

**New Program Proposal
 Educational Specialist in Instructional Technology
 Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Education Specialist degree in Instructional Technology to be implemented Fall 2015. The proposed program is to be offered through 100% online instruction. The goal of the program is to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation, and management of instructional technologies. Objectives for the proposed program are aligned with professional standards published by the Association for Educational Communications and Technology (AECT) and the Spadoni College of Education conceptual framework. Currently, there are no add-on licensure credentials available from the South Carolina State Department of Education, so graduates of this proposed degree will not be eligible for licensure in South Carolina. The proposal was submitted to the Commission on January 5, 2015.

The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	University representatives from USC Columbia and USC Aiken voiced concern about the overlap of the program to their current M.Ed. in Educational Technology and the Ed.D. in Curriculum and Instruction with a concentration in Educational Technology and the potential for competition for the same students since the proposed program is 100% online just like the programs at USC and USCA. There were additional concerns shared from USC about the lack of research in the proposed Ed.S. program and the ability to recruit large numbers of students in an Ed.S. program. Those concerns were subsequently addressed in the Revised Program Proposal and are reviewed in that section below. ACAP members voted to approve the program.
Comments and suggestions from CHE staff sent to the institution	2/19/15	Staff requested that the proposal be revised to address the concerns expressed by USC Columbia and USC Aiken. Staff also asked that the curriculum chart be revised to show the exact course requirements and total credit hours for completing the degree.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	2/23/15	<p>Coastal Carolina responded to concerns raised by USC Columbia, USCA, and staff concerning the need for the program, the distinction of the proposed program from similar programs offered at the USC Columbia and USC Aiken campuses, and the lack of research in the earlier proposal. Coastal Carolina revised the curriculum chart to reflect more accurately the program.</p> <p>Specific responses from Coastal Carolina to the concerns from USC Columbia and USC Aiken in the revised proposal are</p> <ul style="list-style-type: none"> • Anecdotal information on the need for the program from current and former graduate students was provided on pages 3-4 • The distinction from the current M.Ed. programs at USC Columbia and USC Aiken were provided on page 8. • An explanation was provided concerning the lack of research in the proposed program on pages 8 and 13. Specifically, “The Instructional Technology Faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced <i>practitioner</i> degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce academic researchers.”

Stages of Consideration	Date	Comments
CAAL Consideration	4/8/15	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> • Licensure requirements • Participation in field leadership experiences with a 100% online program • Evidence to support the proposed program size of 125 • Potential partnership with the University of South Carolina system <p>Response from Coastal Carolina</p> <ul style="list-style-type: none"> • The proposed program is designed for educators who already have licensure and have already earned a Master’s Degree. Upon completion of the degree, graduates may apply for the Class I-S Specialist license upgrade, commonly known as “Master’s +30,” from the SC Department of Education. • Although the degree will be offered 100% online, the field leadership experiences are facilitated through a network of school district partnerships. Teachers will develop leadership skills by working directly with district officials and school administration to provide technology related professional development and support to other teachers. • Estimate reflects five years of recruitment and enrollment of curriculum continuation model that targets current and former students. • Enrollment in proposed Ed.S. is expected to be large based on enrollment in the current M.Ed. • The proposed Ed.S. will be accessible state-wide, but the locally-responsive nature of the curriculum primarily targets partner districts with localized needs. • A partnership with USC or Clemson that tracks the Ed.S. completers from Coastal Carolina into a Ph.D./Ed.D. program is desirable.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Educational Specialist degree in Instructional Technology, to be implemented Fall 2015.

***Institutional Responses to Commissioner Questions
about Program Proposals and Modifications
considered at the April 8, 2015 CAAL meeting***

Coastal Carolina University, Ed.S., Instructional Technology

- 1. What does it take to obtain licensure, who needs to take those actions, what is the consequence to students of no licensure? Are M+30 pay, and promotions available even without licensure?**

The Ed.S. Instructional Technology is designed primarily as a license-advancement program for full-time South Carolina public school teachers who are already licensed and have already earned a master's degree. Upon completing the program, these teachers could apply to the South Carolina Department of Education for the CLASS I-S SPECIALIST license upgrade, commonly known as "Master's+30," which includes an attractive increase on district pay scales. To qualify for Master's+30 license advancement, teacher applicants must provide evidence of having completed an advanced degree from a regionally accredited institution of higher education (such as Coastal Carolina University). Complete details are available on the SCDOE website at:

<http://ed.sc.gov/agency/ee/Educator-Services/Licensure/masters30specialist.cfm>.

Master's+30 is a construct specific to public education and does not apply to non-teachers or nonlicensed teachers. For that population of potential students, the Ed.S. Instructional Technology degree will not make them eligible to apply to the SCDOE for licensure of any kind. However, as described in the full program proposal on page seven, the degree is still attractive to that population because it qualifies completers for career opportunities in a variety of other fields where technology is used to improved training and performance, often at salaries that can range well above what public school teachers earn.

- 2. On line compatibility... Page 10, describe how 100% online education would support "participation in field leadership experiences, as well as utilization of advanced development tools".**

Although the Ed.S. Instructional Technology program is offered completely online, all field leadership experiences are facilitated through Coastal's network of school district partnerships. Students will develop their leadership skills by working directly with district officials and school administrators to provide technology related professional development and support to other teachers. Logistics are coordinated through a planned series of official events that meet both the field experiences course requirements as well as the contextual training needs of the districts, and include mentoring by current instructional coaches, digital integration specialists and professional development officers. The design phase for these training events begins with formal needs analyses conducted collaboratively with school and district staff, and evolves progressively through iterative development stages utilizing advanced cloud-based tools and synchronous conferencing platforms. Specifically, Adobe Creative Cloud, which is available to educators at steep discounts, combined with Adobe Connect, the university's enterprise online conferencing solution, enable students to collaborate in real-time or asynchronously as needed to produce professional multimedia materials for the targeted leadership events. Evidence of effective development and delivery is documented via training participant surveys, digital video production, reflective blogs, post-training webinars, discussion boards and other interactive measures aligned to systemic rubrics and managed by the university's LMS. It is worth noting that this field experiences leadership framework has been developed as an extension of a training symposium model that has worked well for the current online M.Ed. program.

***Institutional Responses to Commissioner Questions
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- 3. What evidence supports a program size of 125, and what will be the effect on USC and USCA programs of this number of students enrolling in Coastal? Couldn't this program be offered through a partnership with the rest of the USC system to have it developed and taught by one university, but marketed by and reaching students in many universities (the USC system is doing this with other on line programs) ?**

The estimate for 125 students reflects a cumulative five years of recruitment and enrollment based on a curriculum continuation model targeting current and previous CCU M.Ed. students who work in the local partnership districts. Beginning with an initial cohort of 20 students, we expect the enrollment of this program to be strong, enrolling approximately 40 students per year (20 in fall and 20 in spring) during the first two years, then graduating approximately 20 students per year thereafter. Taking into account these estimates, along with standardized attrition rates provided by the university's office of institutional research, results in approximately 125 students after five years.

Enrollment in the Ed.S. IT program is expected to be healthy as a result of being modeled as a continuation sequence for the current successful M.Ed. Based on documented needs analysis data from the local districts, combined with anecdotal input from existing M.Ed. students, including numerous unsolicited inquiries from prospective Ed.S. applicants, there is an expectation that significant pent-up demand for this type of degree exists, particularly since it has been designed since inception to meet the specific needs of CCU's local partners engaged in their own technology innovation goals, such as Horry County's well documented *Blended Learning* and *Personalized Digital Learning* initiatives.

Although the proposed Ed.S. IT is an online program and technically accessible in the state-wide market, the locally-responsive nature of the curriculum primarily targets partner districts with localized needs. Creating a one-size-fits-all generic program managed by USC and shared via branch campuses would emulate the template-driven factory model commonly implemented by distance education for-profit institutions, and would potentially ignore the unique needs of the districts. The IT faculty at CCU strongly believe that the greatest value partnerships are not based on economies of deployment, but rather based on responsive curriculum design and collaborative problem solving localized to the culture, resources and logistics of each individual district.

Having said that, a partnership with USC or Clemson tracking CCU's Ed.S. program completers into a Ph.D./Ed.D. program would be welcome.

- 4. What professional development events have IT faculty facilitated with students/teachers from the Horry County Schools and other districts?**

The IT faculty at CCU have well-established professional partnerships reflecting years of collaboration, research and service with local districts, particularly Horry County and Georgetown County schools. Current CCU IT faculty and M.Ed. students (primarily local teachers) are directly involved in developing and implementing contextually driven solutions to address the unique technology needs and issues for the schools in this region. For example, in spring 2015, 68 current CCU M.Ed. IT students provided 24 three-hour technology professional development sessions sanctioned by the partner districts and implemented to over 400 local teachers participating in dedicated PD training days. All sessions were delivered live and included both classroom-based (primarily) as well as webinar-based modalities.

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Other explicit and responsive productivity examples of our partnerships with regional school technology initiatives include:

1. Georgetown County Schools Technology Competition Judge (2015)
2. Horry County Schools Technology Competition Judge (2015)
3. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2015)
4. North Myrtle Beach High School 1st Annual NMBHS Technology Fair Judge (2015)
5. Horry County Schools County-Wide Technology Competition Judge (2014)
6. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2014)
7. Facilitator of Horry County Schools personalized digital learning planning session (2013)
8. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2013)
9. Georgetown County Schools county-wide Technology Competition Judge (2013)
10. Horry County Schools Black Water Middle School Technology Competition Judge (2013)
11. Horry County Schools county-wide Technology Competition Judge (2013)
12. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2012)
13. Georgetown County Schools county-wide Technology Competition Judge (2012)
14. Horry County Schools county-wide Technology Competition Judge (2012)
15. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2011)
16. Horry County Schools county-wide Technology Competition Judge (2011)
17. Scholarly presentation with Horry County Schools IT staff:

Winslow, J., Dickerson, J., Cox, E. (2015, in review). International Association for K-12 Online Learning (iNACOL). Designing prescriptive professional development: Comparing instructional and technological skillsets between traditional, blended and fully online classrooms. Orlando, Florida. (International) 18. Scholarly presentation with Horry County Schools IT staff:

Gilbert, S., Winslow, J., Dickerson, J., & Lee, C. (2011). iPads for school administrators. The Horry County Schools Adult and Community Education Technology Literacy Conference, Myrtle Beach, SC. (Local)

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It is also important to know that most states, in our region and beyond, have multiple Ed.S. IT programs meeting the unique needs of their constituents.

Program Title	Institution	Modality
Ed.S. Instructional Technology	University of South Florida	Online
Ed.S. Instructional Systems Technology	University of Indiana	Online
Ed.S. Instructional Technology	University of Montevallo	Online
Ed.S. Educational Technology	University of Florida	Online
Ed.S. Technology Management and Administration	Nova Southern University	Online
Ed.S. Instructional Technology	Kennesaw State University	Online
Ed.S. Instructional Technology	Valdosta State University	Online
Ed.S. Learning, Design, Technology	University of Georgia	Online
Ed.S. Media (Instructional Technology)	University of West Georgia	Online
Ed.S. Educational Leadership with Emphasis on School Technology Leadership	University of Kentucky	Online
Ed.S. Educational Technology	University of Central Missouri	Online
Ed.S. Educational Technology	University of Missouri	Online
Ed.S. Educational Technology Leadership	Webster University	Online
Ed.S. Instructional Design and Technology	Virginia Tech	Online
Ed.S. Instructional Technology	University of Alabama	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of West Florida	Campus
Ed.S. Instructional Technology	Georgia Southern University	Campus
Ed.S. Instructional Systems Technology	University of Indiana	Campus
Ed.S. Educational Leadership and Instruction Concentration: Educational Technology	Northwestern State University	Campus
Ed.S. Instructional Technology	Wayne State University	Campus
Ed.S. Technology Management and Administration	University of Mississippi	Campus
Ed.S. Education with Instructional Technology Concentration	University of Tennessee Knoxville	Campus
Ed.S. Educational Technology	University of Tennessee Chattanooga	Campus
Ed.S. Curriculum and Instruction: Educational Technology	Tennessee Tech	Campus
Ed.S. Instructional Design and Technology	Virginia Tech	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of Virginia	Campus



March 25, 2015

Dear Committee Members:

I am writing this letter to support Coastal Carolina University's Educational Specialist Degree in Instructional Technology. Coastal Carolina University (CCU), and specifically the Spadoni College of Education, has been an important part of the professional preparation of preservice and inservice educators throughout our school district. This collaboration is very significant in that the Horry County Schools is a countywide school district that encompasses 51 schools in the nine attendance areas of Myrtle Beach, Carolina Forest, Conway, Socastee, North Myrtle Beach, Loris, Aynor, Green Sea Floyds and St. James. Horry County Schools, with more than 42,000 students, is South Carolina's third largest school district.

Through graduate programs and preservice teacher education field experience programs, we are truly developing the seamless PK-18 school/university collaboration discussed in the professional literature. More specifically, the Ed.S. in IT will support the continued teacher education and professional development relevant to our school district's Digital Learning Initiative. The mission of this initiative is to create and sustain a culture that supports digital-age teaching and learning. Using the National Educational Technology Standards as a model, our IT team works directly with schools and teachers to facilitate the successful integration of technology resources:

The goals and strategies of instructional technology in Horry County Schools must reflect the current context in which technology is all around us and rapidly changing. Students expect to see and use everyday technology tools in the classroom. It is critical that teachers continue to grow and refine their technology skills enabling them to make the best use of the technology tools available to them to improve teaching and learning.

The value of having close graduate education opportunities through CCU's M.Ed. L&T Instructional Technology program and now the Ed.S. Instructional Technology is extremely beneficial to our teachers and digital learning initiatives. The online program accommodates the needs and interests of our full time faculty and the CCU IT faculty are always available for school visits and professional development seminars.

In collaboration with Dr. Edward Jadallah, Dean Spadoni College of Education, we continue to develop partnerships benefitting preservice and inservice teacher education. The Education Specialist in Instructional Technology provides another significant opportunity to promote effective teaching and learning. I give the proposed degree program my fullest support.

Sincerely,



Rick Maxey
Acting Superintendent

NEW PROGRAM PROPOSAL

Name of Institution

Coastal Carolina University

Name of Program (include concentrations, options, and tracks)

Educational Specialist in Instructional Technology (Ed.S.)

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 2015

13.0501

Delivery Site(s)

Online

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 of Education	10/22/2014
University Board of Trustees	10/24/2014
University Graduate Council	11/5/2014
University Faculty Senate	12/3/2014
University Provost	12/11/2014
University President	12/11/2014

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Background Information

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

The goal of the proposed Ed.S. Instructional Technology program is to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation and management of instructional technologies and their potential 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 maintaining a population of 8,000-12,000 students by building baccalaureate; selective master's and specialist programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services....

(See the complete [CCU Mission Statement](#))

Consistent with this excerpt, the proposed degree would be considered a *selective specialist* program that will have significant appeal to teachers and other educational professionals interested in advancing their careers by developing new proficiencies in Instructional Technology. Moreover, the online delivery modality will enable the institution to expand its appeal beyond the state to possible regional and/or national student markets.

List the program objectives. (2000 characters)

The following program objectives for the proposed Ed.S. in Instructional Technology are derived from professional standards published by the Association for Educational Communications and Technology (AECT), as well as the college's conceptual framework. Completers will be able to:

1. Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve learner performance.
3. Apply understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.
4. Demonstrate leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.

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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)

An analysis of regional college and university online programs reveals that Ed.S. Instructional Technology programs are currently offered online by state institutions throughout the southeast with a notable exception -- South Carolina. The current lack of an in-state offering results in SC students pursuing Ed.S. Instructional Technology degrees either in other states or from non-CHE approved programs. To quantify interest in the proposed program, a survey was sent to teachers of Horry County and Georgetown County schools in August 2014. In total, 291 teachers responded to the survey, with 213 (73.2%) indicating that they would be interested in earning an Ed.S. in Instructional Technology online from CCU. Given this substantial interest, even a conservative estimate (10%) for the initial enrollment cohort would be 20 students, which would yield a minimum of 140 program completers after five years. Actual numbers may be higher due to the online modality and the lack of program duplication elsewhere in the state, especially if the level of interest from two local districts extrapolates to the statewide population of employed teachers -- 49,600 according to the 2013 Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA). For graduates working in the 100+ K-12 school districts in South Carolina, the knowledge and skills obtained will not only advance their performance as teachers and qualify them for M+30 pay, but also increase their employability and earning potential in 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.

In addition to data gathered from the formal needs analysis survey, the Instructional Technology faculty at CCU have received numerous *unsolicited* inquiries from former and current graduate students about the possibility of offering an Ed.S. program. The current M.Ed. with a concentration in Instructional Technology has graduated over 100 program completers over the last three academic years. Although there have been no formal marketing campaigns for the proposed Ed.S., many students have informally learned about CCU's intent to apply and have subsequently reached out to faculty to express their interest in being part of the first cohort. Below are actual copy/pasted quotes from recent inquiries about the proposed program from potential students:

"Just let me know when to apply and where to get the app. I will get it done ASAP."

"I am interested in the ED.S. in Instructional Technology. If you will please put me on the list for next fall."

"I am interested and would like to be considered for this program."

"Please keep us updated on the new program--we are definitely interested!"

"I am interested."

"I want to be on the list for the Ed.S. in IT if there is still room."

"After a lot of reflection during my Masters in Instructional Technology I can really see myself continuing my educational path as an Educational Specialist in Instructional Technology. Would it be possible to put me on the list for the fall?"

"I want in on it!!!"

"I would like to be on the list please! Highly interested!"

"Please add my name to the wait list!"

"I am very interested in the new degree program."

"Let me know if you have any more information on the Ed S program and when/where I can get my name on the waiting list. Definitely interested."

"I am interested in taking part in the +30 program in IT!"

"I wanted to stay in touch and see what stage the Ed.S. - Instructional Technology program planning was at, in regards to its final approval. Do you know when applications will be available? I don't want to miss out."

The previous quotes are anecdotal data that demonstrate the need and interest of regional teachers to continue their graduate Instructional Technology education at CCU. A running list of students who plan to

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apply has been maintained as additional evidence (below). Contingent upon official program approval, these students will be invited to apply for the first program cohort. It is worth noting that of these twenty-seven students, twenty-five are former or current M.Ed. IT students at CCU, which demonstrates not only their satisfaction in the quality of the M.Ed. program, but also the close partnership that CCU shares with the local school districts.

- | | | |
|-------------------|------------------------|------------------------|
| 1. Maddie Pensyl | 10. Sean Junkins | 19. Amy MacPherson |
| 2. Alex Fegely | 11. Kourtnei Harrelson | 20. Karen Cafaro |
| 3. Matthew Tyler | 12. Shane Dular | 21. Ellen Baltz |
| 4. Krysty Mauro | 13. Michelle Altman | 22. Patience Locke |
| 5. Karly Caldwell | 14. Courtney Ciel | 23. Tori Gardner |
| 6. Raul Barcenos | 15. Taylor Martin Wims | 24. Melissa Turbeville |
| 7. Julie Hartley | 16. Candace Hamilton | 25. Kisha Russell |
| 8. Clay Cook | 17. Ruby Allen | 26. Matthew Wood |
| 9. Ashley Hughes | 18. Jocelyn Andrade | 27. Londa Cross |

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."

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Instructional (Technology) Coordinators	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	U.S. Bureau of Labor Statistics
Instructional (Technology) Coaches	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	U.S. Bureau of Labor Statistics
Instructional Materials Director	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	U.S. Bureau of Labor Statistics
Instructional Designer	+ 31,100 new jobs over the 10 years	+14% over the next 10 years	American Job Center
Training and Development Specialist	+ 35,400 new jobs over the 10 years	+15% over the next 10 years	U.S Bureau of Labor Statistics
Distance Learning Coordinator	+ 12,200 new jobs over the 10 years	+8% over the next 10 years	American Job Center

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Additional employment opportunities for graduates exist *outside* K12 education in nationally trending and well-salaried (\$65-78K average, according to [CareerBuilder](#)) 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 to mid-level jobs advertised in the following IT-specific job databases:

Organizations hosting national IT job databases (IT jobs posted)

- [Association for the Advancement of Computing in Education](#) (1610)
- [Association for Educational Communications and Technology](#) (797)
- [American Society for Training and Development](#) (142)
- [International Society for Performance Improvement](#) (166)
- [HigherEdJobs.com](#) (240)
- [Chronicle of Higher Ed](#) (250)

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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 proposed Ed.S. will (positively) impact two related programs indirectly. Although the Ed.S. curriculum is independent, the program will be co-marketed with the popular Certificate in Online Teaching and Training (12 credits) and the existing M.Ed. in Learning & Teaching (30 credits) as a progressive degree sequence for students interested in advanced study of instructional technology.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
		Per CHE database, there are no similar Ed.S. Instructional Technology (13.0101 and 13.0501) programs offered by in-state institutions.	

NEW PROGRAM PROPOSAL

Distinction from USC Columbia / Aiken M.Ed. and USC Ed.D. C&I

It is important to note that the major domains in the field of instructional technology have been well articulated in the professional literature for over 20 years and include broad categories relevant to the *design, development, utilization, management* and *evaluation* of instructional solutions for learning or performance problems (Seels & Richey, 1994). These domains have been curated over time by various professional associations, most notably the Association for Educational Communications and Technology. The proposed Ed.S., like most instructional technology programs nationwide, leverages these accepted domains of the field by integrating them directly into course titles. For this reason, there is significant consistency across Instructional Technology graduate programs at other institutions. In addition, given the constant evolution of technologies relevant to this field, many institutions, like Coastal, U.S.C. Columbia and U.S.C. Aiken, choose course titles that emphasize these accepted domains rather than actual technologies or specific practices because the domains have a longer shelf-life that extend course relevance and reduce the need for constant semantic maintenance and resubmission to institutional curriculum revision processes.

The proposed Ed.S. curriculum at Coastal is highly specialized and suitably advanced in rigor and content over what would be expected in a masters-level program, particularly in its exploration of research validated instructional practices and participation in field leadership experiences, as well as the utilization of advanced development tools for instructional materials production. A key distinction between the Ed.S. curriculum and doctoral level study is an integrative approach to research methodology coursework. The Instructional Technology faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced *practitioner* degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce academic researchers. The Instructional Technology faculty have no interest at this time in developing a doctoral program and would be very interested in leveraging the Ed.S. as a feeder program to U.S.C.'s Ed.D. in Curriculum and Instruction (Educational Technology concentration).

Finally, perhaps the most compelling distinction between the proposed Ed.S. curriculum and instructional technology programs at other institutions is the fact that Coastal has MOU partnerships with the surrounding school districts that have been leveraged to design responsive graduate offerings that meet their specific needs, particularly those that align with high-stakes initiatives such as the multimillion dollar "Personalized Digital Learning" implementation in Horry County Schools that combined a massive infrastructure improvement campaign with a comprehensive professional development plan to retrain teachers to integrate blended learning. Among many outcomes, this initiative resulted in new Digital Integration Specialist positions being filled by graduates of the current M.Ed. program who, in turn, became advocates of the program to recruit new students, as well as curriculum consultants to help Coastal maintain constant calibration with district needs. Another initiative that demonstrates the positive impact of this collaborative partnership is the HCSD Virtual School program, which resulted in Coastal developing a certificate program to train teachers to be effective online instructors. In fact, this certificate program has been officially endorsed by the S.C. Department of Education to meet the new state add-on credential in Online Teaching. In summary, these partnerships and the curriculum collaboration that result are largely responsible for cultivating a growing M.Ed. student enrollment (n=150+) that will feed the proposed Ed.S. program.

Work Cited

Seels, B.B., & Richey, R.C. (1994). *Instructional Technology: The definition and domains of the field*. Washington, D.C.: Association for Educational Communications and Technology

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015 – 16	20	120	38	226	NA	NA
2016 – 17	51	305	65	388	NA	NA
2017 – 18	82	493	87	524	NA	NA
2018 – 19	105	629	107	644	NA	NA
2019 – 20	125	749	125	749	NA	NA

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 Ed.S. Instructional Technology program must also:

1. Have an earned Master's degree from a regionally accredited institution with a minimum GPA of 3.0 (on a 4.0 scale).*
2. Have completed at least 6 credit hours of graduate coursework in Instructional Technology or related field within the past six years.*
3. Submit a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

* The Master's degree does not have to be in a content area related to Instructional Technology.

** Applicants who have not completed at least 6 credits of graduate coursework in Instructional Technology within the past 6 years may be provisionally admitted but must successfully complete EDIT 604 and one additional master's level EDIT course before enrolling in the Ed.S.

NEW PROGRAM PROPOSAL

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, particularly those interested in future doctoral-level programs where the Ed.S. curriculum could be positioned as a cognate.

NEW PROGRAM PROPOSAL

Curriculum

Curriculum by Category			
Prefix and Number	Title	Required/Elective	Credits
EDIT 700	Principles of Instructional Design	Required	3
EDIT 704	Technology in Curricula	Required	3
EDIT 710	Instructional Technology Tools	Required	3
EDIT 720	Psychology of Instructional Technology	Required	3
EDIT 740	Product Design and Development I	Required	3
EDIT 744	Graphic Design for Instruction	Required	3
EDIT 750	Product Design and Development II	Required	3
EDIT 760	Instructional Technology Leadership	Required	3
EDIT 770	Field Experiences in Instructional Technology	Required	3
EDIT 780	Seminar in Instructional Technology	Required	3

Total Credit Hours Required: 30

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
EDIT 700 Principles of Instructional Design	Systematic design of products for education and training. Emphasis on instructional goals, teaching methodologies, and evaluation techniques. (3 credits, REQUIRED)
EDIT 704 Technology in Curricula	Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula. (3 credits, REQUIRED)
EDIT 710 Instructional Technology Tools	Essential technology installation, productivity and maintenance skills. (3 credits, REQUIRED)
EDIT 720 Psychology of Instructional Technology	Application of major theories and principles of human learning and development to the design of instructional technology products and systems. (3 credits, REQUIRED)
EDIT 740 Product Design and Development I	Application of essential technology tools to instructional product development. (3 credits, REQUIRED)
EDIT 744 Graphic Design for Instruction	Theory and application of graphic design for print and non-print instructional products. (3 credits, REQUIRED)
EDIT 750 Product Design and Development II	Application of advanced technology tools to instructional product development. (3 credits, REQUIRED) (Prereq: Educational Technology 740)
EDIT 760 Instructional Technology Leadership	Research, theory and models of managing technology resources--facilities, personnel, financing, acquisition, development, policy and training. (3 credits, REQUIRED)
EDIT 770 Field Experiences in Instructional Technology	Field-based observation, planning, implementation, management and assessment of instructional technology products and systems. (3 credits, REQUIRED)
EDIT 780 Seminar in Instructional Technology	Capstone experiences in design, delivery and evaluation of instructional technology products and systems. Portfolio development. (3 credits, REQUIRED)

Total Credit Hours Required: 30

NEW PROGRAM PROPOSAL

Statement about the contextually integrative model for research coursework

The proposed Ed.S. curriculum is highly specialized and suitably advanced in rigor and content over what would be expected in a masters-level program, particularly in its exploration of research validated instructional practices, participation in field leadership experiences, as well as the utilization of advanced development tools for instructional materials production. A key distinction between the Ed.S. curriculum and doctoral level study is an integrative approach to research methodology coursework. The Instructional Technology faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced *practitioner* degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce professional academic researchers. However, it is important to note that the proposed Ed.S. curriculum is designed as a specialized and contextualized extension of Coastal's M.Ed. program, which already includes research and assessment methodology coursework. To avoid redundancy, the Ed.S. curriculum has been designed universally to emphasize the critical examination of *applied research* findings. Students in every course will be required to conduct substantial secondary research of published findings to fulfill academic requirements, such as writing research reports and developing products that align with best instructional technology practices evidenced in current empirical literature.

There is one course in the Ed.S. curriculum that *is* designated for primary research activities — EDIT 760 (Instructional Technology Leadership), in which students will be required to collect and analyze both quantitative and observational data to measure the impact of technology tools and strategies used at specific sites to promote student achievement and/or teacher and administrator productivity. Given that the Ed.S. will target students in local school districts who have already earned or are about to complete their M.Ed. at Coastal, requiring standalone research methodology courses in the Ed.S. program would be duplicative; therefore, the current integrative strategy is preferred.

NEW PROGRAM PROPOSAL

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	740 SU (3); 750 SU (3); 770 F,SP (3); 780 F,SP (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty and Ed.S. Program Coordinator University Director of Online Learning
Full Professor	Full	700 F (3); 760 SU (3) 704 SU (3)	Ed.D. Technology Education Training & Development	Graduate Faculty and M.Ed. Program Coordinator
Assistant Professor	Full	710 F (3); 720 SP (3); 744 SP (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty
*Lecturer	Full	EDUC 204 F,SP (3)	M.Ed. / Ph.D. Instructional Technology	Hire by Y2 to teach undergraduate courses and to manage online learning production studios
*Assistant Professor	Full	TBD	Ph.D. Instructional Technology/Design	Hire by Y3, contingent upon enrollment growth

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

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	0.33	0.1

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)

A current full professor and graduate faculty member within the College of Education will serve as program coordinator. A lecturer will be hired to augment coverage of undergraduate Instructional Technology course sections, thereby enabling the graduate faculty members to focus on teaching M.Ed. and Ed.S. courses. This lecturer will also coordinate the new online learning production studio and manage a team of graduate assistants developing multimedia instructional resources for program faculty. Contingent upon anticipated enrollment growth, an assistant professor of Instructional Technology will be hired by the third year of program implementation.

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 an upper level undergraduate academic collection. Half of the collection is ebooks provided by PASCAL.

NEW PROGRAM PROPOSAL

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 Ed.S. 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 aspects adapted to online needs.

Physical Resources

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

The Spadoni College of Education is already in the process of installing two high-end distance learning facilities, one multi-purpose classroom for live streamed instructional events, and one multimedia production studio for recording and editing. Both facilities will be available by August 2015, are already fully funded, and will be managed internally by college staff and graduate assistants with support from the university's division of Information Technology Services.

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 Ed.S. Instructional Technology courses will be taught online, the need for classroom space will not impact the university's existing physical plant. The Division of Information Technology Services maintains the campus learning management system, Moodle, which is easily scalable to accommodate projected enrollments. No new physical plant additions nor modifications will be anticipated during the first five years of program implementation.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$11,063	\$11,284	\$11,510	\$11,740	\$11,975	\$57,572
Faculty and Staff Salaries	\$114,744	\$144,109	\$146,992	\$149,931	\$152,930	\$708,706
Graduate Assistants	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$65,000
Equipment	\$5,000	\$5,000	\$5,000	0	0	\$15,000
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	\$143,807	\$173,393	\$176,502	\$174,671	\$177,905	\$846,278
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$232,679	\$466,828	\$685,105	\$856,995	\$1,008,258	\$3,249,865
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	\$232,679	\$466,828	\$685,105	\$856,995	\$1,008,258	\$3,249,865
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	(\$88,872)	(\$293,435)	(\$508,603)	(\$682,324)	(\$830,353)	(\$2,403,587)

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

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)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

NEW PROGRAM PROPOSAL

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)

To assess student learning outcomes (SLOs), the proposed program will require students to complete seven planned assessments required in specific courses. The data from these assessments will be tracked and analyzed using the LiveText enterprise platform to guide continuous program improvement.

Learning Blog

This assessment is administered in every program course to document the longitudinal impact of technology integration on learner performance in instructional settings. Students will post ongoing entries that include relevant artifacts and reflections about their evolving efforts to innovate their knowledge and skills in Instructional Technology.

Digital Learning Object

This assessment is administered in the initial production course (EDIT 740) as well as the graphic design course (EDIT 744), which will require students to use various multimedia technologies to develop digital learning objects that deliver instructional content for the specific needs of target learners.

Instructional System

This assessment is administered in the advanced production course (EDIT 750), which will require students to develop a complete online digital module of instruction that includes a planned sequence of interactive multimedia learning objects relevant to the needs of target learners and published to an online content management platform.

Technology Improvement Plan

This assessment is administered in the Instructional Technology Leadership course (EDIT 760), which will require students to apply national technology leadership standards to develop a written report that analyzes current technology conditions in schools or other learning organizations and articulates detailed strategies to improve technology infrastructure, training and management.

Technology Leadership Project

This assessment is administered in the Field Experiences in Instructional Technology course (EDIT 770), which will require students to engage in a combination of leadership experiences that may include presentation at professional conferences, development and submission of scholarly manuscripts for journal publication, conducting technology training for a professional audience, as well as membership and volunteer service in a professional Instructional Technology association. Student growth through these leadership experiences will be documented via the development of multimedia artifacts and reflections.

Comprehensive Exam

This assessment is administered in the capstone course (EDIT 780) as a cumulative exam covering all skills and concepts covered in all program courses. The exam includes objective and essay questions.

Professional Portfolio

This assessment is administered in the capstone course (EDIT 780), 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.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.	Assessment #1 - Learning Blog (<i>all courses</i>) Assessment #6 - Comprehensive Exam (<i>EDIT 780</i>) Assessment #7 - Professional Portfolio (<i>EDIT 780</i>)
Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve professional practice.	Assessment #1 - Learning Blog (<i>all courses</i>) Assessment #2 - Digital Learning Objects (<i>EDIT 740, EDIT 744</i>) Assessment #3 - Instructional System (<i>EDIT 750</i>)
Apply understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.	Assessment #1 - Learning Blog (<i>all courses</i>) Assessment #6 - Comprehensive Exam (<i>EDIT 780</i>)
Demonstrate visionary leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.	Assessment #1 - Learning Blog (<i>all courses</i>) Assessment #4 - Technology Improvement Plan (<i>EDIT 770</i>) Assessment #5 - Technology Leadership Project (<i>EDIT 780</i>)
Evaluate the impact of technology integration and professional development on instructional practice and learner performance.	Assessment #1 - Learning Blog (<i>all courses</i>) Assessment #5 - Technology Leadership Project (<i>EDIT 780</i>)

NEW PROGRAM PROPOSAL

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)

Although there are no current add-on licensure credentials available from the State Department of Education to teachers who complete the proposed Ed.S. program, graduates who teach in South Carolina public schools (as well as many other states) will be eligible to apply for "Masters +30" pay levels.

NEW PROGRAM PROPOSAL

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. (APPENDED BELOW)

SCDE requirements and professional association (AECT) standards

The Association for Educational Communications and Technology (AECT) publishes professional standards to which the proposed Ed.S. curriculum is aligned. AECT does not presently have a formal review relationship with CAEP. Per communications with the State Department of Education documented November 13, 2014, the college's next accreditation visit in 2018 will require a "SPA-like report" for the Ed.S. that will be similar to what other education programs complete for review by their respective specialty associations (SPAs). In the event that a relationship between AECT and CAEP formalizes in the future, then the requirements for the proposed Ed.S. would modify accordingly and a SPA report will be completed.

AECT standards alignment

Student Learning Outcomes	Assessment	AECT
1. Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.	#1 Learning Blog (<i>all courses</i>) #6 Comprehensive Exam (<i>EDIT 780</i>) #7 Professional Portfolio (<i>EDIT 780</i>)	1.1 1.2 1.3 1.4 3.1 3.2
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve learner performance.	#1 Learning Blog (<i>all courses</i>) #2 Digital Learning Object (<i>EDIT 740, EDIT 744</i>) #3 Instructional System (<i>EDIT 750</i>)	2.1 2.2 2.3 2.4
3. Apply deep understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.	#1 Learning Blog (<i>all courses</i>) #6 Comprehensive Exam (<i>EDIT 780</i>)	3.4

NEW PROGRAM PROPOSAL

Student Learning Outcomes	Assessment	AECT
4. Demonstrate visionary leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.	#1 Learning Blog (<i>all courses</i>) #4 Technology Improvement Plan (<i>EDIT 770</i>) #5 Technology Leadership Project (<i>EDIT 780</i>)	4.1 4.2 4.3 4.4
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.	#1 Learning Blog (<i>all courses</i>) #5 Technology Leadership Project (<i>EDIT 780</i>)	3.3 5.1 5.2 5.3 5.4