UOIT
CHALLENGE INNOVATE CONNECT

Major Program Modification

Proposal Brief

BA in

Educational Studies and Digital Technology

May 2014

Version 6

Prepared by the BA program review committee, Faculty of Education, UOIT

Table of Contents

Bachelor of Arts in Educational Studies and Digital Technology

Section 1: Introduction

1.1: BA Program Background and Rationale for New Program Components

The UOIT Faculty of Education is requesting program modifications to an existing program, (the present BA in Adult Education and Digital Technologies [BA AEDT]), in order to broaden the array of program options available to undergraduate students. The modifications to this program include the following:

- A proposed new title: *BA in Educational Studies and Digital Technology* to reflect the increased program options.
- Maintaining all of the present courses in the program, BA AEDT,
- Re-naming three courses in order to broaden the learning outcomes,
- Maintaining the specialization *Adult Education and Digital Technology*,
- Introducing one additional specialization, *Early Childhood Studies (ECS), thereby a*ugmenting the bridging options college diploma graduates,
- Introducing four new courses specifically for the *Early Childhood Studies* specialization.

The *BA in Educational Studies and Digital Technology* degree recognises the growing importance of life-long learning and post-diploma programs. There are many career opportunities for graduates who have a college diploma, related work experience, and a bachelor's degree particularly if these students understand how to design and assess learning at different points across the life span and if they have digital technology skills. The proposed changes to the BA program will continue to provide the knowledge, competencies, and skills associated with adult learning and digital technologies but will increase the program offerings to include the education of those working with both adult learners as well as early years learners.

The present BA AEDT program commenced in September 2012. All students who applied to the program started with the third year (Advanced Standing) and some UOIT undergraduate students take BA AEDT courses as electives. The first cohort of this program will graduate in June 2014. The students presently enrolled are enthusiastic about the online, synchronous learning and the problem-based learning approach to the courses. The enrolment has been what might be expected from a new program, which is modest, but is not growing at a fast rate. A committee within the Faculty of Education has reviewed the program over the past several months and has made recommendations to include a second area of specialization. This means broadening the name of the degree to include two specializations. This committee proposes that broadening this very successful program will allow for more opportunities for UOIT students.

In keeping with the need for access to information age courses and programs, inquiry/problem-based learning (IL/PBL) is central to the design of the BA in Educational Studies and Digital Technology (ESDT) program and is defined as "an approach to learning where curricula are designed with problem scenarios central to student learning in each curricular component (modules/units). Students working in small teams examine a problem situation and, through this exploration, are expected to locate the gaps in their own knowledge and skills in order to decide what information they need to acquire in order to resolve or manage the situation" (Savin-Baden, 2007, p.3). Integral to ESDT courses will be the application of foundational educational principles to workplace/community specific contexts and problems to ensure depth of understanding; breadth of understanding will be promoted through exposure, as well, to diverse contexts of application beyond students' own intended work environments.

Bachelor of Arts in Educational Studies and Digital Technology

Graduates of the *BA in Educational Studies and Digital Technology* program will develop competencies such as:

- Applying theoretical and practical knowledge of educational planning, delivery and assessment across the life span,

- Considering the learning strategies that meet the needs of learners in digital adult learning and early childhood environments,

- Planning learning that focuses on authentic, meaningful, and workplace applicable activities,

- Analysing the social and psychological issues that shape learning in a digital era,

- Critically evaluating how technology fits with models of learning.

Specializations

It is proposed that there will be two areas of specialization in this degree program:

- *Adult Education and Digital Technology*
- *Early Childhood Studies*

As stated above, the AEDT specialization currently exists and the only modifications required are minor wording changes to 4 course titles.

Student demand and societal need for the second specialization

The proposed additional specialization in Early Childhood Studies provides an additional pathway for individuals who hold a college diploma to earn a baccalaureate degree. Based on our preliminary research (see Tables 2 and 3), we anticipate a 2+2 advanced entry program, where those who hold an ECE diploma from an Ontario college or equivalent, would receive 2 years of credit (60 credit hours), and complete 2 years of study (20 courses or 60 credit hours) as proposed in Table 1.

Research conducted by the Registrar at UOIT suggests that 30% of college graduates go on to earn a baccalaureate degree, and the largest proportion of those who continue their education are graduates of ECE programs. In Ontario, there are over 3,000 graduates with ECE diplomas annually. This suggests, in Ontario alone, nearly 900 potential students annually, if an average of 30% go on to earn a baccalaureate through an advanced entry program. These data suggest a large pool of potential students for the proposed bridge program.

Career Opportunities for the second specialization include:

- Child care centres
- Before and after school programs
- Ontario Early Years Centres, Parenting and Family Literacy Centres, and other parenting programs
- Kindergarten and primary classrooms as assistants
- Home child care
- Aboriginal child care programs
- Early intervention programs
- Recreational programs
- Nursery and preschool programs

Bachelor of Arts in Educational Studies and Digital Technology

- Independent curriculum and/or instructional design for physically co-located and online environments
- Enhance qualifications for individuals applying to positions that require an undergraduate degree

<u>Program Comparison Statement</u>

Table 1 provides a summary of programs which are presently open to ECE diploma graduates. None of these bridging programs are offered in the synchronous, online mode. Athabasca offers an online program that is asynchronous. Davenport, Michigan offers an online asynchronous program. The BA in Educational Studies offers a combination of content and delivery modality that is still untapped.

Table 1: Comparison of Program Eligibility and Credit Transfer

University	Degree awarded	Program Eligibility, Degree Requirements, etc. 2 + 2 means a 2 year ECE diploma + 2 years to baccalaureate
Early-childhood focused degrees		
Ryerson	BA in Early Childhood Studies	**1.4 + 2.6** Requires ECE diploma + 3 undergraduate level courses
Brock	Bachelor of Early Childhood Education (Hons)	**1.4 + 2.6** Awarded 7 out of the required 20 credits (or 1.4 years)
Davenport (Michigan, **online**)	Bachelor of Business Administration – General Business	**2 + 2** 60 credit hours granted from 2 yr diploma. Will need to complete min of 60 more credit hours at Davenport to get 4 yr degree.
Griffith (Australia)	Bachelor of Arts OR Bachelor of Child and Family Studies	120 CP advanced standing awarded for completion, so equivalent of 2+2 – at the moment this is NOT available online; prior articulation agreements with Durham ECE in place
Laurentian	Bachelor of Child Development	**1 + 3** Requires A-average in college diploma. Transfer credit of 5 courses (30 credits). 15 more courses (90 credits) required for 4 yr degree.
Guelph	Bachelor of Applied Science in Early Childhood (Hons)	**.5 + 3.5** and requires 75% average in college grades and pre-reqs of 4U English, Math, and Biology. Granted 3.0 credits (just over 1 semester). Presently, it appears articulation agreement is only with Humber
Other advanced entry degrees		
Athabasca (**online**)	Bachelor of Professional Arts Human Services	**2 + 2** Up to 60 credit transfer possible
Lakehead University	Concurrent BEd	**1 + 3 = BEd** minimum 3.5 GPA (75% or B), may be eligible for transfer

Bachelor of Arts in Educational Studies and Digital Technology

		credits towards the first year of a Concurrent Education
Nipissing	Bachelor of Arts	**1 + 3** Must have a cumulative 3.0 GPA or better. applicants may be granted up to a maximum of 18 credits.
Thompson Rivers (Saskatoon)	Bachelor of General Studies	**2 + 2** 60 transfer credits (degree is total of 120 credits) (15 credit residency requirement)
University of Windsor	Bachelor of Arts, Bachelor of Social Work, Bachelor of Disability Studies	**1 + 3** Min B average. Credit for 10 courses.

Table 2: Proposed changes to required courses

Existing Required Course	Course title changes	AEDT specialization (checkmark indicates specialization)	ECE specialization courses
Term 1, Year 1			
AEDT1120U Foundations of Digital Teaching and Learning Technologies		✓	1.NEW COURSE: Designing Inclusive Learning Environments
AEDT2160U Online Learning: Theory and Research			
AEDT3140U Creating Digital Tools			
COMM1310U Fundamentals of Professional Writing			
EDUC4703U Teaching and Learning: Problem-based Learning	EDUC4703U ~~Teaching and Learning:~~ Problem-**and Inquiry** Based-Learning		
Term 2, Year 1			
AEDT1110U Foundations of Adult Learning		✓	2. NEW COURSE Holistic Learning in Early Childhood
AEDT1170U Psychological Foundations and Digital Technologies			
AEDT2120U Culture and Digital Technologies			

Bachelor of Arts in Educational Studies and Digital Technology

Existing Required Course	Course title changes	AEDT specialization (checkmark indicates specialization)	ECE specialization courses
AEDT2150U Digital Technologies and Advanced Teaching Methods			
AEDT4120U Serious Gaming and Simulations			
Term 1, Year 2			
AEDT1160U Digital Communication Technologies			
AEDT2130U Graphic Design, Digital Technologies and Learning			
AEDT3110U Information Literacy			
AEDT3120U Workplace Learning		✓	3. NEW COURSE Developing Literacy
AEDT4200U Thesis I			
Term 2, Year 2			
AEDT3130U Financial Management of Online Learning		✓	4. NEW COURSE Developing Numeracy
AEDT4110U Assessment for Adult Learning in a Digital Context	Assessment for ~~Adult~~ Learning ~~in a Digital Context~~		
AEDT4130U Social Justice Issues in Adult Education	Social Justice Issues in ~~Adult~~ Education		
AEDT4140U Instructional Design			
AEDT4201U Thesis II			

Bachelor of Arts in Educational Studies and Digital Technology

1.2: Overview of new Program Components and fit within the Program
Table 3: Summary of Proposed Changes

Core Required Courses			
Term 1 Year 1	**Term 2 Year 1**	**Terms 3 Year 2**	**Term 4 Year 2**
AEDT2160U Online Learning: Theory and Research AEDT3140U Creating Digital Tools COMM1310U Fundamentals of Professional Writing EDUC4703U ~~Teaching and Learning:~~ Problem **and Inquiry** Based Learning	AEDT1170U Psychological Foundations and Digital Technologies AEDT2120U Culture and Digital Technologies AEDT2150U Digital Technologies and Advanced Teaching Methods AEDT4120U Serious Gaming and Simulations	AEDT1160U Digital Communication Technologies AEDT2130U Graphic Design, Digital Technologies and Learning AEDT3110U Information Literacy AEDT4200U Thesis I	AEDT4110U Assessment for ~~Adult~~ Learning ~~in a Digital Context~~ AEDT4130U Social Justice Issues in ~~Adult~~ Education AEDT4140U Instructional Design AEDT4201U Thesis II

Specializations							
AEDT	ECE	AEDT	ECE	AEDT	ECE	AEDT	ECE
AEDT1120U Foundations of Digital Teaching and Learning Technologies	NEW COURSE #1 EDST 2170U Designing Inclusive Learning Environments	AEDT1110U Foundations of Adult Learning	NEW COURSE #2 AEDT 4150U Holistic Learning in Early Childhood	AEDT3120U Workplace Learning	NEW COURSE #3 AEDT 3160U Developing Literacy	AEDT3130U Financial Management of Online Learning	NEW COURSE #4 AEDT 3170U Developing Numeracy

Explanation for Tables 2 and 3

Tables 2 and 3 indicate that only three of the existing courses in the present Adult Education and Digital Technologies program will require a change in title. These changes do not require major revisions.

- For example, the title change is designed to include both inquiry-based and problem-based learning. These terms are so close in meaning that their differences are the subject of debate in the education literature. The term "inquiry learning" has connotations relating to the pedagogical approach for Early Years curriculum policies in Ontario. For that reason, the title change has been suggested.
- The title of the course AEDT4110U Assessment for Adult Learning in a Digital Context will be revised to become: Assessment for Learning. The rationale for this change is similar to the rational stated above in that quality assessment of and for learning is important for young children, school-aged students, and adult learners.

Bachelor of Arts in Educational Studies and Digital Technology

- The title of the course AEDT4130U Social Justice Issues in Adult Education will be revised to be Social Justice Issues in Education. At the present time, this course encourages students to examine their personal identity, their relationships with others, and how society impacts identity. The course already includes an examination of existing practices that can build inclusion or contribute to the reproduction of inequities. The change in title will not only broaden the course, but it will more accurately reflect the present content of the course.

Four New courses are proposed to build the Early Childhood Studies specialization. These are:
1. AEDT 2170U: Designing Inclusive Learning Environments: This course will focus on changing the discussion around ability and disability and other binaries toward building early childhood programs that are enabling for children in a mosaic where diversity is the anticipated norm. Some topics in this course will include: building programs based on developmental characteristics, building enabling environments, and building play and inquiry spaces where every child can participate.
2. AEDT 4150U: Holistic Learning in Early Childhood. The learning in this course will focus on overall health and wellness for children in society. Students will consider what it means for children to live well but also how education can contribute to the well-being of future generations. Important topics to be included will be: holistic health, mental health, body image and self-esteem, sustainable well-being and the environment.
3. AEDT 3160U: Developing Literacy: This course is designed to help students synthesize their learning about early childhood program elements into an integrated approach to the development of communication for young learners. Emerging digital technologies and multiple literacies will be emphasized.
4. AEDT 3170U: Developing Numeracy: This course is designed to help students build learning environments where children can learn numeracy skills using inquiry and play-based methods. Key concepts to be included will be the design of early numeracy programs that build cognitive and social development for young children.

Program Delivery

The present program for Adult Education and Digital Technologies is offered entirely online using a mix of both synchronous and asynchronous communications technologies. The proposal is to offer all of the courses, including the Early Childhood Studies specialization courses in the same modality. This is intended not only to reach the students wherever they may reside, but also to offer a program where both the content and the modes of educational interaction are fully consistent with one another. In addition, such a strategy presents a still relatively untapped opportunity for placing this program immediately on the international scene.

Special Note

It must be noted that this Bachelor of Arts in Educational Studies and Digital Technology program does **not** qualify a graduate for membership in the Ontario College of Teachers or to teach in Ontario's elementary and secondary school systems. This program does **not** provide certification for any early childhood education programs. This program is designed to lead solely to a Bachelor of Arts in Educational Studies and Digital Technology degree.

Bachelor of Arts in Educational Studies and Digital Technology

Section 2: Degree Requirements

2.1: Program Learning Outcomes

Program level Learning Outcomes	Specific courses contributing to specific outcomes
Explain the rate of technology development and it's adoption in society	• AEDT 2120U Culture and Digital Technologies
Apply teaching strategies best suited to the needs of learners in digital environments.	• AEDT 2160U Online Learning: Theory and Research • AEDT 4120U Serious Gaming and Simulations • AEDT 4150U Holistic Learning in Early Childhood
Apply theoretical and practical knowledge of educational assessment to online education.	• AEDT 1160U Digital Communication Technologies • AEDT 2130U Graphic Design, Digital Technologies and Learning • AEDT 4110U Assessment for Adult Learning in a Digital Context
Plan online learning approaches that focus on real and meaningful activities.	• EDUC 4703U Problem and Inquiry Based Learning • AEDT 2150U Digital Technologies and Advanced Teaching Methods • AEDT 3110U Information Literacy • AEDT 3120U Workplace Learning • AEDT 3140U Creating Digital Tools • AEDT 3160U Developing Literacy • AEDT 3170U Developing Numeracy • AEDT 4140U Instructional Design
Analyze the social, psychological	• AEDT 1110U Foundations of Adult Learning

Bachelor of Arts in Educational Studies and Digital Technology

	• AEDT 1120U Foundations of Digital Teaching and Learning Technologies
and administrative issues that shape the application of digital technologies to teaching and learning.	• AEDT 1120U Foundations of Digital Teaching and Learning Technologies
	• AEDT 2170U Designing Inclusive Learning Environments
	• AEDT 3130U Financial Models for Online Learning Systems
	• AEDT 4130U Social Justice Issues in Education
Critically evaluate how technology fits with models of learning.	• AEDT 1170U Psychological Foundations and Digital Technologies

2.2: Admission Requirements

The BA in AEDT program is currently admitting graduates with an Ontario college diploma or equivalent, with an overall B average or better. These students can receive up to 60 transfer credits toward the degree program requirements.

Prior learning for ECE diploma graduates

The Direct Entry option (ECS specialization) should build on the student's prior study, rather than replicate it. Table 4 (below) summarizes the content of two programs. We have included detail about Durham College and Centennial College ECE diploma programs because we view these as potential feeder programs for the proposed UOIT program. However, our research included a review of other Colleges' program structures and found them to be relatively similar.

Key observations about the types of experiences in Ontario ECE diploma programs offered:
- Applicants come to a direct entry with significant practicum hours (at least 600), so we can conclude that they have field experience upon which to draw.
- Applicants have a strong background in child development courses and curriculum theory, so this prior learning should not be duplicated.
- Applicants have little experience studying several areas specific to this proposed UOIT program: literacy, numeracy, social justice, and digital technologies

Based on these gaps, we have proposed a program structure (see Table 4) that emphasizes literacy, numeracy, social justice, and digital technologies, while relying on existing courses offered in the AEDT program. A fuller explanation follows the table.

Table 4: Overview of 2-Year College-Level ECE Diploma Program Content: Identifying prior learning and gaps

Component	Durham College ECE	Centennial ECE
Field Placement	8 courses in placement or placement preparation totally about 600 hours	54 credit hours, or approx. 648 hours
Child development	CHLD 2300 CHLD 1302 CHLD 1303 CHLD 3300	3 courses on childhood development History and models of ECE

Bachelor of Arts in Educational Studies and Digital Technology

Component	Durham College ECE	Centennial ECE
and related courses	Exceptionalities: CHLD 3303 Working with parents ECE 3301 Philosophies ECE 4300 Abuse ECE3302 Role of ECED Prof ECE2302	Policy Exceptionalities Professional practice
Curriculum courses	CURR 1501, 2501, 3501 (development)	4 curriculum theory courses, plus: visual arts; music and movement
Other	COMM 2301 (communication) ECE 1301 (best practices) HLTH 1305 (wellness) MGMT 2309 (supervision) ECE 3301 (parents)	English Healthy safe environments, Relationships Psychology Self and others course
Electives	3	3

 Registrants must choose at the time of application which specialization they wish to enter.

2.3: Program Structure

Calendar Copy

Section 10: Faculty of Education
Dean: Suzanne de Castell, BA (Hons), MA, PhD
Assistant/Associate Dean(s):
Lorayne Robertson, BA, BEd, MEd, EdD
Janette Hughes, BA, BEd, MA(T), PhD
Program directors:
BA in Educational Studies and Digital Technology Program– Roland Van Oostveen, BSc (Hons), MEd, PhD
BEd program – Wendy Barber, BPHE, BEd, MEd, PhD
Graduate programs in Education and Digital Technologies– Robin Kay, BSc, MA, PhD

Professors:
Suzanne de Castell, BA (Hons), MA, PhD
Jim Greenlaw, BA (Hons), BEd, MA (T), PhD
William Hunter, BA, PhD
Associate professors:
Francois Desjardins, BA, BEd, PhD
Janette Hughes, BA, BEd, MA (T), PhD
Robin Kay, BSc, MA, PhD
Ann LeSage, BSc (Hons), BEd, MEd, PhD
Lorayne Robertson, BA, BEd, MEd, EdD

Bachelor of Arts in Educational Studies and Digital Technology

Shirley Van Nuland, BA, BEd, MEd, PhD
Roland Van Oostveen, BSc (Hons), MEd, PhD
Assistant professors:
Wendy Barber, BPHE, BEd, MEd, PhD
Elizabeth Childs, BScH, BEd, MEd, PhD
Maurice DiGiuseppe, BSc, BEd, MEd, PhD
Allyson Eamer, BA, BEd, MEd, PhD
Jia Li, BA, MEd, PhD
Ami Mamolo, BSc, MSc, PhD
Diana Petrarca, BSc (Hons), BEd, MEd, PhD
Laura Pinto, BComm (Hons), BEd, MEd, PhD
Nick Scarfo, BA, MEd, PhD
Teaching faculty:
Jennifer Laffier, BA, MA, RCAT, PhD (candidate)
Shirley Smith, BSc (Hons), BEd, MA
BEd Academic advisor:
Shirley Smith, BSc (Hons), BEd, MA

www.education.uoit.ca

10.1 Degrees offered

Bachelor of Arts in Educational Studies and Digital Technology
Bachelor of Education (Primary/Junior)
Bachelor of Education (Intermediate/Senior)

The Faculty of Education enables students to develop communication, critical thinking and problem solving skills essential for success in the classroom and beyond.

Our faculty members are highly skilled in the use of technology in teaching to ensure that our graduates are well-prepared to be leaders in the 21st century. Students participate in co-operative learning activities based on realistic problems and scenarios and learn from extensive practical experiences.

The Faculty of Education offers three degree programs in education: Bachelor of Arts in Educational Studies and Digital Technology, Bachelor of Education – Primary/Junior and Bachelor of Education – Intermediate/Senior.

The Bachelor of Arts in Educational Studies and Digital Technology has two specializations. The Adult Education and Digital Technology specialization prepares an expert who possesses both a broad social understanding of adult education and the specialized knowledge and competency base in adult education with a focus in the use of digital technologies for learning. The Early Childhood Studies specialization prepares an expert with the flexibility to apply innovations in digital technology and inquiry-based learning in working with young children in various educational settings.

The Bachelor of Education programs are two-year, post-degree programs that prepare graduates to teach at either the Primary/Junior (Kindergarten to Grade 6) or Intermediate/Senior (Grade 7 to 12) level.

Bachelor of Arts in Educational Studies and Digital Technology

10.2 Program Information – Bachelor of Arts in Educational Studies and Digital Technology
10.2.1 General Information
This fully online program recognizes the growing importance of life-long learning and post-diploma programs. There are many career opportunities for graduates who have a college diploma, related work experience and a bachelor's degree, particularly if these students understand how to design and assess learning at different points across the life span and if they have digital technology skills. The Faculty of Education's BA in Educational Studies and Digital Technology intends to prepare a new kind of expert essential to the knowledge-based economy; an expert who possesses both a broad social understanding of education and the specialized knowledge and competency base with a focus in the use of digital technologies for learning. The Problem-and Inquiry-Based orientation used within the program enables graduates to lead learning for complex challenges in multiple settings.

Note: The Bachelor of Arts in Educational Studies and Digital Technology program does not qualify a graduate for membership in the Ontario College of Teachers, or to teach in Ontario's elementary and secondary school systems. The program does not lead to certification in any early childhood education program.

10.2.2 Admission requirements
Admission is competitive. Regardless of educational background, all applicants to undergraduate programs must have specific prerequisite subject knowledge for their intended program of study. The specific average or standing required for admission will vary from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Preference will be given to applicants with the best qualifications.

The BA in ESDT is currently admitting graduates with an Ontario college diploma or equivalent, with an overall B average or better. These students can receive up to 60 transfer credits toward the degree.

10.2.3 Careers
The BA in Educational Studies and Digital Technology is designed to meet the growing professional development needs in multiple settings. The BA in Educational Studies and Digital Technology will produce graduates who will possess the knowledge and skills necessary to work in a variety of roles and learning environments in order to leverage the potential of digital technology affordances in multiple settings.

10.2.4 Degree requirements
To be eligible for the Bachelor of Arts degree in Educational Studies and Digital Technology, students must successfully complete a two-year advanced-entry 60 credit hour program, distributed as 10, three-credit courses per year. No electives are offered in this compressed advanced entry program. For course descriptions, see Section 16.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. For the most up-to-date list of course offerings, please visit the faculty website at **www.education.uoit.ca**.

Bachelor of Arts in Educational Studies and Digital Technology

Bachelor of Arts in Educational Studies and Digital Technology
Adult Education and Digital Technology Specialization
Year One
Term One
• AEDT 1120U Foundations of Digital Teaching and Learning Technologies (3cr)
• AEDT 2160U Online Learning: Theory and Research (3cr)
• AEDT 3140U Creating Digital Tools (3cr)
• COMM 1310U Fundamentals of Professional Writing (3cr)
• EDUC 4703U Problem and Inquiry Based Learning (3cr)
Term Two
• AEDT 1110U Foundations of Adult Learning (3cr)
• AEDT 1170U Psychological Foundations and Digital Technologies (3cr)
• AEDT 2120U Culture and Digital Technologies (3cr)
• AEDT 2150U Digital Technologies and Advanced Teaching Methods (3cr)
• AEDT 4120U Serious Gaming and Simulations (3cr)
Year Two
Term One
•AEDT 1160U Digital Communication Technologies (3cr)
• AEDT 2130U Graphic Design, Digital Technologies and Learning (3cr)
• AEDT 3110U Information Literacy (3cr)
• AEDT 3120U Workplace Learning (3cr)
• AEDT 4200U fourth year thesis I (3cr)
Term Two
• AEDT 4110U Assessment for Learning (3cr)
• AEDT 3130U Financial Models for Online Learning Systems (3cr)
• AEDT 4130U Social Justice Issues in Education (3cr)
• AEDT4140U Instructional design (3cr)
• AEDT 4201U fourth year thesis II (3cr)

Bachelor of Arts in Educational Studies and Digital Technology
Early Childhood Studies Specialization
Year One
Term One
•AEDT 2160U Online Learning: Theory and Research (3cr)
• AEDT 2130U Graphic Design, Digital Technologies and Learning (3cr)
• AEDT 3140U Creating Digital Tools (3cr)
• COMM 1310U Fundamentals of Professional Writing (3cr)
• EDUC 4703U Problem and Inquiry Based Learning (3cr)
Term Two
• AEDT 4150U Holistic Learning in Early Childhood (3cr)
• AEDT 1170U Psychological Foundations and Digital Technologies (3cr)

Bachelor of Arts in Educational Studies and Digital Technology

- AEDT 2120U Culture and Digital Technologies (3cr)
- AEDT 2150U Digital Technologies and Advanced Teaching Methods (3cr)
- AEDT 4120U Serious Gaming and Simulations

Year Two
Term One
- AEDT 1160U Digital Communication Technologies (3cr)
- AEDT 2170U Designing Inclusive Learning Environments (3cr)
- AEDT 3110U Information Literacy (3cr)
- AEDT 3160U Developing Literacy (3cr)
- AEDT 4200U fourth year Thesis I (3cr)

Term Two
- AEDT 4110U Assessment for Learning (3cr)
- AEDT 3170U Developing Numeracy (3cr)
- AEDT 4130U Social Justice Issues in Education (3cr)
- AEDT 4140U Instructional design (3cr)
- AEDT 4201U fourth year Thesis II (3cr)

2.4: Program Content

The following four NEW courses are required for the Early Childhood Studies Specialization:

AEDT 2170U   Designing Inclusive Learning Environments

AEDT 4150U   Holistic Learning in Early Childhood

AEDT 3160U   Literacy Development

AEDT 3170U   Developing Numeracy

Bachelor of Arts in Educational Studies and Digital Technology

NEW COURSE – BA in Educational Studies and Digital Technology

Faculty: Education		
Course title: Designing Inclusive Learning Environments		
Course number: AEDT 2170U	**Cross-listings:**	**__X__ Core ___ Elective**
Credit weight: 3.0	**Contact hours:** 36 Lecture __ Lab __ Tutorial _ Other	

CALENDAR DESCRIPTION

Designing Inclusive Learning Environments: This course will focus on investigating and changing the discussion around ability and disability and other binaries. Through inquiry approaches, students will be encouraged to build a philosophy of early childhood learning spaces that are enabling for children where diversity is the anticipated norm. Student investigations will lead them to examine key measures of child development presently in place. Some topics in this course will include: building programs based on developmental characteristics, building enabling environments, and building play and inquiry spaces where every child can participate.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	x letter grade ☐ pass/fail

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Investigate and summarize research on the mosaic that is young children and families in society.
2. Investigate and critically examine definitions of vulnerability related to young children, with a particular focus on current assessments of risk for young children.
3. Build a critical understanding of asset-based approaches compared to deficit-based approaches with respect to first language, physical abilities, and development.
4. Investigate and critically examine how ability and disability are defined in policies.

Bachelor of Arts in Educational Studies and Digital Technology

5. Critically examine key evaluation measures of child development which measure physical, social-emotional, cognitive and language development.
6. Apply findings from inquiries in the course to develop a philosophy of inclusive, enabling and accessible early years programs where diversity is the anticipated norm.

DELIVERY MODE

- A total of 60 minutes of video clips per week will be available online (i.e., YouTube channel)
- Weekly 60 minutes of synchronous group activities in Adobe Connect (virtual video-conferencing) moderated by one Teaching Assistant per 30 students
- Equivalent of one hour of work per week to be done asynchronously (e.g., Blackboard discussion forum, wiki entries, etc.)

TEACHING AND ASSESSMENT METHODS

Problem based learning (PBL) is typically closely aligned to open-ended inquiry learning (IL) in that groups of learners collaboratively analyse presented contexts/situations and determine the question(s) to be explored. PBL and IL tend to challenge traditional views of teaching and learning since PBL/IL, in essence, take the control of learning processes out of the hands of the teacher/expert and places it squarely on the shoulders of the learner. Learners determine, with support from a skilled facilitator, what topics will be explored, to what depth and which processes will be used. PBL/IL is organized around the contexts from which problems are drawn. The contexts are relevant and authentic in order to provide links that the learners use to make connections to their own experiences.

Students will be learning in a combination of synchronous and asynchronous online environment. Full attendance and participation in weekly sessions is mandatory.

Students will complete assignments, working collaboratively, and present to peers. Authentic assessment is employed, including self, peer and instructor methods. The instructor facilitates the co-creation of the learning environment.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	*March 27, 2014*
Curriculum Committee approval	*April 10, 2014*
Faculty Council approval	*April 17, 2014*

Bachelor of Arts in Educational Studies and Digital Technology

NEW COURSE – BA in Educational Studies and Digital Technology

Faculty: Education

Course title: Holistic Learning in Early Childhood

Course number: AEDT 4150U	Cross-listings:	_X_ Core ___ Elective
Credit weight: 3.0	Contact hours: 36 Lecture _ Lab __ Tutorial ___ Other	

CALENDAR DESCRIPTION

Holistic Learning in Early Childhood. The learning in this course focuses on family and program-supported learning which promotes holistic health and wellness for children in society. Students will consider what it means for children to live well and how early years programs and parents contribute to the well-being of future generations. Important topics to be included are: defining holistic health for young children; identifying key learnings for young children in all of the areas of their development; and summarizing findings from research on both early years and intervention programs. Based on inquiries that students make in these combined topics, students will plan research-supported programs for young children.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	X letter grade ☐ pass/fail

LEARNING OUTCOMES

> On the successful completion of the course, students will be able to:

1. Define the concept of holistic health for children to include physical and mental health and well-being, social competence, emotional maturity, language and cognition, and communication skills.
2. Identify developmental characteristics of young children and the implications for family and school-based learning.
3. Summarize and critically examine key research on early years programs, focusing on the importance of inquiry learning, social development, play, and intervention programs.

Bachelor of Arts in Educational Studies and Digital Technology

4. Extend findings from course investigations to design programs for holistic child wellness that build resilient children.

DELIVERY MODE

- A total of 60 minutes of video clips per week will be available online (i.e., YouTube channel); plus
- Weekly 60 minutes of synchronous group activities in Adobe Connect (virtual video-conferencing) moderated by one Teaching Assistant per 30 students.
- Equivalent of one hour of work per week to be done asynchronously (e.g., Blackboard discussion forum, wiki entries, etc.)

TEACHING AND ASSESSMENT METHODS

Problem based learning (PBL) is typically closely aligned to open-ended inquiry learning (IL) in that groups of learners collaboratively analyse presented contexts/situations and determine the question(s) to be explored. PBL and IL tend to challenge traditional views of teaching and learning since PBL/IL, in essence, take the control of learning processes out of the hands of the teacher/expert and places it squarely on the shoulders of the learner. Learners determine, with support from a skilled facilitator, what topics will be explored, to what depth and which processes will be used. PBL/IL is organized around the contexts from which problems are drawn. The contexts are relevant and authentic in order to provide links that the learners use to make connections to their own experiences.

Students will be learning in a combination of synchronous and asynchronous online environment. Full attendance and participation in weekly sessions is mandatory.

Students will complete assignments, working collaboratively, and present to peers. Authentic assessment is employed, including self, peer and instructor methods. The instructor facilitates the co-creation of the learning environment.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	*March 27, 2014*
Curriculum Committee approval	*April 10, 2014*
Faculty Council approval	*April 17, 2014*

Bachelor of Arts in Educational Studies and Digital Technology

NEW COURSE – BA in Educational Studies and Digital Technology

Faculty: Faculty of Education		
Course title: Developing Literacy		
Course number: AEDT 3160U	Cross-listings:	__X__ Core____ Elective
Credit weight: 3.0	Contact hours: 36 Lecture __ Lab ___ Tutorial __ Other	

CALENDAR DESCRIPTION

Developing Literacy: This course is designed to help students synthesize their learning about early childhood program elements into an integrated approach to the development of communication for young learners. An emphasis on emerging digital technologies and multiple literacies will be included.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Investigate and consolidate definitions of literacy, communication and multiple literacies for young children.

2. Investigate and consolidate a continuum of literacy and communication skills for young children.

3. Investigate and explain the role of play and imaginative play in the development of language communications.

4. Investigate and critically examine the role of assessment and evaluation in language and literacy development for young children.

5. Investigate and critically examine intervention programs for language and communication development for young children,

6. Articulate a plan for an integrated program design that encourages the learning of communication and literacy skills in a play-based environment.

DELIVERY MODE

- A total of 60 minutes of video clips per week will be available online (i.e., YouTube channel); plus
- Weekly 60 minutes of synchronous group activities in Adobe Connect (virtual video-conferencing) moderated by one Teaching Assistant per 30 students.
- Equivalent of one hour of work per week to be done asynchronously (e.g., Blackboard discussion forum, wiki entries, etc.)

Bachelor of Arts in Educational Studies and Digital Technology

TEACHING AND ASSESSMENT METHODS

Problem based learning (PBL) is typically closely aligned to open-ended inquiry learning (IL) in that groups of learners collaboratively analyze presented contexts/situations and determine the question(s) to be explored. PBL and IL tend to challenge traditional views of teaching and learning since PBL/IL, in essence, take the control of learning processes out of the hands of the teacher/expert and places it squarely on the shoulders of the learner. Learners determine, with support from a skilled facilitator, what topics will be explored, to what depth and which processes will be used. PBL/IL is organized around the contexts from which problems are drawn. The contexts are relevant and authentic in order to provide links that the learners use to make connections to their own experiences.

Students will be learning in a combination of synchronous and asynchronous online environment. Full attendance and participation in weekly sessions is mandatory.

Students will complete assignments, working collaboratively, and present to peers. Authentic assessment is employed, including self, peer and instructor methods. The instructor facilitates the co-creation of the learning environment.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

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Bachelor of Arts in Educational Studies and Digital Technology

NEW COURSE – BA in Educational Studies and Digital Technology

Faculty: Education	

Course title: Developing Numeracy

Course number: AEDT 3170U	**Cross-listings:**	**__X__ Core ___ Elective**
Credit weight: 3.0	**Contact hours:** _36 Lecture __Lab __Tutorial ___ Other	

CALENDAR DESCRIPTION

Developing Numeracy: This course is designed to help students build learning environments where children can learn numeracy skills using inquiry and play-based methods. Key concepts to be included will be the design of early numeracy programs that build cognitive and social development for young children.

Prerequisites	
Co-requisites	
Credit restrictions	
Credit exemptions	
Grading scheme	**X letter grade ☐ pass/fail**

LEARNING OUTCOMES

On the successful completion of the course, students will be able to:

1. Investigate and articulate key numeracy skills for young children across a continuum such as: development of counting, one-to-one correspondence, time, concepts of more and less.
2. Investigate and articulate how literacy and numeracy skills can be mutually supportive.
3. Investigate, critically evaluate and report on research findings for early numeracy skill development and its implications for overall development.
4. Investigate and articulate a planning and assessment approach which builds numeracy skills into a

Bachelor of Arts in Educational Studies and Digital Technology

play and social based early learning environment.

DELIVERY MODE

- A total of 60 minutes of video clips per week will be available online (i.e., YouTube channel); plus
- Weekly 60 minutes of synchronous group activities in Adobe Connect (virtual video-conferencing) moderated by one Teaching Assistant per 30 students.
- Equivalent of one hour of work per week to be done asynchronously (e.g., Blackboard discussion forum, wiki entries, etc.)

TEACHING AND ASSESSMENT METHODS

Problem based learning (PBL) is typically closely aligned to open-ended inquiry learning (IL) in that groups of learners collaboratively analyse presented contexts/situations and determine the question(s) to be explored. PBL and IL tend to challenge traditional views of teaching and learning since PBL/IL, in essence, take the control of learning processes out of the hands of the teacher/expert and places it squarely on the shoulders of the learner. Learners determine, with support from a skilled facilitator, what topics will be explored, to what depth and which processes will be used. PBL/IL is organized around the contexts from which problems are drawn. The contexts are relevant and authentic in order to provide links that the learners use to make connections to their own experiences.

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CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

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Bachelor of Arts in Educational Studies and Digital Technology

Section 3: Resource Requirements
3.1: Faculty Members

Core Faculty members with the expertise to teach the four new courses include:

Faculty Name	M/F	Rank	Possible Courses
Wendy Barber	F	Assistant Professor	• Holistic Learning in Early Childhood
Allyson Eamer	F	Assistant Professor	• Designing Inclusive Learning Environments
Janette Hughes	F	Associate Professor	• Developing Literacy
Jennifer Laffier	F	F/T Teaching Faculty	• Holistic Learning in Early Childhood
Ann LeSage	F	Associate Professor	• Developing Numeracy
Ami Mamolo	F	Assistant Professor	• Developing Numeracy
Laura Pinto	F	Assistant Professor	• Developing Literacy
Lorayne Robertson	F	Associate Professor	• Developing Literacy
Roland van Oostveen	M	Associate Professor	• Designing Inclusive Learning Environments

3.2: Additional Academic and Non-Academic Human Resources

Teaching Assistants enlisted from the ranks of the graduate students enrolled at the Faculty of Education.

3.3: Physical Resource Requirements

As this program is to be offered completely online, there are no additional space requirements to be mentioned. The only resources required would be in terms of additional technological support such as sufficient number of "seats" in both synchronous environment (Adobe Connect) and asynchronous learning management systems. The program would also require continued support of an expert IT Technician.

Library Resources

The University of Ontario Institute of Technology Library enriches the research, learning and teaching carried out by the university through exceptional information services and facilities to support all academic programs.

Computing Resources

Students will use their own computers and must ensure that appropriate hardware and software specifications are met. The University will extend its software licensing and distribution systems to students in the BA in Educational Studies program. These systems will enable students to carry out their coursework, meet their computational needs and enable them to access email, the Internet and library resources (such as online journals and conference proceedings). Courses will be taught online using Adobe Connect, a learning management system with asynchronous affordances and other software resources.

Bachelor of Arts in Educational Studies and Digital Technology

Students in the BA in ES program will have access to financial support through provincial loan programs.

Financial Services

UOIT's Financial Aid and Awards Office offer a range of financial services, including financial counselling, to students.

Section 4: Business Plan

4.1: Statement of Funding Requirements

Rationale for Projections

- As indicated earlier in this proposal, research conducted by the Registrar at UOIT suggests that 30% of college graduates go on to earn a baccalaureate degree, and the largest proportion of those who continue their education are graduates of ECE programs.

- In Ontario, there are over 3,000 graduates with ECE diplomas annually.[1] This suggests, in Ontario alone, nearly 900 potential students annually if an average of 30% goes on to earn a baccalaureate through an advanced entry program. These data suggest a potentially large pool of potential students for the proposed bridge program on an annual basis.

- Applicants from other jurisdictions nationally and internationally who meet the entry requirements will be an increasingly important segment of the body of learners.
- The online delivery of the proposed program means that students living anywhere in Ontario would be able to participate, thus graduates from any Ontario college is a potential applicant to this UOIT program.
- An estimate of 10% of market share in the province would suggest intake of 100 students per year.

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1 Based on 5-year data from MCTU, http://www.tcu.gov.on.ca/eng/labourmarket/employmentprofiles/compare.asp
Bachelor of Arts in Educational Studies and Digital Technology

PROJECTED BUDGET AND ENROLMENT

ENROLLMENT: 90 - 110 FTE students in combined Bachelor of Arts Program, including both Adult Education and Digital Technology and Early Childhood Studies.

Table 5 – Projected Budget and enrolment

Bachelor of Arts in Educational Studies and Digital Technology Program	2015-16	2016-17	2017-18	2018-19	2019-20
REVENUE:					
Year 1 (3rd Year of Program)	60	90	90	90	90
Year 2 (4th Year of Program)	25	54	81	81	81
Total	**85**	**144**	**171**	**171**	**171**
Grant Revenue @ $5,363 x 1.5 BIU = $8,044 less Ministry standard fee of $2,386 per student = $5,658	**480,930**	**814,752**	**967,518**	**967,518**	**967,518**
Tuition Revenue @ $5,819 (before 10% set aside) Yr 3+3% inc	494,615	863,136	1,055,754	1,087,427	1,120,049
Tuition Revenue @ $5,763 (before 10% set aside) Yr 4+3% inc	489,855	854,784	1,045,494	1,076,859	1,109,165
Total	**984,470**	**1,717,920**	**2,101,248**	**2,164,285**	**2,229,214**
10% Tuition Set Aside	98,447.0	171,792.0	210,124.8	216,428.5	222,921.4
Total Tuition - Less Set Aside	**886,023**	**1,546,128**	**1,891,123**	**1,947,857**	**2,006,293**
Total Tuition & Grant Revenue (Used to Calculate 50%)	**1,366,953**	**2,360,880**	**2,858,641**	**2,915,375**	**2,973,811**

Bachelor of Arts in Educational Studies and Digital Technology

EXPENSE:					
Salaries and Benefits based on 24 course offerings					
Core: 12 courses x $27,000 + 18.5% ben.($324,000) + 5% inc.	$383,940	$403,137	$423,294	$444,459	$466,681
Sessional: 12 courses x $8,000 + 11% ben. ($96,000) + 5% inc	$106,560	$111,888	$117,482	$123,357	$129,524
TA (24 courses x 140 hours x $34.00)	228,480	228,480	228,480	228,480	228,480
Administrative (existing BA 1/2 pos in place					
$56,000 x .5 x 18.5% ben) + 5%	33,180	34,839	36,581	38,410	40,330
Operating (25% of full Fac. of Ed. Operating)	51,918	53,000	54,000	55,000	56,000
Promotion - General	10,000	10,500	11,000	11,500	12,000
Total - Operating	**$814,078**	**$841,844**	**$870,837**	**$901,205**	**$933,016**
(Direct) Total Revenue Less Expense (after 10% tuition set aside)	552,875	1,519,036	1,987,804	2,014,170	2,040,794
Net Contribution	*40.45%*	*64.34%*	*69.54%*	*69.09%*	*68.63%*
NOTES:					
1. The BA ESDT program will include specializations in Early Child Studies and Adult Education and Digital Technology, as well as diploma/certificate programs.					
2. Enrollment numbers are conservative, provincial opportunities are available and need to be sought through RO promotion.					
3. Core Salaries + 5% increase per year.					
4. Tuition increased at 3% per year.					

Enrolment numbers for the BA ESDT are conservative. With promotional assistance from the Registrar's Office it is expected that we will exceed this forecast and capture a portion of the strong demand from early childhood studies students seeking a pathway to degree. The pedagogical design of the BA program allows for increased growth through the addition of sections and TA support resulting in an increased profit margin per course. Salaries have been increased at a rate of 5% and tuition at a rate of 3% per year.

Bachelor of Arts in Educational Studies and Digital Technology