

### NEW PROGRAM PROPOSAL FORM

Name of Institution: The Citadel, Military College of South Carolina

Name of Program (include degree designation and all concentrations, options, or tracks): Master of Science in Instructional Systems Design and Performance Improvement (MS-ISD & PI)

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: August 1, 2019

CIP Code: 13.0501 Educational/Instructional Technology

Delivery Site(s): Online and The Lowcountry Graduate Center

Delivery Mode:

- Traditional/face-to-face                       Distance Education  
\*select if less than 25% online                       100% online  
 Blended/hybrid (50% or more online)  
 Blended/hybrid (25-49% online)  
 Other distance education (explain if selected)

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

Dr. Diana Cheshire, Professor of Education, and Director of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education, (843) 953-5163, [diana.cheshire@citadel.edu](mailto:diana.cheshire@citadel.edu)

Dr. Larry G. Daniel, Dean and Professor, Zucker Family School of Education, (843) 953-5871, [ldaniel@citadel.edu](mailto:ldaniel@citadel.edu)

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Zucker Family School of Education Curriculum Committee 08/31/2018

The Citadel Graduate College Committee: 09/18/2018

Faculty Senate: 9/21/2018

Provost: 9/21/2018

President and Board of Visitors: 9/28/2018

### **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The MS-ISPI degree features a 30-hour program of study designed to provide the knowledge and skills essential to the design and application of innovative learning and performance improvement within multiple settings. Students will gain the knowledge, skills, and experiences needed to create effective educational materials for a variety of learning environments, from public school and college classrooms to corporate environments. The target audience includes trainers and professional development and curriculum specialists involved in education, instructional design, and corporate training. The ideal candidates for the degree program will hold a bachelor's degree in education, business, healthcare, computer science, or other related fields. Instructional Systems Design and Performance Improvement includes training on technology and tools used for training, however, the term Instructional Systems Design and Performance Improvement is more of broad focus and term used for employment outside of just the education sector.

Organizations are utilizing web-based courses, social media, visual simulations, social networks, and mobile learning in their education and training programs, which requires highly-skilled instructional specialists. The MS-ISPI curriculum focuses on development of this complex expertise by drawing on the knowledge bases of instructional design, learning science, and performance improvement. Students will explore best practices in the field of learning design, engage in problem-based learning activities, and develop immediately applicable solutions for today's evolving classrooms in P-12, higher education, military, healthcare, corporate, and community settings.

Faculty will design the recruitment cycle to admit students each term. The Citadel anticipates year 1 will include 20 students and year 2 will grow to 40 enrolled students, between the online and Lowcountry Graduate Center offerings.

### **Assessment of Need**

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

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 need for updated curricula for preparing educators and professional development specialists due to the rapid development of new learning technologies. Further, the move toward technology-facilitated learning and work environments equates to job growth for instructional designers. The Bureau of Labor Statistics estimated that jobs for instructional designers/architects will grow by 11 percent through 2026, much faster than the average rate of growth for all jobs. Continuing advances in technology and medicine mean that health care workers must be taught to operate new software, hardware, and equipment correctly and safely. As many organizations seek to improve employee performance and ensure their skills are up-to-date, training and development become vital areas for investment. The Bureau of Labor Statistics estimates that employment growth for training and development managers will grow 11 percent through 2026. The State of South Carolina also projects approximately 6% growth for instructional designers and training and developers. Additionally, the military is also expanding its online learning infrastructure to train service members around the world. Since 2013, Instructional Designers have made the CNN Money list of the Top 100 Jobs in America.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Instructional Coordinators	1,765	5.7% Growth	180,400	11% Growth	data.bls.gov/projections
Training and Development Specialists	4,229	3.9% Growth	282,800	11.5% Growth	data.bls.gov/projections
Training and Development Managers	740	5.7% Growth	38,100	10.3% Growth	data.bls.gov/projections

**Supporting Evidence of Anticipated Employment Opportunities**

Provide supporting evidence of anticipated employment opportunities for graduates.

Since 2013, Instructional Systems Design and Performance Improvement professionals have made the CNN Money list of the Top 100 Jobs in America, noting a pay median of \$64,900 to \$101,000 with 10% job growth expected as well as grades of ‘A’ for employee satisfaction, ability to telecommute, and the benefit to society. Additionally, the Bureau of Labor Statistics notes that the median income of Training and Development Managers is \$108,250 with 10% job growth expected.

A review of several jobs websites (e.g., glassdoor.com and indeed.com) indicates that the average salary for individuals in the field of instructional design in Charleston, SC is \$67,190. Remote jobs found on these job sites included those with salaries as high as the mid-\$90,000s. Perusing a few of the many advertisements for positions indicates graduate degrees specifically in instructional design are either required or preferred. A search of indeed.com yielded 114 instructional design open positions in the State of South Carolina and 33 openings in Charleston. Job sites included health care systems, retail companies, non-profits, software companies, and educational organizations. For example, Amazon.com in North Charleston and Leidos defense contractor in Goose Creek are both currently advertising for open Senior Instructional Designer positions. In addition, the US Army Training and Doctrine Command in Columbia is currently advertising for an Instructional Systems Specialist in Columbia, SC and Booze Allen Hamilton is seeking a Mid Instructional Developer in North Charleston. Additionally, Blackbaud’s website indicates the organization is seeking applicants for multiple open instructional design positions. Moreover, a review of indeed.com yielded 546 open positions for training and development specialists in the State of South Carolina and 138 in Charleston.

In addition to serving the growing industries in South Carolina, this degree program will also serve military service members, government employees, and defense contractors who work in military training divisions in service to our

nation. Each branch of the military invests significant personnel, funding, and time in creating training programs and e-learning. For example, the US Air Force uses a standardized process called Instructional System Development (ISD) and the Army manages a training infrastructure that delivers online training to hundreds of thousands of personnel each year. This degree program will be a very valuable professional development opportunity to strengthen skills and prepare for future job assignments.

Federal, state, and professional association data all consistently predict the job market will continue to grow in this field with the increase in online education and increasing sophistication of corporate training needs in this knowledge and information-based economy. The program is designed to ensure students have transferable skills to a wide variety of industries and potential occupations, illustrated by the potential applications of this degree below:

#### **PERFORMANCE IMPROVEMENT**

Performance Improvement Specialist, Performance Improvement Manager, Project Manager, Curriculum Developer, Analyst

#### **EDUCATION TECHNOLOGY AND TRAINING**

Education Specialist, Training Specialist, Training Coordinator, Training Director, Training Manager, Curriculum Developer or Manager, Curriculum Development Specialist, Curriculum Manager

#### **eLEARNING AND MULTIMEDIA**

eLearning Analyst, eLearning Developer, eLearning Product Manager, eLearning Program Manager, Chief Learning Officer, Collaborative Learning Manager

#### **INSTRUCTIONAL DESIGN**

Instructional Consultant, Instructional Designer, Instructional Content Designer, Instructional Technologist, Interface and Multimedia Designers, IT and Computer Training Manager, IT Coordinators Supporting eLearning Products, Learning Coordinator, Learning Services Manager, Learning Systems Analyst, Learning Technologist

#### **MILITARY TRAINING**

Military Instructional Designers, Military Curriculum Developer, Military Training Managers, Military Trainer

#### **USER EXPERIENCE (UX)**

UX Designer, Information Architect, User Interface Designer, Front End Web Developer

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	20 (online)	20 (online)	20 (online)
2020-2021	40 (20 online)	40 (20 online)	40 (20 online)
2021-2022	40 (20 online)	40 (20 online)	40 (20 online)
2022-2023	40 (20 online)	40 (20 online)	40 (20 online)
2023-2024	40 (20 online)	40 (20 online)	40 (20 online)

#### Explain how the enrollment projections were calculated.

The table above provides a conservative estimate of enrollment given the broad array of industries that this degree program services. Enrollment estimates include the projection of regional students from many different industries as well as service to military service members and veterans via online delivery. The military places a significant emphasis on instructional design, curriculum development, and training. This degree program will provide those personnel access to valuable professional development.

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

Yes

No

## Curriculum

### New Courses

List and provide course descriptions for new courses.

Course Name	Description
ISPI 500 Foundations and Principles of Instructional Systems Design and Performance Improvement	Overview of the field of instructional systems and performance improvement with emphasis on the historical and philosophical roots of the discipline and the knowledge and skills underlying professional competence within the field.
ISPI 510 Learning and Cognition	Examination of the various theoretical knowledge bases underpinning the science of learning, including psychological, behavioral, motivational, and neuroscience perspectives.
ISPI 520 Instructional Systems Design	Exploration of effective processes for designing instruction and improving performance.
ISPI 540 Principles of Learning Architecture and Environments	Introduction to innovative trends and practices in online learning and other e-learning environments. The course includes team-based activities focused on the design of e-learning tools and learning content management systems.
ISPI 550 Leadership in Instructional Systems Design and Performance Improvement	Overview of organizational and leadership theories commonly used in the field of instructional systems design and performance improvement. The course includes attention to organizational dynamics, leadership philosophies, and methods for assessing leadership styles.
ISPI 555 Training and Performance Improvement	Exploration of systematic approaches to training and performance improvement. Attention is given to application of training, procedures, and methodologies that enhance learning and development.
ISPI 560 Performance Improvement, Systems Assessment, and Usability	Application of principals of measurement, assessment, and evaluation in learning situations, including development and evaluation of assessment instruments, instructional decision-making, program evaluation, and exploration and application of basic concepts and methods of usability.
ISPI 565 Product Development and Performance Improvement	End-to-end product development as well as the systems approach critical to conceive, create, assess, and launch products and programs for performance improvement including usability testing. The course involves processing, retrieving, and editing multimedia data and files (i.e., storyboarding, sound, music, graphics, images, video, and authoring tools) as part of constructing content for instruction.
ISPI 570 Capstone in Instructional Systems Design and Performance Improvement	Development and implementation of a capstone project and portfolio showcasing the effective application of knowledge and skills in instructional systems design and performance improvement using appropriate processes, instructional materials, and technologies to improve learning and performance.
<b>Electives (choose 1)</b>	
Elective: ISPI 535 Coding and Digital Applications	Introduction to computational concepts and basic programming. Students will develop confidence in their ability to apply programming techniques to problems in a broad range of fields.

Elective: ISPI 545 User Experience and Design Thinking	Exploration of the theory and practice behind design thinking as applied to the evaluation of information interfaces from a user-centered design perspective including User Experience (UX) and User-Interface (UI).
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Existing Electives:

The program will also utilize two courses currently offered in The Citadel's Technical Project Management graduate certificate program as electives.

Elective: PMGT 650 Overview of Technical Project Management	This course applies a systems engineering approach to project management and introduces the student to the entire lifecycle of technical projects as offered by Project Management Institute's A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and other resources. Practical assignments are combined with industry-accepted standards for the purpose of developing a logical framework for managing and leading technical projects. The five major process groups of Initiation, Planning, Executing, Monitoring and Controlling, and Closing are investigated in relationship with the ten knowledge areas of Integration, Scope, Time, Cost, Quality, Human Resources, Communication, Risk, Procurement and Stakeholder Management. Professional responsibility and ethics will receive particular emphasis.
Elective: PMGT 651 Technical Project Planning & Scheduling	This course explores the principles and applications of work breakdown structures (WBS); the Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT); earned value 188 CGC/EUGS Academic Catalog management, critical chain scheduling and buffer management; definition and allocation of resources; resource leveling; and schedule compression. Course content includes realistic projects, case studies, MS Project computer applications, along with webbased management and technology tools. Each student will continue working on their Capstone Project started in PMGT-650.

Total Credit Hours Required:

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ISPI 500 Foundations and Principles of Instructional Systems Design and Performance Improvement	3	ISPI 520 Instructional Systems Design	3	ISPI 550 Leadership and Management in Performance Improvement	3
ISPI 510 Learning and Cognition	3	ISPI 540 Principles of Learning Architecture and Environments	3	ISPI 555 Training and Performance Improvement	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ISPI 560 Performance Improvement, Systems Assessment, and Usability		Elective			
ISPI 565 Product Development and Performance Improvement		ISPI 570 Capstone in Instructional Systems Design and Performance Improvement			
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	



Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Agenda Item 2b  Master of Educational Technology	36	Joint: University of South Carolina Columbia/University of South Carolina Aiken	In a general sense, both programs are designed to prepare professionals in the application of technology tools and learning principles to learning environments. Both programs are offered online.	The Citadel MS-ISPI program is a 30 hour program whereas the USC program is 36 hours. The Citadel MS-ISPI program will have the option of being offered online or face-to-face at the Lowcountry Graduate Center.  The USC program's curriculum is focused on educational technology. By contrast, The Citadel MS-ISPI is focused on human performance improvement. The content would be of value to educators but is focused on a broader audience to include performance improvement professionals in business and industry, non-profits, health care, and the military.  Courses in the USC program are offered every 8 weeks; Citadel MS-ISPI courses are full-semester. The Citadel's MS-ISPI program incorporates courses in project management, coding, and performance improvement.
Master of Education in Curriculum and Instruction (Educational Technology Emphasis)	36	Winthrop University	Both the Winthrop program and The Citadel's MS-ISPI program offer specialized coursework in applications of technology and instructional design.	The Citadel MS-ISPI is a stand-alone performance improvement degree. The Winthrop program is a more general education master's degree with a five course emphasis in educational technology.  The Winthrop program is offered in hybrid format whereas The Citadel MS-ISPI will be either fully online or offered face-to-face at the Lowcountry Graduate Center. The Citadel's MS-ISPI program incorporates courses in project management, coding, and performance improvement.
Master of Education in Teaching and Learning (concentration in Instructional Technology)  Master of Education in Instructional Technology	36  30	Lander University  Coastal Carolina University	Both the Lander program and The Citadel's MS-ISPI program offer specialized coursework related to applications of technology. Both the Coastal Carolina program and The Citadel's MS-ISPI are designed for professionals across multiple fields interested in applications of technology to organizations.	The Lander program is a more general education master's degree with a four course emphasis in technology.  The Lander program is face-to-face whereas The Citadel MS-ISPI has both face-to-face (Lowcountry Graduate Center) and fully online delivery options. The Citadel's MS-ISPI program incorporates courses in project management, coding, and performance improvement.  The Coastal Carolina program focuses more heavily on application of technology to the improvement of teaching and learning. While teaching and learning is a component within The Citadel's MS-ISPI, the degree is focused primarily on performance improvement systems. The Citadel's MS-ISPI program incorporates courses in project management, coding, and performance improvement.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Associate Professor Full Time	Overall Program Coordination  ISPI 510 Learning and Cognition	Ed. D. in Educational Leadership, Cambridge College CAGS in Special Education Administration, Cambridge College M. S. in Education, Mild Learning Handicaps, Alabama A&M University B. S. in Education, Learning Disabilities, Athens State College	
Professor, Director of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education Full Time	ISPI 500 Foundations and Principles of Instructional Systems Design and Performance Improvement  ISPI 520 Instructional Systems Design  ISPI 540 Principles of Learning Architecture and Environments  ISPI 570 Capstone in Instructional Systems Design and Performance Improvement	Ph. D. Curriculum and Instruction with cognates in Instructional Systems Technology and Educational Psychology, Indiana University, M. A. Research of Teaching and Learning, University of California, San Diego B. S. Education and Mathematics, Indiana University	Leadership experience in instructional systems and performance technology. She was the founding director of an Instructional Design and Technology master's degree at Samford University and is currently the director who oversees the Citadel's learning management system.
Director of Educational Assessment and Instructor Full Time	ISPI 560 Performance Improvement, Systems Assessment, and Usability	Ph. D. in Educational Psychology, University of Kansas Master of Law, Moral Education/Public Administration, China University of Petroleum B. S. in Mathematics and Applied Mathematics, Huazhong Normal University	
Associate Dean and Professor Full Time	ISPI 560 Performance Improvement, Systems Assessment, and Usability	Ph. D. in Educational Measurement and Statistics, University of Iowa, M. S. in Industrial/Organizational Psychology, California State University, Long Beach M. L. I. S. in Library & Information Science, University of South Carolina B.S. in Statistics, University of South Carolina	
Adjunct Instructor Part Time	ISPI 555 Training and Performance Improvement	Ph. D. in Instructional Design and Technology, Old Dominion University M. A. in Educational Technology, Michigan State University	Extensive experience in instructional design and learning systems. She is currently employed as an Instructional Designer at The Citadel.

	ISPI 520 Instructional Systems Design	B. A. in Early Childhood Education, Aristotle University of Thessaloniki	
Dean and Professor Full Time	ISPI 550 Leadership in Instructional Systems Design and Performance Improvement	Ph. D. in Educational Administration, University of New Orleans M. Ed. in Special Education, University of New Orleans B. A. in Secondary Education, Southeastern University	
Adjunct Professor Engineering Part Time	Elective: PMGT 651 Technical Project Planning & Scheduling  Elective: PMGT 650 Overview of Technical Project Management	Ph. D. in Project Management	
Adjunct Professor Part Time	ISPI 565 Product Development and Performance Improvement  Elective: ISPI 535 Coding and Digital Applications  Elective: ISPI 545 User Experience and Design Thinking (UX)	Ph.D. in Instructional Design	
*New Professor Full Time	ISPI 520 Instructional Systems Design ISPI 560 Performance Improvement, Systems Assessment, and Usability  ISPI 565 Product Development and Performance Improvement  Elective: ISPI 535 Coding and Digital Applications Elective: ISPI 545 User Experience and Design Thinking (UX)	Ph.D in Instructional Design Experienced professional development specialist with a doctoral degree in Instructional Systems Design, Instructional Systems Technology, or a related discipline.	

**Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Total FTE needed to support the proposed program:

Faculty: .75 new FTE / 4.25 existing, and 3 adjunct faculty members

Staff: 0

Administration: .25 existing FTE

## Resources

### Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

An annual library budget of approximately \$4,000 will be required to purchase journals and to add to the circulating collection:

American Journal of Distance Education	\$459.00/annually
Educational Technology	\$289.00/annually
Distance Education	\$730.00/annually
E-Learning and Digital Media	\$1,467.00/annually
Circulating Collection	\$1,000.00/annually

### Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The Citadel maintains excellent student support services accessible to undergraduates, veteran students, and graduate students. Those support services can be utilized by potential students in the proposed program. There are no academic support services required for this program beyond the already robust services The Citadel offers to all students and no additional fees are anticipated. The Citadel's numerous student support programs, services, and activities are highlighted in the academic catalog. These services include The Citadel Career Center, The Citadel Academic Support Center, Academic Advising, Office of Multicultural Student Services, the Krause Center for Leadership and Ethics, and the Study Abroad Office. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

### Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The program will utilize The Citadel's existing online infrastructure in the Blackboard Learning Management System and existing physical facilities at the Lowcountry Graduate Center.

### Equipment

Identify new instructional equipment needed for the proposed program.

The program will utilize The Citadel's existing online infrastructure in the Blackboard Learning Management System.

### Impact on Existing Programs

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

Yes

No



**Financial Support**

<b>Sources of Financing for the Program by Year</b>													
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>		
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	
Tuition Funding	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,944,000	1,944,000
Program-Specific Fees													
Special State Appropriation													
Reallocation of Existing Funds													
Federal, Grant, or Other Funding													
<b>Total</b>	216,000	216,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	432,000	1,944,000	1,944,000
<b>Estimated Costs Associated with Implementing the Program by Year</b>													
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>		
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	
Program Administration and Faculty/Staff Salaries	56,500	56,500	95,500	95,500	141,500	141,500	141,500	141,500	141,500	141,500	141,500	576,500	576,500
Facilities, Equipment, Supplies, and Materials													
Library Resources	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	20,000	20,000
Other (specify)													
<b>Total</b>	60,500	60,500	99,500	99,500	145,500	145,500	145,500	145,500	145,500	145,500	145,500	596,500	596,500
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	1555,500	1555,500	332,500	332,500	286,500	286,500	286,500	286,500	286,500	286,500	286,500	1,347,500	1,347,500

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

### Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The staffing costs represent an additional .75 FTE for a new faculty member (plus fringe) and an average of \$5,000 per course plus fringe was used to calculate the instructional cost for adjuncts. Additionally, 10% of the program coordinators salary was attributed to the program cost.

### Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>The primary program objective is to prepare professionals for roles as highly-skilled learning specialists capable of developing systems-based learning environments focused on performance improvement.</p>	<p>Students demonstrate an understanding of the historical and philosophical frameworks underlying the field of instructional systems design and performance improvement.</p>	<p>Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. (ISPI 500)</p>
<p>Secondary objectives include:</p> <ul style="list-style-type: none"> <li>• To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.</li> <li>• To instill the ethical and professional values essential to work within the field of education, training, and development.</li> <li>• To provide students with practical experiences in the development of learning tools and environments.</li> <li>• To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</li> <li>• To increase the number of adults in the Lowcountry with master's degrees.</li> </ul>	<p>Students understand and can apply the major theories relative to instructional systems design and methodology.</p>	<p>Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. Performance based projects will include design of instructional tools and modules consistent with compliance with various theoretical approaches. (ISPI 565, ISPI 520, ISPI 570)</p>
<p>Secondary objectives include:</p> <ul style="list-style-type: none"> <li>• To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.</li> <li>• To instill the ethical and professional values essential to work within the field of education, training, and development.</li> <li>• To provide students with practical experiences in the development of learning tools and environments.</li> <li>• To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</li> <li>• To increase the number of adults in the Lowcountry with master's degrees.</li> </ul>	<p>Students can apply principles of cognitive science and instructional design to various teaching and learning settings.</p>	<p>Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums.</p> <p>Performance based measures will include explanations of how to adapt learning materials and processes to specific groups of learners and environments. (ISPI 510)</p>

<p>Secondary objectives include:</p> <ul style="list-style-type: none"> <li>• To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.</li> <li>• To instill the ethical and professional values essential to work within the field of education, training, and development.</li> <li>• To provide students with practical experiences in the development of learning tools and environments.</li> <li>• To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</li> <li>• To increase the number of adults in the Lowcountry with master's degrees.</li> </ul>	<p>Student can effectively create products and learning systems using an array of technology and authoring tools.</p>	<p>Performance based measures will be employed. Students will demonstrate skill in processing, retrieving, and editing multimedia content and files, including storyboarding, sound, music, graphics, images, video, and authoring tools. (ISPI 570, ISPI 565)</p>
<p>Secondary objectives include:</p> <ul style="list-style-type: none"> <li>• To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.</li> <li>• To instill the ethical and professional values essential to work within the field of education, training, and development.</li> <li>• To provide students with practical experiences in the development of learning tools and environments.</li> <li>• To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</li> <li>• To increase the number of adults in the Lowcountry with master's degrees.</li> </ul>	<p>Students apply principles of measurement and assessment in the evaluation of learners, instructional products, and programs.</p>	<p>Direct assessment measures will include a performance based assessment focused on the development and implementation of assessments in the evaluation of a product or program (ISPI 550, ISPI 555, ISPI 560, ISPI 570)</p>
<p>Secondary objectives include:</p> <ul style="list-style-type: none"> <li>• To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.</li> <li>• To instill the ethical and professional values essential to work within the field of education, training, and development.</li> <li>• To provide students with practical experiences in the development of learning tools and environments.</li> <li>• To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.</li> <li>• To increase the number of adults in the Lowcountry with master's degrees.</li> </ul>	<p>Students apply technology to situations involving human performance appraisal and management of processes.</p>	<p>Direct assessment measures will include exams, responses to written prompts, individual student research and participation in discussion forums.</p> <p>A performance based assessment will also be employed. This assessment will require the student to design a performance improvement project. (ISPI 570, ISPI 565, ISPI 540)</p>

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.



The overall evaluation design for the program will follow the model established by the Zucker Family School of Education for all its professional programs. Both direct and indirect measures will be employed, and assessment software will be used to capture data and generate summary reports for assessment and accreditation purposes.

### **Direct Measures**

Direct evaluation measures will be built into each course in the major. Direct assessments will include both traditional and performance-based assessments. Traditional assessments will include (but not limited to) exams, responses to written prompts, written responses to teaching scenarios, participation in discussion forums, research projects, and student presentations. Performance-based assessments will include learning objects and other multimedia products created in response to learning scenarios posed by the instructor.

The final course of the program requires students to create a capstone project and portfolio showcasing the effective application of knowledge and skills in instructional design and technology using appropriate processes, instructional materials, and technologies to improve learning and performance. Portfolio artifacts and narrative explanations will be tied to specific program outcomes.

Data from a (predetermined) broad sample of these direct assessments will be catalogued within the Zucker Family School of Education assessment database using LiveText/Watermark software. For these assessments, students will be required to upload their work into a LiveText template, and faculty will assess the assignments using standard rubrics. These assessments and the scoring rubrics are consistent across instructors and teaching terms to allow for a significant amount of data to be collected to determine: (a) the students' performance against established learning outcomes, (b) the psychometric integrity of the rubrics used, (c) effectiveness of the curriculum (e.g., through evaluation of student error patterns), and (d) appropriateness of the assessments themselves.

### **Indirect Measures**

Surveys of graduating students and employers will be conducted to assess student learning outcomes, student satisfaction with the program, and employer satisfaction with graduates. Surveys will be collected during year one, and repeated in years two and three. Satisfaction survey data will be compared over time using trend analysis. Student outcome data will be analyzed for individual graduates and across graduates from the program.

## **Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No