

**New Program Proposal
Master of Education in Instructional Technology
Coastal Carolina**

Summary

Coastal Carolina requests approval to offer a program leading to the Masters in Education in Instructional Technology to be implemented Fall 2016. The proposed program is to be offered 100% online. Coastal Carolina currently has a M.Ed. in Learning and Teaching with a concentration in Instructional Technology which will teach-out and close by 2017 if the proposed M.Ed. in Instructional Technology is approved. The following chart outlines the stages of review for the proposal and the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>The representative from Coastal Carolina discussed the need for the proposed program, the history of its development, and the intended service population.</p> <p>Representatives from USC Columbia and USC Aiken expressed concern about duplication with their current joint M.Ed. in Educational Technology and the potential for competition for the same students since the proposed program is 100% online like the USC-USCA program. The joint delivery of the USC-USCA program was suggested and approved by CHE in order to make best use of resources within the state and reduce duplication. Representatives from USC Columbia expressed concern about the lack of research-specific coursework in the Coastal proposal.</p> <p>Representatives from Coastal Carolina stated that Coastal faculty chose to approach research across the curriculum instead of via a specific course or courses.</p> <p>Staff stated that a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested that the proposal be revised to address the following topics:</p> <ol style="list-style-type: none"> 1. Program duplication and the intended regional focus of a 100% online program. 2. Potential discussions with USC-USCA about collaborations for course offerings. 3. A timeline for developing and implementing new courses. 4. Inclusion of the response to the USC concern about research coursework.

Stages of Consideration	Date	Comments
		5. The financial support chart to reflect new costs, including an explanation about funds for graduate assistant. 6. Details about pursuing national recognition from the International Society for Technology as part of CAEP accreditation.
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions with further explanation of recruitment, online delivery, collaborative efforts, development of research-specific coursework, funding for graduate assistants, and professional standards

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Master of Education degree in Instructional Technology, to be implemented Fall 2016.

Name of Institution: **Coastal Carolina University**

Name of Program: **M.Ed. in Instructional Technology**

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

CIP Code

Fall 2016

13.0501

Delivery Site(s)

Coastal Carolina University, Conway, S.C. (main campus)

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Edward Jadallah, Ph.D.
Dean, Spadoni College of Education
843-349-2773 ejadalla@coastal.edu

Institutional Approvals and Dates of Approval

College Department	9/15/2015
College Curriculum Committee	9/16/2015
College Dean	9/21/2015
University Board of Trustees	10/02/2015
University Graduate Council	10/12/2015
University Faculty Senate	11/05/2015
University Provost	11/13/2015
University President	11/16/2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The proposed *M.Ed. in Instructional Technology* is a three-course expansion of the successful *M.Ed. in Learning and Teaching* with an Instructional Technology concentration that is currently offered at the institution. The current program with the concentration has a history of strong enrollments from teachers employed in Coastal's regional partner school districts and has graduated 165 completers since 2012. The goal of the proposed *M.Ed. in Instructional Technology* is to continue to provide regional K-12 teachers and other educational professionals advanced training in the utilization and integration of technology to improve teaching practice, learner performance and professional productivity.

This goal aligns with the approved mission of Coastal Carolina University, which reads:

Coastal Carolina commits its resources to building undergraduate and graduate degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services.

Program candidates will complete an intensive curriculum derived from the National Educational Technology Standards for Teachers (NETS-T) published by the International Society for Technology in Education (ISTE) and endorsed by the Council for the Accreditation of Educational Programs (CAEP). The curriculum places significant emphasis on the localized needs of Coastal's partnership school districts, particularly the Horry County Schools' (HCS) model for Blended and Personalized Digital Learning, a model which has received national acclaim. Like the current program, the proposed M.Ed. in Instructional Technology will continue to recruit students primarily from Coastal's partner districts. At the present, partner districts account for approximately 85% of current M.Ed. enrollment, and this ratio is expected to persist in the new program.

List the program objectives. (2000 characters)

The following program objectives for the proposed *M.Ed. in Instructional Technology* are derived from the National Educational Technology Standards for Teachers (NETS-T) published by the International Society for Technology in Education (ISTE).

The proposed program will:

- 1) Provide students with varied and comprehensive opportunities to develop and demonstrate understanding of instructional technology tools, systems, and operations that improve classroom, blended and online instruction.
- 2) Challenge students to evaluate historical and emerging practices to plan, design, develop, implement and manage innovative digital learning materials, experiences and environments.
- 3) Engage students in the analysis and selection of instructional strategies that leverage technology to facilitate effective assessment and evaluation practices for varied instructional contexts.
- 4) Explore social, ethical and legal issues relevant to instructional technology, and develop student abilities to apply that knowledge to improve instructional design.
- 5) Prepare students to demonstrate instructional technology leadership and collaboration skills to serve professional audiences with real-world learning needs.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The proposed *M.Ed. in Instructional Technology* is a three-course expansion of a successful *M.Ed. in Learning and Teaching* with an Instructional Technology concentration that has been offered at the institution for the past five years. The generic core-plus-concentration design of the existing M.Ed. program has allowed it to serve as an incubator to assess viability of specific concentration areas. The enrollment data overwhelmingly support further cultivation of the Instructional Technology concentration into its own degree. Since inception in 2010, the existing program with an Instructional Technology concentration has grown annually at an average rate of 158% to a total of 378 admitted students. The number of annual program completers in the IT concentration has increased from 13 in 2012 to 98 candidates in 2015, making it the largest current graduate program at the university.

The Spadoni College of Education at Coastal Carolina University serves the northeast region of South Carolina and is located in Horry County, which supports the third largest school district in the state. Horry County Schools employs nearly 3,000 teachers and educational professionals and has invested heavily in instructional technology for blended and personalized learning initiatives that shape the centerpiece of their educational vision. Approximately 85% of current M.Ed. IT concentration students work within the institution's five regional partner school districts in Horry, Georgetown, Marion, Florence and Williamsburg counties. College faculty collaborate closely with district technology leaders to continually update Instructional Technology offerings at the university. For example, data collected from exit surveys and interviews in the concluding seminars for 2013-15 indicate that candidates strongly support redesigning the curriculum to remove the three generic education core classes and to replace them with specialized IT courses, as well as to rename the degree *M.Ed. in Instructional Technology*.

Like the current program, the proposed M.Ed. will have potential appeal statewide. According to the 2015 Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA), there are over 51,000 teachers employed in over 100 K-12 school districts in the state of South Carolina. Although 85% of current program students are employed in the university's partner school districts, teachers across the state may find the proposed program appealing to advance classroom performance, to qualify for higher (M+30) pay bands, and to pursue eligibility for additional employment opportunities (see below).

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Occupation	Expected New Jobs	Employment Projection	Data Source
Instructional (Technology) Coordinators	+ 18,500 (National 10yrs) + 197 (SC 2016) + 40 (SC 2016)	+ 13% / 10yrs (National) + 24% / 2yrs (SC) + 13% / 10yrs (SC)	www.bls.gov www.cerra.org www.onetonline.org
Instructional (Technology) Coaches	+ 18,500 (National 10yrs) + 197 (SC 2016)	+ 13% / 10yrs (National) + 24% / 2yrs (SC)	www.bls.gov www.cerra.org
Instructional Materials Director	+ 18,500 (National 10yrs)	+ 13% / 10yrs (National)	www.bls.gov
Instructional Designer	+ 31,100 (National 10yrs) + 40 (SC 2016)	+ 14% / 10yrs (National) + 13% / 10yrs (SC)	www.onetonline.org www.onetonline.org
Training and Development Specialist	+ 35,400 (National 10yrs)	+ 13% / 10yrs (National)	www.bls.org
Distance Learning Coordinator	+ 12,200 (National 10yrs) + 30 (SC 2016)	+ 9% / 10yrs (National) + 12% / 10yrs (SC)	www.onetonline.org www.onetonline.org

Exit survey data collected in the concluding seminar for the current M.Ed. program indicate that 85% of completers work as regional classroom teachers. Of these, the majority (68%) indicate an intent to stay in the classroom and utilize their graduate degree for professional development and advanced teacher pay. Another 22% indicate their intent to leverage the degree to qualify for K12 district-level positions such as technology coaches and specialists, collectively termed "instructional coordinators" by the U.S. Bureau of Labor Statistics, and earning median pay levels over \$60,000 in 147,700 jobs in 2012 with a positive (+13%) growth outlook through 2022. The outlook for these types of district level jobs specifically in South Carolina is even brighter. Data published by the Center for Educator Recruitment, Retention and Advancement (CERRA) demonstrate an annual growth rate of 24% and a projection of 197 new instructional technology specialist/coaching jobs by 2016.

As evidenced in the table above, additional employment opportunities for graduates exist *outside* K12 education in nationally trending and well-salaried (\$60-75K median, according to PayScale.com) positions as trainers, instructional designers, support specialists, project managers and multimedia producers working in business, industry, government, healthcare and higher education. Organizations in each of these fields value employee skillsets that leverage technology to improve performance, and graduates of the proposed program will be well prepared for entry-level jobs advertised in the following IT-specific job databases:

Organizations hosting Instructional Technology job databases	IT job ads December, 2015
Association for the Advancement of Computing in Education	2503 National / 52 SC
Association for Educational Communications and Technology	1343 National / 188 SC
American Society for Training and Development	90 National
International Society for Performance Improvement	170 National
HigherEdJobs.com	208 National
Chronicle of Higher Ed	90 National

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The existing *M.Ed. in Learning and Teaching* degree was originally developed with four concentrations—Early and Elementary Education, Instructional Technology, Literacy, and Special Education. The Early and Elementary Education concentration was closed in 2013 due to non-viable enrollments. The Special Education concentration will teach-out and close by 2016 due to expanding into a standalone M.Ed. (approved by CHE September, 2015). The Instructional Technology concentration will teach-out and close by 2017 *if* its proposed standalone M.Ed. is approved. A proposal is forthcoming to expand the final remaining concentration, Literacy, into a standalone degree as well. If that is also approved during 2016, the *M.Ed. in Learning and Teaching* program will then close by 2017 after the final Literacy concentration students teach-out. Standalone online programs specializing in Instructional Technology are common nationally. In the southeast region alone, every state has multiple institutions offering programs comparable to the proposed M.Ed. (Table below).

INSTITUTION	STATE	MASTER'S PROGRAM	ONLINE
Florida State	(FL)	Instructional Systems	YES
Central Florida	(FL)	Instructional Technology	YES
West Florida	(FL)	Instructional Technology	YES
South Florida	(FL)	Instructional Technology	YES
Georgia Southern	(GA)	Instructional Technology	YES
Georgia	(GA)	Learning Design & Technology	YES
NC State	(NC)	Instructional Technology	YES
East Carolina	(NC)	Instructional Technology	YES
Appalachian State	(NC)	Educational Media	YES
UNC Wilmington	(NC)	Instructional Technology	YES
James Madison	(VA)	Educational Technology	YES
Old Dominion	(VA)	Instructional Design & Technology	YES
George Mason	(VA)	Online Learning in Schools	YES

List of Similar Programs in South Carolina

Program Name	Institution	Similarities of Both Programs	Differences in the Proposed M.Ed. Program
M.Ed. Educational Technology	USC Columbia/Aiken	<p>Online modality</p> <p>Emphasis on instructional design and technology integration</p> <p>Requires field-based experiences</p> <p>Curriculum aligned to national standards published by the Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE).</p> <p>It is important to note that the standards promoted by the organizations above result in <i>national</i> curricular consistencies across M.Ed. Instructional Technology programs. Duplication is an unavoidable strength of aligning to these standards and is a national trend among institutions that offer the degree. An analysis of the M.Ed. curricula at the universities listed on page 6 will confirm that content duplication is not limited to Coastal and USC.</p>	<p>Regionally driven: Curriculum designed with and for regional partner districts, with emphasis on the Horry County Schools' Personalized Digital Learning (PDL) initiative.</p> <p>Regional Teacher-Practitioner focused: A localized approach towards research, assessment and curricular topics within the context of technology-rich best practices for classrooms and online education, aligned to the specific needs of CCU partner districts.</p> <p>Educational research and learning theory topics integrated into specialized instructional technology courses instead of general education core courses. The decision to integrate these disciplines across the curriculum rather than inside standalone core courses was driven by comprehensive data gathered during exit interviews of every completer (n=165) in the current M.Ed. program.</p>
M.Ed. Curriculum & Instruction (Educational Technology Specialization)	Winthrop University	<p>Target audience is public school teachers. Technology coursework is offered online. Practitioner focused.</p>	<p>Only 12 credits of technology coursework at Winthrop. Not 100% online degree at Winthrop. Core courses offered traditionally. CCU M.Ed. has an integrated approach towards research, assessment and curricular topics within the context of technology-rich best practices for classrooms and online education. CCU M.Ed. has educational research and learning theory topics integrated into specialized instructional technology courses instead of a general education core.</p>

Description of the Program

The following enrollment projections are based on real data from the current M.Ed. program (IT concentration). The total actual headcount in the current program per semester for the 2014-15 academic year was 185 students enrolled during fall 2014 and 111 enrolled during spring 2015. During the same period, the average incoming cohort size was 43 new students per semester. Cohorts in the proposed program will be scheduled to complete all coursework in three semesters, taking six credits each semester and 12 credits over two summer sessions. Based on these historical enrollments, the tables below project headcounts for total and new students.

Table 1: Projected Total Headcount				
Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	35	210	66	395
2017 – 18	89	534	87	522
2018 – 19	80	481	79	476
2019 – 20	74	442	74	442
2020 – 21	69	415	70	418

Table 2: Projected New Headcount				
Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	35	210	35	420
2017 – 18	35	210	35	420
2018 – 19	35	210	35	420
2019 – 20	35	210	35	420
2020 – 21	35	210	35	420

NOTE 1: Based on enrollment of 35 new students each fall and 35 new students each spring.

NOTE 2: Credit hours based on 6 hours per semester

NOTE 3: First year total headcount based on 88% returning fall to spring and 82% returning spring to fall.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

In addition to general university graduate admission requirements, applicants to the M.Ed. Instructional Technology program must also:

1. Submit a written statement of educational and career goals explaining how the M.Ed. Instructional Technology degree will be leveraged to achieve those goals.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

CCU is interested in developing cooperative relationships with other institutions that would like to collaborate in the advanced study of instructional technology. In fact, over the past year during the development of the proposed program, Coastal IT faculty reached out to individual IT faculty at both USC and Clemson to inquire about the possibility of collaborating, specifically about Coastal M.Ed. students tracking into their doctoral programs, but no interest was indicated. The faculty member at Clemson never replied and the faculty member at USC indicated that a partnership with Coastal would not benefit their doctoral program because their surplus of applicants was already more than double their program admissions.

Curriculum

Curriculum by Category			
Prefix and Number	Title	Required/Elective	Credits
EDIT 604	Teaching with Technology	Required	3
EDIT 610	Instructional Design and Technology Integration	Required	3
EDIT 630	Development of Instructional Multimedia	Required	3
EDIT 640	Instructional Video Production	Required	3
EDIT 650	Teaching and Learning Online	Required	3
EDIT 660	Advanced Online Teaching	Required	3
EDIT 670	Educational Games and Simulations	Required	3
EDIT 677	Assessment Technology and Learning Analytics	Required	3
EDIT 680	Special Topics in Instructional Technology	Required	3
EDIT 690	Seminar in Instructional Technology	Required	3

Total Credit Hours Required: 30

Course Descriptions for New Courses

Course Name	Description
EDIT 604 - Teaching with Technology	A standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance.
EDIT 610 - Instructional Design and Technology Integration	Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration.
EDIT 630 - Development of Instructional Multimedia	Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.
EDIT 640 - Instructional Video Production	Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.
EDIT 650 - Teaching and Learning Online	Theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications.
EDIT 660 - Advanced Online Teaching	Advanced theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications. Focus on online design and development of course structures within a virtual environment.
EDIT 670 - Educational Games and Simulations	Course explores the theory and implementation of educational games, simulations, and virtual environments for improved instructional engagement. It includes evaluation methods and socio-cultural implications.
EDIT 677 - Assessment Technology and Learning Analytics	Best practices in the utilization of technologies to assess learner performance as well as the analysis and application of assessment data to improve instructional design.
EDIT 680 - Special Topics in Instructional Technology	Current and emerging trends, issues, theories, practices and technologies shaping the field of instructional technology. Students will identify and review developing technologies, issues and trends which inform modern practice of instructional technology in school and training settings, as well as analyze different technological curricula.
EDIT 690 - Seminar in Instructional Technology	Capstone experience in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the Instructional Technology Portfolio.

NOTE – Only three new courses will be developed (670, 677, 680). The other seven have been offered in the current M.Ed. program for five years. Educational research and learning theory topics will be integrated across the curriculum instead of in general education core courses. The decision to integrate these disciplines was driven by comprehensive data gathered during exit interviews of every completer (n=165) in the current M.Ed. program. Students expressed significant dissatisfaction with the core model and indicated strong preferences for a more contextualized approach to applying research, assessment and other foundational educational tenets.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Full Professor	Full	EDIT 604 Teaching with Technology SU (3) EDIT 610 Instructional Design and Technology Integration F,SU (3) EDIT 680 Special Topics in Instructional Technology F,SP (3) EDIT 690 Seminar in Instructional Technology F,SP (3)	Ed.D. Technology Education Training & Development	Graduate Faculty and IT Programs Coordinator
Full Professor	Full	EDIT 640 Instructional Video Production F, SP (3) EDIT 630 Development of Instructional Multimedia SP (3) EDIT 677 Assessment Technology and Learning Analytics FA (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty and University Director of Online Learning
Associate Professor	Full	EDIT 604 Teaching with Technology F,SU (3) EDIT 650 Teaching and Learning Online SU (3) EDIT 660 Advanced Online Teaching SU (3) EDIT 670 Educational Games and Simulations FA (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty
Lecturer	Full	EDIT 604 Teaching with Technology F,SP (3)	M.Ed. Learning & Teaching (Instructional Technology concentration) Ed.S. Instructional Technology (expected 2016)	Lecturer currently teaches undergraduate Instructional Technology courses but will be assigned M.Ed. teaching duties by Y2 after Ed.S. confers December 2016 (expected).

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
1.71	0.50	0.20

Faculty / Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The proposed program is not actually all new. The primary change is the name (from Learning and Teaching to Instructional Technology). According to CHE guidelines, this type of change to a freestanding degree requires a full proposal review even though the similar current program has been offered at the university for five years. The scale of enrollment for the proposed program will remain the same, with anticipated cohort sizes remaining under the current level of 35 students. Therefore, no new faculty will be required. A current full professor and graduate faculty member within the Spadoni College of Education will continue to coordinate the existing M.Ed. until it teaches out. To maintain continuity and manage the curricular transition, this full professor will also coordinate the new M.Ed. Another full professor who currently serves in a university administrative position with a reduced graduate teaching load (1-1) will return to faculty status in May to resume full-time teaching duties (4-3).

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library at Coastal Carolina University has holdings of over 290,000 items in all formats, and currently subscribes to approximately 52,000 periodicals including magazines, newspapers, scholarly journals and proceedings in primarily online format. The Library provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the Library website at <http://www.coastal.edu/library>. Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses in classroom and online delivery modes. Reference service is available all hours that the library is open via chat, text, phone, e-mail and in-person consultation. Kimbel library owns approximately 2451 titles relevant to instructional technology; of these, 30% are considered "core" titles for a graduate academic collection. Half of the collection is ebooks provided by PASCAL.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be needed for the proposed M.Ed. program. The university has existing units and services already in place to accommodate the current and future needs of online Instructional Technology students, including specific offices for Online Learning, Student Computing Services, Library Services, Learning Assistance, and Accessibility & Disability Services, among others, all of which have services adapted to online needs.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The proposed online program will replace an existing online program that has successfully operated for five years. No new instructional equipment will be needed. The university's Division of Information Technology Services (ITS) maintains the campus learning management system, *Moodle*, and licenses enterprise versions of core software platforms used in the program, including *Echo 360*, *Adobe Creative Cloud*, *Adobe Connect*, and of course *Microsoft Office*. ITS also funds routine computer refreshment cycles to ensure faculty have adequate technology in their offices to support instructional resource development.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that all courses in the proposed program will be taught online, the need for classroom space will not impact the university's existing physical plant. The Spadoni College of Education, with support from the university's Division of Information Technology Services (ITS), recently (August 2015) installed two high-end distance learning facilities to support current and future online programs: **1)** a multi-purpose "blended learning" technology classroom that can also originate live streamed instructional events, and **2)** a multimedia production studio for recording and editing videos, podcasts and other instructional resources. Both facilities are already operational and managed internally by a full-time college technology specialist and a staff of trained graduate assistants. No new physical facilities will be needed to support the proposed program.

Financial Support

Estimated Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration (1)	\$18,573	\$18,944	\$19,323	\$19,710	\$20,104	\$96,654
Faculty and Staff Salaries (2)	\$176,051	\$179,572	\$183,163	\$186,826	\$190,563	\$916,175
Graduate Assistants	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$130,000
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Other*	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$220,624	\$224,516	\$228,486	\$232,536	\$236,667	\$1,142,829
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$244,152	\$433,357	\$398,982	\$375,136	\$359,039	\$1,810,666
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$244,152	\$433,357	\$398,982	\$357,136	\$359,039	\$1,810,666
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$23,528	\$208,841	\$170,496	\$142,600	\$122,372	\$667,837

NOTE 1: Program administration based on .20 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase

NOTE 2: 28% Fringe Benefits included with faculty and staff salaries. Years 2-5 are based on a 2% increase.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

The proposed program is not actually all new. The program has been operational for five years as the M.Ed. in Learning and Teaching with the Instructional Technology concentration. The proposed name change to a freestanding M.Ed. in Instructional Technology triggers the CHE requirement for full proposal review. Given that the proposed program will replace the existing similar program and continue to operate at the same scale of enrollment with anticipated cohort sizes remaining under the current level of 35 students, no new costs are expected.

NOTE: Requested funds for graduate assistants reflect current allocations in the existing program. Given that the proposed program will replace the existing program, these amounts are not truly new expenses for the program but simply carry over, much in the same way that faculty salaries represent a continued, but not new expense. However, we wanted to show all costs involved.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, the proposed program will engage in continuous quality improvement through an annual evaluation process managed by the Office of the Provost and reviewed by a university assessment committee using an in-house web-based assessment portal called TEAL-Online. This system will provide longitudinal tracking of the following measures as well as archive the progression of the program's ability to meet elected outcome benchmarks verified by the following data:

1) Assessment during the program

- a) Each semester, course evaluations will be administered to all enrolled students. These data will be collated by the Office of Institutional Research and made available to faculty, coordinators and program chairs for individual and collaborative review.
- b) Each semester, data collected from key SLO assessments will be archived in the college online assessment platform (LiveText). The program coordinator will analyze these data annually to ensure that SLOs are being met for each program candidate, and will submit a summary report to the institutional assessment portal, TEAL-Online.
- c) Each semester, the program coordinator will analyze current enrollments and submit to the department chair as well as to the program faculty a report identifying historical trends as well as future projections to facilitate scheduling upcoming sessions.
- d) Each semester, academic advisors will identify program students who either earned a grade less than a B in any course, or did not complete a course. Advisors will communicate with these students to offer support and determine what can be done to improve future performance and retention. Data from these communications will be analyzed by program faculty to generate a summary report for the program coordinator.

2) Assessment at graduation

- a) Matriculation rates will be tracked for every program completer by their academic advisor and submitted to the program coordinator for annual review and reporting. These data will be crucial to inform decision-making about improvements to course and cohort scheduling.
- b) Program completers will complete a comprehensive exit survey assessing their satisfaction with the program as well as their future career and continued education plans. These data will be analyzed by the program coordinator and reviewed annually with program faculty to identify potential ideas for quality improvement.

3) Assessment after graduation

- a) An annual alumni survey will be administered to determine where alumni are working and how well the program prepared them for employment. The program coordinator will compare and analyze these data with the exit survey data of current graduates, and will present a summary report to program faculty for annual review and discuss recommendations for potential programmatic changes.
- b) Select employer surveys, primarily to the institution's regional partner school districts, will be administered to assess satisfaction with program preparation of graduates for instructional

technology job performance. Data from these surveys will be analyzed by the program coordinator and reported to program faculty for review and discussion of potential programmatic changes.

Program Revision

Program faculty will meet monthly and annually to review the above data and associated reports prepared by the coordinator, as well as any other relevant information gathered. In these formal meetings, any decisions having the potential to impact the program for continuous quality improvement will be documented in official meeting minutes and summarized in the annual report submitted to the TEAL-Online portal by the program coordinator. Any substantive actionable changes recommended by the program faculty will be proposed and reviewed through the institution's established graduate academic approval process, from academic department to college curriculum committee, university graduate council, faculty senate, Board of Trustees, Provost and President.

Program Review

Both the International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT) publish professional standards to which the proposed M.Ed. curriculum is aligned. Neither organization presently has a formal review relationship with the Council for the Accreditation of Education Programs (CAEP). Per communications with the State Department of Education (SDE) documented November 13, 2014, the college's next accreditation visit in 2018 will require a "SPA-like report" submitted to SDE for non-licensure programs such as the proposed M.Ed. The report will be similar to what other education programs complete for review by their respective specialty associations (SPAs).

Student Learning Assessment

Key Assessment	Description
1) Technology Inventory Exam	This assessment is administered in EDIT 604. EDIT 604 is an introductory course for this M.Ed. program. Typically, students are taking this course in their first semester of study. This course explores a variety of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance. By the conclusion of the semester, students will take this technology knowledge inventory exam as the final. This exam gauges students' knowledge and skills covered in EDIT 604.
2) Instructional Design Project	This assessment is administered in EDIT 700. Students redesign an existing lesson plan and identify areas for technology, diversity and digital citizenship integration. Students show the original lesson and reflect on the ways in which they improved it using technology, diversity and digital citizenship tools and techniques. This includes a description of the target audience, the instructional objectives, the instructional content, the methods and materials for instructional delivery, the assessment techniques, and supporting rationales.
3) Instructional Multimedia Project	This assessment is administered in EDIT 630 and requires students to develop a complete digital multimedia learning object designed to engage students in independent study of targeted content for either an online or blended learning need. The project must be developed using a judicious combination of screen capture, video, audio, narration and animation, submitted as a single file with an accompanying narrative analysis of the instructional design context.
4) Instructional Video Project	This assessment is administered in EDIT 640 and requires students to develop a complete instructional video using a specific production framework to engage students in independent study of targeted content for either an online or blended learning need. The project must be submitted as a single video file with an accompanying narrative analysis of the instructional design context.
5) Online Course Development	This assessment is administered in EDIT 650. This assignment requires students to design and develop a fully online course by using ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model. Throughout the course, students will be provided guidance and instructions on how to complete each phase of ADDIE. At the conclusion of the course, students have their fully online courses developed.
6) Digital Assessment Project	This assessment is administered in EDIT 677. Students will design, develop and administer a custom digital assessment to measure learner performance on targeted instructional content. Students will analyze the data using techniques studied in the course and generate a personalized digital learning plan for a selected learner. Detailed directions and grading criteria are posted in the course Moodle site.

<p>7) Comprehensive Exam</p>	<p>This assessment is administered in the capstone course (EDIT 690) as a cumulative exam covering all skills and concepts covered in all program courses. The exam includes objective and essay questions.</p>
<p>8) Professional Portfolio</p>	<p>This assessment is administered in the capstone course (EDIT 690), which will require students to develop an online portfolio that publishes selected artifacts demonstrating evidence of attaining all student learning outcomes for the program. An exit survey and a post-graduation career survey will also be used for all graduates.</p>

<p>Student Learning Outcomes</p>	<p>Key Assessments</p>	<p>ISTE Standards Alignment</p>
<p>1) Demonstrate understanding of instructional technology tools, systems, and operations.</p>	<p>Technology Knowledge Inventory Exam Instructional Multimedia Project Instructional Video Project Online Course Development Professional Portfolio</p>	<p>NETS-T 1.b-c NETS-T 2.a NETS-T 3.a-c</p>
<p>2) Plan, design, develop, implement and manage innovative digital learning materials, experiences and environments to improve student performance.</p>	<p>Instructional Design Project Instructional Multimedia Project Instructional Video Project Online Course Development</p>	<p>NETS-T 1.a-d NETS-T 2.a-d NETS-T 3.d</p>
<p>3) Leverage technology to facilitate effective assessment and evaluation practices.</p>	<p>Digital Assessment Project Instructional Design Project Online Course Development</p>	<p>NETS-T 1.c NETS-T 2.b-d</p>

4) Understand social, ethical, and legal issues relevant to the use of instructional technology.	Technology Knowledge Inventory Exam Comprehensive Exam Instructional Design Project	NETS-T 4.a-d
5) Demonstrate instructional technology leadership and collaboration in professional learning communities.	Professional Portfolio	NETS-T 1.d NETS-T 3.a-c NETS-T 5.a-d

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

NOTE: The vast majority of candidates admitted to the proposed program will already hold South Carolina teaching licensure and, upon completion, will then qualify to apply for the official state add-on endorsement credential in Online Teaching. The courses listed below are part of the required curriculum for the proposed M.Ed. in Instructional Technology and have been approved by the South Carolina State Department of Education (SCSDE) in a formal MOU to qualify licensed SC teachers for the Online Teaching endorsement credential. This embedded curriculum design will enable program completers (who are SC teachers) to be eligible for two credential upgrades upon completion, an M-level teaching license and the add-on endorsement in Online Teaching.

Online Teaching Endorsement curriculum (Approved by SCSDE)

REQUIRED COURSES (6 credits)

EDIT 604 Teaching with Technology (3)
EDIT 650 Teaching and Learning Online (3)
EDIT 660 Advanced Online Teaching (3)

ELECTIVE COURSES (select one - 3 credits):

EDIT 610 Instructional Design and Tech. Integration (3)
EDIT 630 Development of Instructional Multimedia (3)

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

N/A

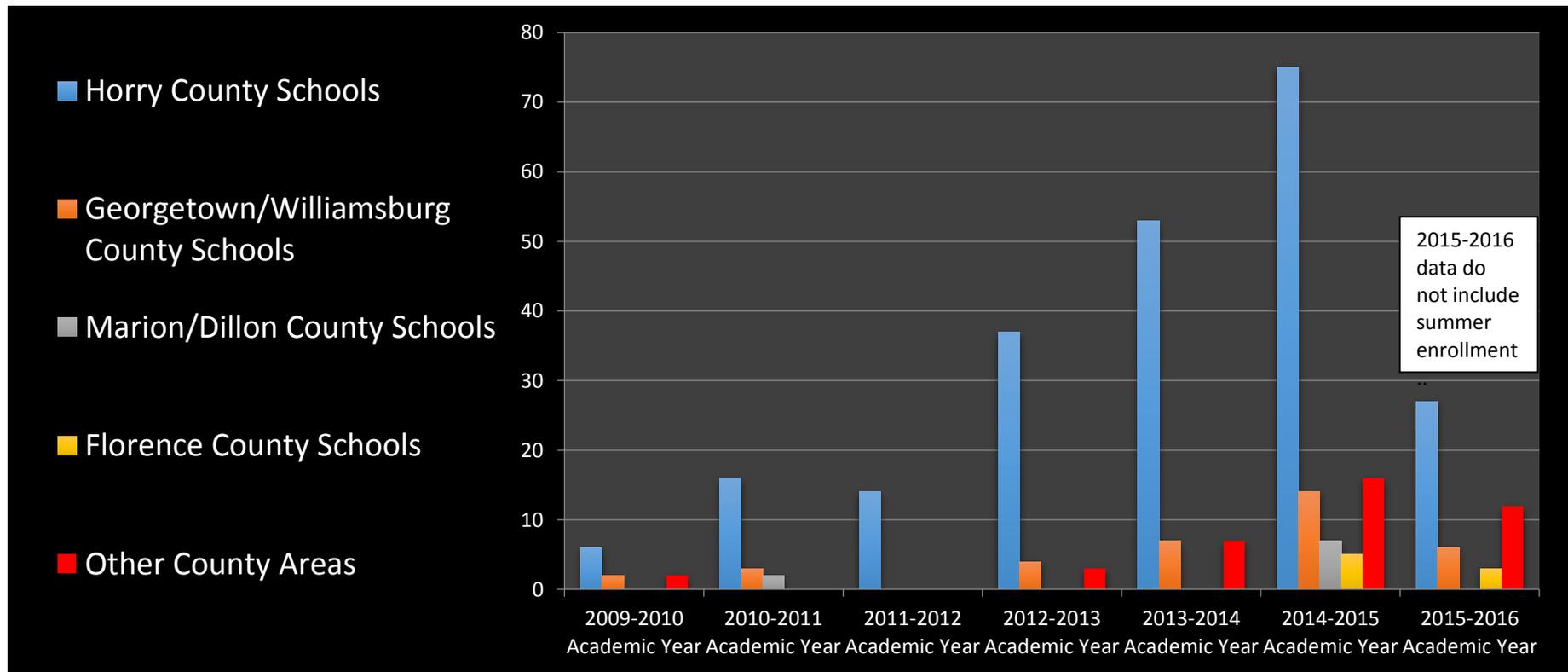
Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

N/A

Student Enrollment Data (2009-2016)

M.Ed. Learning & Teaching - Instructional Technology-Admitted Students

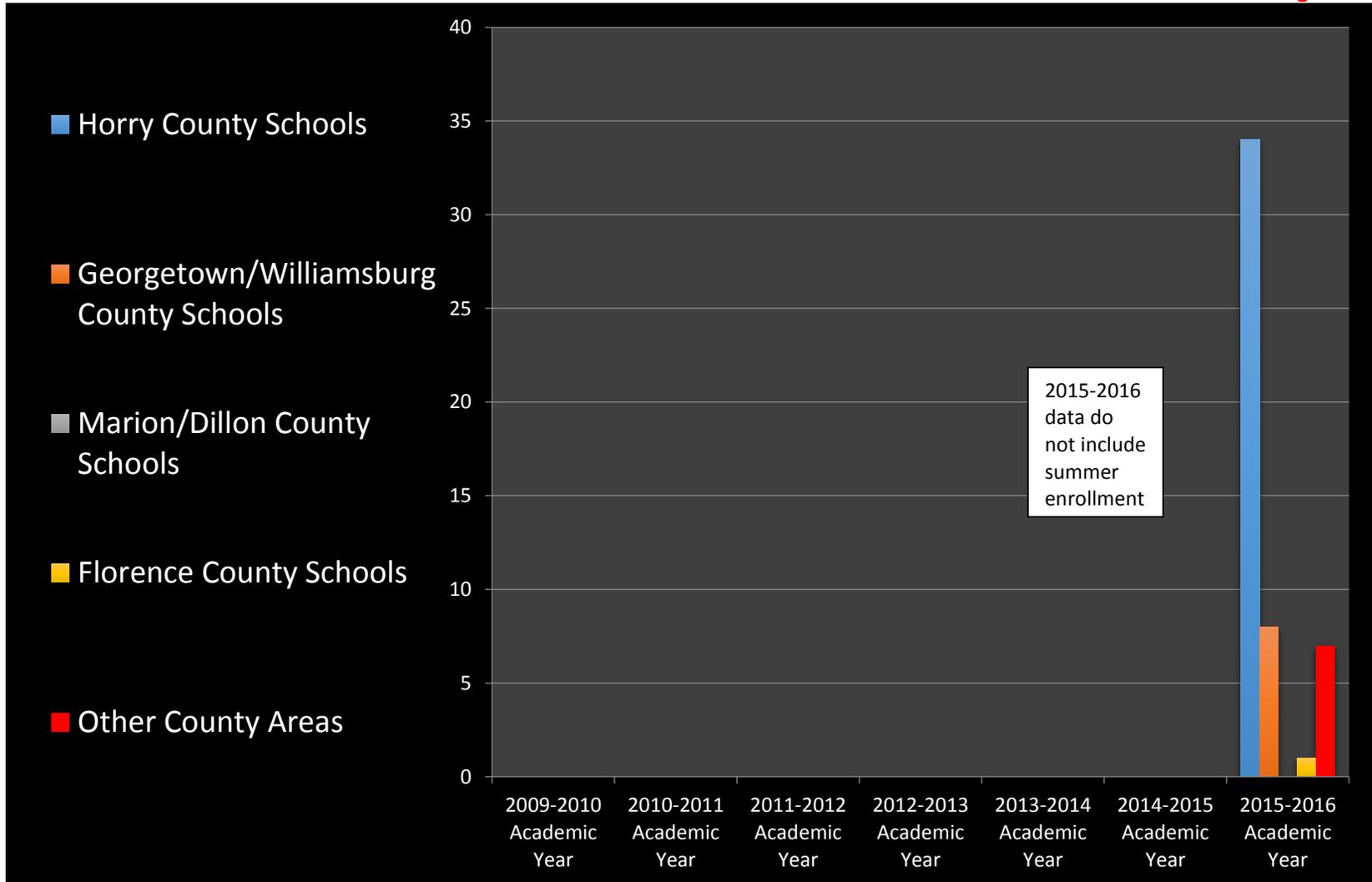
	2009-2010 Academic Year	2010-2011 Academic Year	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year*
Horry County Schools	6	16	14	37	53	75	27
Georgetown/Williamsburg County Schools	2	3	0	4	7	14	6
Marion/Dillon County Schools	0	2	0	0	0	7	0
Florence County Schools	0	0	0	0	0	5	3
Other County Areas	2	0	0	3	7	16	12
							Summer Pending



Thirteen of our currently enrolled IT students are not in a school district. Seven of these students went directly from their undergraduate B.A. degree into the program, four are current CCU employees, and two are local police officers.

Ed.S. Instructional Technology-Admitted Students Attachment for Agenda Item 2c

	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Horry County Schools				34
Georgetown/Williamsburg County Schools				8
Marion/Dillon County Schools				0
Florence County Schools				1
Other County Areas				7
				Summer Pending



Certificate Online Teaching - Admitted Students Attachment for Agenda Item 2c

	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Horry County Schools	0	6	4	2
Georgetown/Williamsburg County Schools	0	0	3	
Marion/Dillon County Schools	0	0	0	
Florence County Schools	0	0	2	
Other County Areas	0	0	3	
				Summer Pending

