New Program Proposal
Master of Education (M.Ed.) in Learning Design and Technology
Winthrop University

Executive Summary

Winthrop University requests approval to offer a program leading to a Master of Education (M.Ed.) in Learning Design and Technology to be implemented in Fall 2019. The proposed program would prepare professional educators to create, analyze, deliver, and evaluate learning materials and improve human learning and performance. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/18	Not Applicable
ACAP Consideration	3/29/18	Winthrop University representatives introduced the M.Ed. in Learning Design and Technology as the expansion of an existing concentration into a full degree program. The degree targets educators as well as other professional who work with design of educational materials for technology. The USC representative expressed concern since they offer a similar program that is online. Winthrop indicated that they are expanding on a concentration they had offered already for years and were focusing on the needs in their specific geographic area.
		CHE staff inquired about the contours of the online program as serving the local area, including the populous Charlotte-Mecklenburg School District, or otherwise recruiting students as an online program with no boundaries. Winthrop stated that their program is cohort based, designed and marketed to recruit locally, that they are working with local school districts, and that they are eager to discuss educational partnerships. Additionally, they have parameters on how many the degree can and will serve. The primary target audience will be the Old English Consortium and the secondary audience will be the Charlotte Mecklenburg school district.
		Staff inquired about the cost-to-revenue ratio, faculty fringe benefits, and about CERRA-based data. Representatives explained current costs (including faculty) to projected enrollment, and that cohort student classes imply a different tuition model. Representatives agreed to provide additional clarification about the budget as discussed, and area need.
		Following remaining discussion, ACAP members voted to recommend the program proposal.

Stages of Consideration	Date	Comments
Comments, questions, and suggestions from CHE staff sent to the institution	4/4/18	Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward: • Provide information and need for Educational Technology in K-12 schools in SC; • Would this degree qualify recipients for the positions indicated in the proposal or would additional training be required? • How did WU determine the projected enrollment? • Clarify if the faculty salary item includes salary and fringe; • During ACAP, you indicated that net revenue was based on current tuition costs and projected enrollment. As discussed at ACAP, please explain the potential for an apparent six-to-one revenue to cost ratio in the budget. Should you show more institutional overhead to justify this ratio? • Given the discussion at ACAP that this program is offered online, what assurances can you provide that this program will remain regional?
Revised Program Proposal Received	4/17/18	The revised proposal satisfactorily addressed the questions and request for revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing (CAAL) approve the Master of Education in Learning Design and Technology to be implemented in Spring 2019.

Winthrop University Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	957 (90.37%) / 102 (9.63%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	11
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	2

Industry related Occupational Wages and Projections in South Carolina, 2014 – 2024*

Occupational Field[1]	2016 Median Income[2]	2014 Estimated Employment[3]	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	$45,440	120,127	129,963	9,836	.79%	8.19%

[1] "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.
[2] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Wage Rates for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
[3] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
* Data downloaded April 27, 2018

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Name of Institution
 Winthrop University

Name of Program (include concentrations, options, and tracks)
 M. Ed. in Learning Design and 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 2019   13.0501

Delivery Site(s)
 Winthrop University

Delivery Mode

☐ Traditional/face-to-face*   ☒ Distance Education
*select if less than 50% online   ☐ 100% online

          ☒ Blended (more than 50% online)

          ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)
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Institutional Approvals and Dates of Approval

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Board of Trustees approval. 4/6/18
President approval. 1/20/18
Provost approval. 1/15/18
Graduate Faculty Assembly approval. 4/19/2017
Graduate Council approval. 3/21/2017
Teacher Education Committee approval. 3/14/2017
College of Education Dean approval. 3/4/2017
College of Education Faculty Assembly approval. 3/4/2017
College of Education Curriculum Committee approval. 2/24/2017
Department of Counseling, Leadership and Educational Studies approval. 1/19/2017

Background Information

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

The purpose of the Master of Education in Learning Design and Technology (30 hrs.) is to prepare professional educators in a variety of fields to create, analyze, deliver and evaluate learning materials and improve human learning and performance through the appropriate use of learning theory and technology tools. This new degree program will provide students with a comprehensive study of the field of learning design and technology and the appropriate tools and skills used by professionals in the field. The degree program will provide for professional preparation and career advancement to educators working in traditional education environments, such as K-12 districts and schools; and it will serve the needs of professional educators working in corporate, health care, government, military, nonprofit and higher education environments. Graduates of the field may work as training and development professionals, instructional designers, curriculum specialists and instructional/educational technology support specialists

This program was developed out of a 12 hour Educational Technology concentration in Winthrop's M.Ed. in Curriculum and Instruction. Expanding that curriculum, strands of the M.Ed. program will emphasize the study and application of advanced analysis skills, instructional design skills, media development skills, management skills, evaluation skills, and the skills needed to stay current in a quickly evolving landscape. These skills will be learned through the study of historical antecedents, current research, emerging trends, and current and emerging technologies. Students will learn to apply these skills through a hands on, project-based learning curriculum and a field based practicum. For K-12 educators, this program will qualify them for the state's Online Teaching endorsement.

The M. Ed. in Learning Design and Technology aligns with Winthrop's mission by providing "personalized and challenging, undergraduate, graduate, and continuing professional development programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina." The program supports the institution's aim to achieve national stature as "a competitive and distinctive…values oriented institution." "The values of service, excellence, diversity, community, and leadership provide the foundation" for Winthrop's continuing development in the 21st century; and they represent the values on which the M. Ed. in Learning Design and Technology program will be grounded.

The name of the program, Learning Design and Technology, is based on current research and trends in the field. Historically similar programs have gone by the name instructional

design and technology, instructional technology, or educational technology. While many see these terms as interchangeable, and they are often used that way, instructional technology historically has referred to the application of the field in corporate training while educational technology has been the practice of the field in K-12 environments. Our new program is designed to be a comprehensive program that will meet the needs of both K-12 educators and professional educators working in a variety of other fields. Comprehensive programs such as our proposed program will attract students from corporate training, health care, the military, government and higher education in addition to K-12 educators and administrators. The use of the term "learning" as opposed to "instruction" or "education" is used to designate our program as comprehensive and able to meet the needs of a diverse audience and to emphasize our program's focus on the learner. Many current programs, including programs at The University of Georgia, Georgia State University, and Pennsylvania State University have changed their program names from instructional design to learning design or learning design and technologies to support the notion of a comprehensive program.

We are seeking approval for a more than 50% online delivery for this program. We anticipate the need for students to come to campus for instructional support on technology use. While most courses will be offered online, we see value in a program where students can come to campus and meet with faculty and other students when needed.

List the program objectives. (2000 characters)

Program Completers will:

1. Define and explain the complexities of the field of learning design and technology and be able to articulate the areas of professional practice in the field.
2. Articulate the scope and history of the educational research that impacts the field of learning design and technology and develop the knowledge and skills to stay abreast of the most current research.
3. Employ strategies for environmental scanning in order to plan for the use of emerging technologies as they might impact teaching and learning.
4. Design, develop, deliver, and assess the effectiveness e-learning projects at the micro (course) level and macro (program) level.
5. Design, develop, deliver, and assess the effectiveness of a variety of instructional and learning products.
6. Design and develop learner centered materials at the micro (course) level and macro (program) level.
7. Apply the practice of instructional design to any content area.
8. Design strategies for the successful implementation of small and large scale learning technology initiatives and implement strategies for the management of them.
9. Evaluate the impact of learning design and technology initiatives.
10. Create and manage a professional online profile including web presence and appropriate use of social media for professional development and advancement.

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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)

There is a documented need for this program in South Carolina (as noted in the following tables), in our service region, and nationally. Career opportunities for individuals with this type preparation are expanding; and there is currently a demand for training and development specialists and instructional designers in a variety of fields. The M.Ed. in Learning Design and Technology will allow Winthrop the opportunity to prepare individuals for work in higher education, corporate education and training, health care education, government and military training, as well as K-12 education. Winthrop and its College of Education continue its commitment to preparing educators for South Carolina's schools, and we believe this program will better meet the needs of school districts. Districts are investing significant resources into technology programs; and they need trained professionals who can apply current research to existing challenges, manage programs, and enhance their focus on student learning through the use of quality learning design, online and hybrid instruction, and other educational uses of technology.

Currently the state of South Carolina has two master's degree programs in this field—one in educational technology offered collaboratively by USC and USC Aiken and a new program at Coastal Carolina University in instructional technology. Lander University offers a M.Ed. in Teaching and Learning with a concentration in instructional technology--not a full graduate degree program in the field. Lander's program is similar to Winthrop's current four-course educational technology concentration in the M.Ed. in Curriculum and Instruction program. Currently there is no graduate degree program in this field in the upstate/Rock Hill region; and concentrations, although valuable, are limited in scope and cannot fully prepare individuals for today's instructional technology and learning design jobs. Expanding our current concentration to a comprehensive master's degree program and one that is mostly online allows us to better meet the needs of South Carolina, expand our service reach, and develop a national presence.

A master's degree in learning design and technology is the sole degree needed to work in the field. Doctoral degrees in the field are awarded and required for work in higher education. Educators working at the building and district level need a master's degree to qualify for these positions. While there is no accrediting body for jobs in learning design and technology, most programs align themselves with the Association for Educational Communications and Technology (AECT) graduate program standards (https://www.aect.org/docs/AECTstandards2012.pdf). It is possible for people to work in the field without a graduate degree, but most job announcements in both K-12 and in training and development fields require an advanced degree in instructional design and technology, educational technology or learning design and technology.

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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."

Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Instructional (Technology) Coordinators	+ 10,500 (national, 10 years.) + 2,180 (SC, 10 years)	+ 7% (National, 10 years) + 8% (SC, 10 years)	+ bls.gov/ooh + www.onetonline.org
Instructional (Technology) Coaches	+ 10,500 (national, 10 years.) + 2,180 (SC, 10 years)	+ 7% (National, 10 years) + 8% (SC, 10 years)	+ bls.gov/ooh + www.onetonline.org
Instructional Designer	+ 21,500 (National, 10 years) +2,340	+ 5-8 % (National, 10 years) + 8% (SC, 10 years)	+ www.onetonline.org + www.onetonline.org
Training and Development Specialist	+ 18,900 (national, 10 years.) + State and regional data included below	+ 7% (National, 10 years) + State and regional data included below	+ bls.gov/ooh + State and regional data included below
Training and Development Managers	+ 2,300 (national, 10 years.) + State and regional data included below	+ 7% (National, 10 years) + State and regional data included below	+ bls.gov/ooh + State and regional data included below

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

According to the US Bureau of Labor Statistics, there were 252,600 jobs in the field of training and development in 2014 with a projected growth rate of 7% between 2014 and 2024. That demand can be seen within our service region as well.

There is currently high demand for instructional designers and instructional technology professionals in North and South Carolina.

A June 11, 2017 search for **Instructional Design** jobs in this region yielded the following data:

Job Search Site	Number of Positions	State	Partial list of industries needing Instructional Designers
Indeed.com	229	SC	Health care, manufacturing, banking, trucking and transportation, K-12 education, higher education
Monster.com	213	SC	Logistics, banking and finance, higher education, health care, K-12 education
Careerjet.com	160	NC	Banking and finance, higher education, health care, K-12 education, manufacturing, retail
Indeed.com	436 (118 in the Charlotte metro area)	NC	Health care, manufacturing, banking, trucking and transportation, K-12 education, higher education, logistics, retail, food service

A June 11, 2017 search for **Training and Development** jobs in this region yielded the following data:

Job Search Site	Number of Positions	State	Partial list of industries needing Instructional Designers
Monster.com	1000+	SC	Logistics, banking and finance, higher education, health care, K-12 education, government
Monster.com	1000+	NC	Banking and finance, higher education, health care, K-12 education, higher education, government, manufacturing, retail
glassdoor.com	371	SC	NOTE: A fulltime position in K-12 filter was used. These are all jobs in K-12 related fields.
Glassdoor.com	1,739	NC	NOTE: A fulltime position in K-12 filter was used. These are all jobs in K-12 related fields.

The degree of Learning Design and Technology may be appealing to a classroom teacher wishing to update and add to a skill set to enhance their teaching or to a teacher looking to

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take on a leadership role in a school or at the district level. Most districts in the Olde English Consortium and in our Partnership Network have active technology initiatives and recruit teachers who have coursework and degrees in areas such as Educational Technology, Instructional Design and Technology and Learning Design and Technology.

This degree is sought out both by teachers wishing to stay in the classroom and teachers looking to work with technology at a building or district level. Teachers with these types of degrees, including graduates from our current M.Ed. C&I degree with an Educational Technology concentration, take positions such as Instructional Technology Coordinator, Instructional Technology Coach, and STEAM Coach. Position titles vary from district to district. While CERRA data (https://www.cerra.org/online-job-bank.html) does not report specifically on Coordinator and Coach positions, it does offer the following on available teaching positions state wide as of 4/5/2018 (positions that continue not to be filled for this school year).

- 4 identified technology teaching positions open in the state as of 4.5.2018
- A total of 317 openings for teachers and administrators as of 4.5.2018
- 74 ECE/ELEM positions
- 187 ML/SEC positions

Other state employment trend data can be found in the US Department of Labor's online tool for occupation exploration https://www.onetonline.org/ and the Bureau of Labor Statistics Occupational Outlook Handbook https://www.bls.gov/ooh/. These sites show a projected growth of +8%, or a net +2,180 jobs as Instructional Technology Coordinators and/or Instructional Technology Coaches in SC over the next 10 years.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

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 current M.Ed. in Curriculum and Instruction has four concentrations: Early Childhood/Elementary Education, Educational Technology, Secondary Education, and Teaching and Learning. If the M.Ed. program in Learning Design and Technology is approved, the Educational Technology option will be dropped. The current concentration will teach out by 2019. The current M.Ed. in Curriculum and Instruction degree is being redesigned to become a "teacher leadership" degree program.

We also offer a graduate certificate program in Learning Technologies. If the M.Ed. program in Learning Design and Technology is approved, we will modify the certificate program to include more course options for certificate seekers, including the possibility of micro-credentialing.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. in Educational Technology	USC Columbia/Aiken	Online program delivery Provides professional preparation for non-public school educators Curriculum aligned to Association for Educational Communication and Technology curriculum standards	36 credit hour program; Winthrop University's program will be 30 credit hours The M. Ed. in Learning Design and Technology will expand the focus of traditional Educational Technology to include design, development and evaluation of learning environments.
M. Ed. In Instructional Technology	Coastal Carolina University	30 credit hour program Online program delivery Curriculum aligned to Association for Educational Communication and Technology curriculum standards	Primary focus on preparing public school teachers for work within schools; Winthrop's program will prepare K-12 and other professionals for work in this field.
M. Ed. In Teaching and Learning: Instructional Technology concentration	Lander University	Program supports both K-12 and professional educators in other environments	36 credit hour program; Winthrop University's program will be 30 credit hours Instructional Technology is a 12 hour concentration in a graduate degree program and is not a comprehensive graduate degree program in the field as will be Winthrop's proposed M.Ed. in Learning Design and Technology program

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Description of the Program

A cohort model will be used allowing us to manage enrollments and personnel resources efficiently. Projected cohort numbers of 25 are based on both our success in recruiting for other cohort programs and analysis of program need.

Cohort one would begin in Fall 2019 and graduate in Spring 2021.
Cohort two would begin in Fall 2020, thus overlapping with the first cohort in the second year. Summer semester would never have more than one cohort attending at a time. This pattern of overlapping cohorts continues unless we are able to start multiple cohorts per year.

	Projected Enrollment					
Year	**Fall**		**Spring**		**Summer**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019-2020	25	150	25	150	25	150
2020-2021	48	288	48	288	25	150
2021-2022	48	288	48	288	25	150
2022-2023	48	288	48	288	25	150
2023-2024	48	288	48	288	25	150

Note: Based on enrollment of 25 new students every fall semester, with an average attrition of 2 students in the second year.

Projected data is based on a number of interrelated factors including but not limited to: 7500+ teachers in our service region, the growing number of educational technology initiatives in our partner districts, prospects who have expressed an interest in Educational Technology (the existing concentration in the M.Ed. in C&I program) in Winthrop's Graduate School's Constituent Resource Manager (CRM) system, and previous recruitment efforts for cohort model programs.

According to Winthrop's Graduate School's Constituent Resource Manager (CRM) system, 54 prospects (people who have expressed an interest in studying educational technology in the existing concentration in the M.Ed. in C&I) were generated between Spring 2017 to Spring 2018. A recent effort to recruit one final M.Ed. in C&I Educational Technology cohort by the College of Education has generated 30 prospects since February 2018. In previous cohort recruitment efforts for graduate programs in Literacy and Special Education Intervention similar prospect pools have generated 20+ admitted students.

We are also confident our degree will appeal to a number of non k-12 employers in our service region including higher education, Duke Power, Red Ventures and other corporate entities in Charlotte and the surrounding region.

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)

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Graduate programs at Winthrop University have degree-specific admissions requirements. Requirements for the M. Ed. In Learning Design and Technology are as follows:

- Completed application for graduate study at the university
- An earned BA or BS degree from an accredited college or university.
- Statement of professional goals
- Official transcripts of all undergraduate and graduate course work
- Submission of GRE or MAT scores. (Scores may be waived for applicants with an undergraduate GPA of 3.0 or higher or an earned graduate degree from an accredited university.)

Are there any special articulation agreements for the proposed program?
☐Yes

☒No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
LTEC 640 Learning Design and Technology Foundations	3	LTEC 642 Instructional Design and Assessment	3	LTEC 644 Project Planning and Management	3
LTEC 641 Educational Multimedia	3	LTEC 643 Instructional Development	3	LTEC 645 Learning Management Systems	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
LTEC 646 eLearning	3	LTEC 648 Research in Learning Design and Technology	3		
LTEC 647 Human Performance Technology	3	LTEC 650 Practicum in Learning Technologies	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	

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Curriculum by Category			
Course Prefix and Number	**Course Title**	**Credit hours**	**Required/Elective**
LTEC 640	Learning Design and Technology Foundations	3	Required
LTEC 641	Educational Multimedia*	3	Required
LTEC 642	Instructional Design and Assessment *	3	Required
LTEC 643	Instructional Development	3	Required
LTEC 644	Project Planning and Management	3	Required
LTEC 645	Learning Management Systems +	3	Required
LTEC 646	eLearning +	3	Required
LTEC 647	Human Performance Technology	3	Required
LTEC 648	Research in Learning Design and Technology	3	Required
LTEC 650	Practicum in Learning Technologies	3	Required
LTEC 651	Special Topics in Learning Design and Technology	3	Elective (optional)

* Class will meet an elective criteria for the SC endorsement in Online Teaching.
+ Class will meet a required criteria for the SC endorsement in Online Teaching.

Total Credit Hours Required   30 hours

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Course Descriptions for New Courses

Course Name	Description
LTEC 640 Learning Design and Technology Foundations	A survey of the field of Learning technology. Students will learn historical antecedents and the evolution of the field.
LTEC 641 Educational Multimedia *	An introduction to the creation and management of digital media for learning. Students will learn the fundamentals of media production, graphic design and the development of electronic portfolios.
LTEC 642 Instructional Design and Assessment*	An introduction to the practice of Instructional Design, Instructional Design theory and the assessment of learning. Students will study learning theories and the application of learning theory to instructional practice. Students will learn strategies for creating Design Documents and assessing learning.
LTEC 643 Instructional Development	A study of advanced instructional design and development skills. Students will learn to develop instruction using an instructional design document. Students will learn to develop, implement and evaluate the effectiveness of the materials they create.
LTEC 644 Project Planning and Management	An examination of the strategies for planning for small and large scale Learning technology projects. Students will learn the fundamentals of project management, resource management, calculating return on investment, budgeting and personnel management as it relates to Learning design and technology. Attention will be paid to theories of the diffusion and adoption of innovations as it applies to projects in the discipline of learning technology.
LTEC 645 Learning Management Systems +	The study of online learning delivery systems and learning management systems for both synchronous and asynchronous learning. Students will compare and contrast learning management systems. Students will learn to use appropriate learning management system tools.
LTEC 646 eLearning	An examination of the theory and practice of eLearning. Students will apply instructional Design practices specifically to eLearning strategies including teaching in synchronous and asynchronous learning environments.
LTEC 647 Human Performance Technology	Students will study historical antecedents and current practice in performance improvement. Students will learn advanced skills in front end analysis, problem identification and other system theory related practices. Students will learn strategies for solving human performance problems that are not related to instruction.
LTEC 648 Research in Learning Design and Technology	Students will study educational research in context of the field of Learning technology. Students will examine how research impacts the development of theories of learning the development of instructional strategies. Current trends in the field will be examined. Students will study the practice of "environmental scanning" which is the practice of examining trends and advancements in theory and practice with the goal of being

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Course Name	Description
	proactive rather than reactive to them. Students will develop and implement an environmental scan on an emerging trend in the field.
LTEC 650 Practicum in Learning Technologies	In this capstone class students will propose a project in the field of Learning technology and execute that project from planning to evaluation.
LTEC 651 Special Topics in Learning Design and Technology.	A class on varying topics to meet the needs of specific populations as needed.

* Class will meet an elective criteria for the SC endorsement in Online Teaching.
\+ Class will meet a required criteria for the SC endorsement in Online Teaching.

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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	LTEC 640: Learning Design and Technology Foundations (3); F1 LTEC 643: Instructional Development (3); SP 1 LTEC 644: Project Planning and Management (3); M LTEC 647: Human Performance Technology (3); F 2 LTEC 650: Practicum in Learning Technologies (3); SP 2	Ed.D. Instructional Technology – University of Georgia M.Ed. Instructional Technology – University of Georgia	Currently serves in an primarily administrative role as COE director of learning technology and graduate studies; teaches graduate educational technology concentration courses
Associate Professor	Full	LTEC 642: Instructional Design and Assessment (3); SP 1	Ph.D. Educational Research – University of South Carolina MLIS Library and Information Science – University of South Carolina	Previously served as the director of the COE's Instructional Technology Center and as a K-12 media specialist; has taught undergraduate and graduate educational technology courses
Assistant Professor	Full	LTEC 641: Educational Multimedia (3); F1	Ph.D. Curriculum and Instruction: Urban Literacy – University of	Experience in teaching and research in digital multimedia; teaches undergraduate educational technology

	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)**
			North Carolina at Charlotte M.Ed. Reading Education – Winthrop University	course; a published author of articles and a book on use of digital multimedia
Assistant professor	Full	LTEC 645: Learning Management Systems (3); M LTEC 646: eLearning (3); F 2	Ph.D. Education with Specialization in Instructional Design for Online Learning – Capella University M.Ed. Instructional Systems Technology – University of North Carolina Charlotte	Serves as the university's director of online learning; teaches undergraduate educational technology course
Assistant professor	Full	LTEC 648: Research in Learning Design and Technology (3); SP 2	Ph.D. Instructional Technology – University of Virginia M.E. System Engineering – University of Virginia	Serves as the university's director of extended education and summer school
Professor	Full	LTEC 641 Educational Multimedia (3) F 1 LTEC 643 Instructional Development (3) SP 1	Ph.D. in Elementary Education – USC Columbia IMA in Natural Science – USC Columbia	Serves as a COE department chair and previously served as a technology coordinator and a director of distance education at USC Upstate; has 20 years' instructional experience developing and teaching technology-related courses

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		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)**
Assistant/Associate *	Full	LTEC 640: Learning Design and Technology Foundations (3); F1 LTEC 643: Instructional Development (3); SP 1 LTEC 644: Project Planning and Management (3); M LTEC 647: Human Performance Technology (3); F 2 LTEC 650: Practicum in Learning Technologies (3); SP 2 LTEC 648: Research in Learning Design and Technology (3); SP 2		

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

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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 | 2.5 | Staff | .10 | Administration | .10 |

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 new program will operate with existing faculty resources for the initial launch year and a national search will be conducted to recruit and hire a new full-time tenure-track faculty member who will be dedicated 50% to the program. This will provide two half-time faculty members, and five faculty from other areas/departments who are qualified to teach in the program as required.

No additional staff or administrative duties will incur as a result of this new program.

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)

The Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 p.m. to Friday at 7:00 p.m., and 12:00-7:00 p.m. on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at http://www2.winthrop.edu/dacus/. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. Dacus Library owns approximate 3,848 book titles and over 4,333 e-titles relevant to Learning Technologies.

Student Support Services

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

NEW PROGRAM PROPOSAL

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure. Winthrop University's Office of Online Learning provides instructional design and development support from its team of instructional designers and technical support from the learning management system vendor (Blackboard) and with local institutional technical support. The College of Education's Instructional Technology Center provides a variety of technical and pedagogical support services related to online learning.

Physical Resources

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

No additional instructional equipment is needed for this program.

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)

This will be a mostly online program. No new facilities will be needed.

NEW PROGRAM PROPOSAL

Financial Support

Estimated Total Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration	$14015	$14015	$14015	$14015	$14015	$70,075
Faculty and Staff Salaries	$54058	$113426	$113426	$113426	$113426	$507,762
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	$1,250	$1,250	$1,250	$1,250	$1,250	$6,250
Library Resources						
Other*						
Total	$69,323	$128,691	$128,691	$128,691	$128,691	$584,087
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$167,400	$270,072	$270,072	$270,072	$270,072	$1,247,688
Program-Specific Fees	$1,250	$1,250	$1,250	$1,250	$1,250	$6,250
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	$168,650	$ 271,322	$ 271,322	$ 271,322	$ 271,322	$ 1,253,938
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	$167,400	$142,631	$142,631	$142,631	$142,631	$669,851

*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.

After the first initial launch year, a national search will be conducted to recruit and hire a full-time, tenure-track faculty member to support this new program. His/her salary with fringe benefits are reflected in the budget. The existing faculty, staff and program administration costs include both salaries and fringes.

The tuition revenue represents the tuition for the anticipated 25 students for the initial cohort and then 48 students going forward representing two simultaneous cohorts in the program as noted in the projected enrollment table on page 8, using the current tuition rate for in-state students. Program-specific fees were calculated using a $50 average course fee per new student in this program. These fees will be used for licensing of program specific software and technology support services.

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)

Each year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. The College of Education's Unit Assessment Committee reviews this report and the results are reported to the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

Five (5) identified key assessments for the M. Ed. in Learning Design and Technology program provided in the next section will be entered and stored in LiveText Via. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education's Unit Assessment Committee and the College of Education Dean's Council to inform decisions on curriculum actions and other program improvements.

The M. Ed. in Learning Design and Technology will also convene an advisory council composed of practitioners in a wide range of employers relevant to the degree program. This advisory council will review curriculum and keep us apprised on the latest developments that need to be reflected in the curriculum.

An alumni survey is administered to all graduates of our degree programs. In addition to this survey, the Program Director of the M. Ed. in Learning Design and Technology program will have all current students create a professional Linked In profile and then connect to the Program Director and to other students in and alumni of the program.

NEW PROGRAM PROPOSAL

Use of Linked In will help us to have more accurate and current information on where our graduates are working. This practice has been used successfully in Winthrop University's MBA program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Students will demonstrate knowledge of and proficiency in the use current multi-media development tools and apply them to appropriate learning problems.	LTEC 641. Online multimedia for learning portfolio.
Students will demonstrate mastery of the instructional design and development process including analysis, design, development, implementation and evaluation of learning.	NOTE: This SLO will be assessed as part of the two course sequence in instructional design and development. LTEC 642. Instructional design document assignment. LTEC 643. Online learning environment assignment.
Students will demonstrate mastery of theories of diffusion, adoption and evaluation by creating an implementation plan for a system wide learning technology initiative.	LTEC 644. Implementation and evaluation plan assignment.
Students will conduct an all-inclusive front end analysis and create a comprehensive performance support plan for a system wide learning technology performance support problem.	LTEC 647. Performance support plan assignment.
Students will demonstrate mastery of the research base and best practices of the field of Learning Design and Technology by building an online portfolio of multi-media work samples.	LTEC 650. Final portfolio project.

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)

While alignment with the professional standards of the Association for Educational Communications and Technology is standard practice in programs like this, there is no accrediting process for learning design and technology programs. The program will participate in the university's CAEP accreditation as needed.

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: This program will enroll professional educators in traditional K-12 settings and in other professional educational settings such as higher education, government, military, and business. The course sequence below will be submitted to the South Carolina State Department of Education (SDOE) for approval for program completers who currently hold SC teacher certification so they will be eligible to apply for the state add-on endorsement credential in Online Teaching.

Required Courses (6 Credits)
LTEC 645: Learning Management Systems
LTEC 646: eLearning

Elective Courses (Select one – 3 Credits)
LTEC 641: Educational Multimedia
LTEC 642: Instructional Design and Assessment

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.

N/A