Request for Authorization to Establish a
Master of Arts in Educational Innovation, Technology and Entrepreneurship
(M.A., CIP 13.9999) at
University of North Carolina at Chapel Hill

I.   Program Highlights

- 36-credit hour, 12-month degree program
- 40 students at steady state; full-time students only
- Goal to prepare students to design and build learning environments of the future
- Curriculum designed around four key themes: learning sciences; technology innovation, development and management; innovation and entrepreneurship; learning in context
- Required internship
- Partnerships with UNC-Chapel Hill innovation resources, particularly through Kenan-Flagler
- Resources needed include salary and benefits for Project Director, summer salaries for thesis supervision, graduate student coordinators, supplies, consulting assistance with student research, travel, printing and advertising. Differential tuition for the program will be requested in the 2016 tuition and fee package.

II.   BOG Academic Program Planning Criteria (UNC Policy 400.1)

1. **Existing Programs (Number, Location, Mode of Delivery).** The proposed program differs from traditional instructional design degree programs in its program objectives, target audience, and likely employment outcomes for graduates. The program is less comparable to those programs within the UNC system and more comparable to master's degree program offerings at Harvard (Technology, Innovation and Education) and Stanford (Learning, Design and Technology).

2. **Relation to Campus Distinctiveness and Mission.** The proposed program aligns with the mission of UNC-Chapel Hill to "serve as a center for research, scholarship and creativity" and to prepare the next generation of leaders. The proposed program draws on strengths of several professional schools and departments as well as the nationally prominent entrepreneurship and technology ecosystem of the Research Triangle area.

3. **Demand (Local, regional, state).**   Because the program model is rather unique both in the state and nationally, the program planners considered the potential of the Raleigh-Durham region to sustain demand for such a program in comparison with other areas that have sustained similar successful programs (Harvard with Boston and Stanford with Silicon Valley).   The Harvard and Stanford programs have been in existence for 15-20 years with consistent graduation cohorts of 20 or more students. Both programs report significant increases in applicants in recent years. Similar to Boston and Silicon Valley, the Research Triangle region is also well positioned to create demand for such a program and has been recognized among the best cities to launch a startup, best cities for young entrepreneurs, and best cities for tech startups, among others. The UNC-Chapel Hill School of Education expects the majority of applicants to come from three groups interested in acquiring skills necessary to innovate in the education sector: early career software professionals, early career educators, and non-profit sector employees with a focus on education. Teach for America, The NC Public School Forum, and New Schools Venture Fund have all expressed interest and support and willingness to advertise the program to their

members and constituents. The program may also attract students from the UNC-Chapel Hill minor and graduate certificate in entrepreneurship.

4. **Potential for Unnecessary Duplication.** No similar degree program exists in the system. UNC-Chapel Hill and NC State University have discussed extensively the potential to share elective courses across programs; NC State's Digital Learning and Teaching Program provided a letter in support of the proposal.

5. **Employment Opportunities for Graduates.** Growth in the educational technology sector, particularly in entrepreneurial ventures, has been rapid in recent years. Investments in educational technology companies have more than tripled in the last decade, reaching over half a billion dollars in the first quarter of 2014 alone. While the development of entrepreneurial educational ventures are a key focus of the program, graduates would also be eligible for a wide range of employment opportunities from consulting to software development, assessment and evaluation services, and electronic textbook and curriculum publishers. For example, the Software and Information Industry Association valued the 2012 U.S. market of PreK-12 non-hardware educational technology to be $7.76 billion and growing.

6. **Faculty Quality and Number.** Six faculty in the School of Education form the core for the program. The core faculty also teach in UNC-Chapel Hill's doctoral program in Learning Sciences and Psychological Studies. The proposed program will also engage faculty and courses from the nationally and internationally recognized Kenan-Flagler Business School, School of Information and Library Science, and Department of Computer Science.

7. **Availability of Campus Resources (library, space, etc.).** No new library holdings, facilities, or information technology services are needed to launch the program.

8. **Relevant Lower-level and Cognate Programs.** Undergraduate students at UNC-Chapel Hill have the opportunity to participate in several programs and initiatives related to entrepreneurship, new venture development and innovation. Such students with ideas related to educational technologies and learning environments would be candidates for the proposed program.

9. **Impact on Access and Affordability.**   The proposed program will provide an affordable alternative to similar programs offered now by leading private institutions in other regions of the U.S. In addition to providing access to students in the Research Triangle region, the UNC-Chapel Hill program could provide access for qualified applicants that the comparable existing programs at Harvard and Stanford are unable to accommodate.

10. **Expected Quality.** The proposed program leverages expertise and resources from many units on campus, as well as the entrepreneurial ecosystem in the Research Triangle.

11. **Feasibility of Collaborative Program.** The proposed program depends upon strong collaborations across UNC-Chapel Hill's School of Education, Kenan-Flagler Business School, School of Information and Library Science, and Department of Computer Science. Course sharing opportunities have been explored with NC State's Digital Learning and Teaching Program and may exist with other system programs as well.

12. **Other Considerations.** Nearly 60 organizations in the region have agreed to host interns and represent a broad range of employment opportunities, including with Amplify, Metametrics, and SAS as well as museums, research institutes, and non-profits.

III.   Summary of Review Processes

Campus Review Process and Feedback.   All campus bodies that reviewed the proposal offered feedback to strengthen the proposed curriculum and collaborations and supported the proposal moving forward toward establishment. Those bodies included the Department of Computer Science (Chair and senior faculty); School of Information and Library Science (Dean and senior faculty); Kenan-Flagler Business School (Dean and senior faculty); School of Education (Graduate and Undergraduate Research and Policy Division and Faculty Executive Council); Graduate School (Academic Policy Committee and Administrative Board); Provost and Executive Vice Chancellor; and Chancellor.

UNC General Administration Review Process and Feedback. Prior to UNC system faculty review, UNC-Chapel Hill responded to questions from UNC General Administration staff on student demand, need/societal demand, faculty engagement, and budget. The proposal was then reviewed by seven faculty, as well as graduate administrators, representing seven UNC campuses. Reviewers generally found the proposal to be acceptable while raising some areas for the program to consider and address. Reviewers agreed that UNC-Chapel Hill is well-positioned to deliver a learning sciences program with a research emphasis but inquired about aspects of delivering a balanced, professionally-oriented program in the field. UNC-Chapel Hill clarified that this program is intended to be a professional degree program that builds upon an understanding of learning sciences research but does not have a predominant research component and focus. Some reviewers suggested the program consider a more gradual increase over four years toward a steady state enrollment of 40 students, instead of doubling the cohort in the first two years. UNC-Chapel Hill agreed with this recommendation. Reviewers asked for more specific information regarding GRE requirements, and UNC-Chapel Hill clarified that the Graduate School guidelines for GRE scores would serve as their standard. The program also clarified expectations regarding the internship and time commitment. Finally, UNC- Chapel Hill clarified the distinctions between the proposed program, existing programs in instructional design and technology, and the faculty expertise needed for both types of programs.

Benefits of program approval include the addition of a distinctive degree offering that serves a growing industry in our region and beyond. For these reasons, we do not recommend any alternatives to implementing the degree program. UNC-Chapel Hill has indicated that the program can only be implemented and sustained upon approval of the differential tuition request.

IV.   Recommendation

It is recommended that the Board of Governors approve University of North Carolina at Chapel Hill's request to establish a Master of Arts (M.A.) in Educational Innovation, Technology, and Entrepreneurship degree program (CIP 13.9999) effective May 2015 for enrollments beginning Fall 2016.