involvement in the College of Education and Professional Studies' Office of Academic Excellence in Instructional Strategies (AXIS) at UWF. The AXIS office is also staffed by students in existing IDT programs at the institution.

Overall, Board staff find this program to be a good fit for UWF. The university has existing feeder programs, and experienced faculty, all uniquely positioned to ensure this program is successful if approved by the Board of Governors. The proposed

program would also be the first Board of Governors approved Professional Doctorate in this CIP which positions UWF well going forward.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

- The proposal has been approved by the university board of trustees and includes all required signatures.**
- The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**
- The pre-proposal was reviewed by the Council of Academic Vice Presidents (CAVP) workgroup, and any concerns identified by the group have been listed and addressed in the proposal.**

The proposal was reviewed initially in 2012, then presented again on April 6, 2018.

- The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

There are currently no other existing Ed.D. programs approved by the Board of Governors under this CIP code. However, Florida State University is approved to offer a face-to-face Ph.D. program under this CIP code.

- The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

UWF reports that they plan to enroll 15 students each term (Fall and Spring semesters) for a total of 30 students per year. By year 4 of the program, the enrollment is projected to peak at 120 students. This would remain constant beyond year 4 of the program. If the program enrollment matches the projections, UWF reports that they will convert non-tenure faculty to tenure-earning faculty positions by year 4 of the program. UWF will regularly review the number of faculty available for the program to ensure there is an adequate number of faculty available to support students enrolled in the proposed program. Some of the courses in the proposed program are shared with the Ed.D. in Curriculum and Instruction. As a result, faculty teaching those courses will participate in both programs.

Since the program has three semesters per academic year, (Fall, Spring, and Summer) UWF has shared that funding will be available for faculty to teach courses in the program over the summer semester. In year 1 of the program, two courses will be available over the summer, and by year 5 of the program, there are nine courses projected to be offered over the summer.

- The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university’s equity accountability plan.**
- The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The program does not duplicate existing programs, approved by the Board of Governors, at Florida Agricultural and Mechanical University or Florida International University.

2. Budget – The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

- The University Board of Trustees has approved the most recent budget for this proposal.**

The University of West Florida Board of Trustees approved the most recent budget for this program on December 5, 2018.

- The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The projected cost per FTE is comparable to the Board of Governors estimated cost for CIP 13.

- The proposal indicates that the program will follow the cost-recovery or market-rate funding models. If so, details and timelines for getting approvals for these funding models are included in the proposal.**

The program does not intend to operate under a cost recovery or market-rate funding model.

- In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The institution has indicated that it believes there will be no impact on existing programs. In their response to Board staff, UWF provided enrollment numbers for the existing Ed.D. in Curriculum and Instruction (C&I), as well as for the Instructional Design and Technology specialization embedded within the existing Ed.D. The program has a strong enrollment history based on the information provided by UWF. Additionally, the faculty for the proposed program will continue to participate in in the existing Ed.D. in C&I program until all students currently enrolled in the IDT specialization have completed their required coursework and dissertation. Finally, the resources allocated to the proposed program are those that were used to support the IDT specialization within the current Ed.D. in C&I, and they only represent a portion of the overall allocation for the program. UWF will continue to ensure the existing Ed.D. in C&I retains the balance of funding and resources historically allocated to the program.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient, and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

- The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

- An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

The external consultant for this proposal was Dr. Daniel Surry, Associate Dean for Curriculum and Assessment in the Harrison School of Pharmacy at Auburn University.

- The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

Among the recommendations from the most recent program review for the Ed.D. in Curriculum and Instruction (C&I) was a recommendation to advance the Specialization in Instructional Design and Technology to a stand-alone degree program. Additional recommendations included having faculty review distance learning offerings, and examining the mission of each specialization embedded with the Ed.D. in C&I to build a more focused "core" curriculum within each specialization.

- The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

With the exception of three required residencies, this is intended to be a fully online program.

- If necessary, the university has made allowances for licensure and legislative approval to be obtained in a timely manner.**

Not Applicable for this program

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

- The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and**

industry driven competencies discussed in the proposal.

UWF incorporated industry competencies from the International Board of Standards for Training, Performance, and Instruction (IBSTPI) to inform the development of this program proposal.

- The university anticipates seeking accreditation for the proposed doctoral program or provides a reasonable explanation as to why accreditation is not being sought.**

The proposal does not identify accreditation bodies for the program. However, it does indicate that all courses in the program align with the Quality Matters standards, and all new courses will obtain Quality Matters Certification before being offered. Additionally, UWF is a member of the Carnegie Project for the Education Doctorate (CPED).

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

- The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

According to UWF’s response to the Board office, the faculty primarily teaching in this program are existing faculty currently teaching in the IDT specialization embedded within the existing Ed.D. in Curriculum and Instruction. Some faculty will continue to support both programs because there are several courses shared between the programs.

- The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

- The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The university provided multiple examples of productivity for the academic unit associated with the proposed degree program including FTE Productivity; Student Headcounts; Research Productivity; Community

Engagement; and University Service.

- If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

Evidence for this is not presented in the proposal or Table 4-Appendix. However, UWF shared that, if the program enrollments match the projections in the proposal, the university will convert existing non-tenured earning faculty to tenure-earning faculty by year four of the program. Additionally, the university will conduct regular reviews of the faculty available to support the program to ensure program quality and sufficient support for students enrolled in the program.

6. Resources – The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program..

YES NO

- The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

- The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories, and office space, is sufficient to initiate the program.**

- The university has ensured that necessary equipment is available to initiate the program.**

The University of West Florida will utilize the Learning Management System, Canvas, to deliver the program.

- The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal indicates that the university intends to offer 15-18 assistantships/fellowships valued at \$3,500-\$5,000 per student in year 1 of the program. The number of recipients will increase to 25 students by year 5 of the program.

- If applicable, the university has ensured that the department has arranged**

a suitable number of clinical and internship sites.

The proposal states that internships are not included in this program.