

**New Program Proposal
 Master of Science in Instructional Systems Design and Performance Improvement
 The Citadel**

Summary

The Citadel requests approval to offer the program leading to the Master of Science in Instructional Systems Design and Performance Improvement to be implemented in August 2019. The proposed program is to be offered through traditional and online delivery. The following chart outlines the stages of approval for the proposal. 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	10/1/19	Not Applicable.
Staff comments to the institution	11/7/19	Staff requested revision of the proposal.
Program Proposal Resubmitted	11/13/19	Not Applicable.
Proposal Withdrawn	11/29/19	The institution withdrew the proposal at the ACAP meeting in response to prior inquiries about program design and duplication.
Program Proposal Received	2/1/19	Not Applicable.
Staff comments to the institution	2/25/19	Staff requested revision of the proposal.
Program Proposal Resubmitted	3/1/19	Not Applicable.
ACAP Consideration	3/28/19	<p>Representatives from The Citadel introduced the proposed Master of Science in Instructional Systems Design and Performance Improvement, citing the need for updated curricula for preparing educators and professional development specialists due to the rapid development of new learning technologies. The military is also expanding its online learning infrastructure to train service members around the world, so the program as designed can prepare servicemen and women also. The proposed program will focus on development of knowledge bases of instructional design, learning science, and performance improvement, including coursework in coding. Graduates will be employable both in and beyond the education sector.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the program, inquiring about the delivery modalities of both tradition and online format. The Citadel representatives addressed that the deployment of online and ground-based cohorts</p>

		will utilize the same faculty members to minimize the number of course preparation. After remaining inquiry and discussion about the uniqueness of the program, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments and suggestions from CHE staff sent to the institution	4/4/19	Staff transmitted remaining questions for additional clarity. Staff requested the proposal be revised to address the following information: <ul style="list-style-type: none"> • Centrality to institutional mission and its relationship to the institution’s strategic plan in Background Information; and • Employment projection data from a local source such as SCWorks.org in available in addition to the BLS projections.
Revised Program Proposal Received	4/8/19	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to the Master of Science in Instructional Systems Design and Performance Improvement to be implemented in August 2019.

The Citadel Graduate Student and Program Data, 2018

Graduate In-State/Out-of-State Enrollment, Fall 2018	733 (83.96%) / 140 (16.04%)
Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	18
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	2

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	\$45,440	114,248	126,874	12,626	1.05%	11.05%

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 Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [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 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL

Name of Institution

The Citadel, Military College of South Carolina

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

Does the program qualify 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)

The Lowcountry Graduate Center

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)

Dr. Diana Cheshire, Professor of Education, and Director of the Center for Excellence and Innovation in Teaching, Learning, and Distance Education, (843) 953-5163,
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Institutional Approvals and Dates of Approval

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

The Citadel Graduate College Committee: 09/18/2018

Faculty Senate: 9/21/2018

NEW PROGRAM PROPOSAL

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 and centrality to institutional mission. (1500 characters)

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.

Creation of this new major, which will be housed in the Zucker Family School of Education. The preparation of educators, trainers, and leaders has been and remains an important part of the mission of The Citadel, and the education of those who will design instructional systems for performance improvement fits squarely with The Citadel's mission to prepare principled leaders for all walks of life. The degree program proposal is also a prominently highlighted as a component of The Citadel's *LEAD 2024: Strategic Plan for Leadership Excellence and Academic Distinction*.

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 cycles such that two student cohorts will be matriculating at any given time. Start dates of each cohort staggered by two semesters. With students taking 9 hours two semesters and 6 hours two semesters, the entire cohort program will be only four semesters. Allowances will be made for students who need to complete at a faster or slower pace.

An initial cohort of 20 students will be recruited followed by the second cohort of 20 students who will start two semesters later.

List the program objectives. (2000 characters)

NEW PROGRAM PROPOSAL

1. 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.
2. Secondary objectives include:
 - a. To provide students with theoretical and practical knowledge essential to understanding instructional processes for varied learners in a range of settings.
 - b. To instill the ethical and professional values essential to work within the field of education, training, and development.
 - c. To provide students with practical experiences in the development of learning tools and environments.
 - d. To instill in students the value of lifelong learning and a desire for continuous professional improvement and renewal.
 - e. To increase the number of adults in the Lowcountry with master's degrees.

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 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.

None.

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."

NEW PROGRAM PROPOSAL

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
Instructional Design/ Instructional Systems Design	961 current openings				https://www.ziprecruiter.com/Jobs/Instructional-Designer/--in-South-Carolina

Supporting Evidence of Anticipated Employment Opportunities

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.

NEW PROGRAM PROPOSAL

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

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)

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of Educational Technology	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.	<p>The Citadel MS-ISPI program is a 30 hour program whereas the USC program is 36 hours.</p> <p>The Citadel MS-ISPI program will have the option of being offered online or face-to-face at the Lowcountry Graduate Center.</p> <p>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.</p> <p>Courses in the USC program are offered every 8 weeks; Citadel MS-ISPI courses are full-semester.</p>
Master of Education in Curriculum and Instruction (Educational Technology Emphasis)	Winthrop University	Both the Winthrop program and The Citadel's MS-ISPI program offer specialized coursework in applications of technology and instructional design.	<p>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.</p> <p>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.</p>
Master of Education in Teaching and Learning (concentration in Instructional Technology)	Lander University	Both the Lander program and The Citadel's MS-ISPI program offer specialized coursework related to applications of technology.	<p>The Lander program is a more general education master's degree with a four course emphasis in technology.</p> <p>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.</p>
Master of Education in Instructional Technology	Coastal Carolina University	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.	<p>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.</p>

NEW PROGRAM PROPOSAL

The Citadel is aware that there are several institutions in the state that offer degrees in Educational Technology. Educational technology as a discipline focuses on the application of technology tools to advance educational purposes, including educational systems, teaching and, management of data. The focus is on technology and how it can be employed effectively in educational settings. By contrast, the discipline of performance improvement focuses on systematic process improvement and includes knowledge bases and interventions from a number of fields, including leadership, project management, product development, learning science, and instructional systems architecture. Technology is one of many learning tools that process improvement workers employ.

The faculty at The Citadel have focused specifically on process improvement (and not educational technology) when planning this degree program. Process improvement is a broad, multi-disciplinary discipline, and the degree has to reach future students in many fields—not simply education. The focus on process improvement builds squarely on the strengths of the Education faculty at The Citadel who have been preparing educators for many decades but also draws in expertise from faculty in Project Management and Business. We believe this degree is needed to serve the organizations expanding job offerings in the Lowcountry who need to develop specialists focused on improving performance at the organizational, process, and individual levels.

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019-2020	20	120	20	120	20	120
2020-2021	40	240	40	240	40	240
2021-2022	40	240	40	240	40	240
2022-2023	40	240	40	240	40	240
2023-2024	40	240	40	240	40	240

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?

Yes

No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

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	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 3					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

NEW PROGRAM PROPOSAL

Curriculum by Category*					
INSTRUCTIONAL SYSTEMS DESIGN and PERFORMANCE IMPROVEMENT		TOOLS		CAPSTONE	
ISPI 500 Foundations and Principles of Instructional Systems Design and Performance Improvement	3	Elective: PMGT 650 Overview of Technical Project Management	3	ISPI 570 Capstone in Instructional Systems Design and Performance Improvement	3
ISPI 510 Learning and Cognition	3	Elective: ISPI 535 Coding and Digital Applications	3		
ISPI 520 Instructional Systems Design	3	Elective: ISPI 545 User Experience and Design Thinking (UX)	3		
ISPI 540 Principles of Learning Architecture and Environments	3	Elective: PMGT 651 Technical Project Planning & Scheduling	3		
ISPI 550 Leadership and Management in Performance Improvement	3				
ISPI 555 Training and Performance Improvement	3				
ISPI 560 Performance Improvement, Systems Assessment, and Usability	3				
ISPI 565 Product Development and Performance Improvement	3				
TOTALS	24		3		3

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required: 30

NEW PROGRAM PROPOSAL

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.
Electives (choose 1)	

NEW PROGRAM PROPOSAL

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.
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).

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)
Associate Professor	Full	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	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	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	

NEW PROGRAM PROPOSAL

Associate Dean and Professor	Full	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	ISPI 555 Training and Performance Improvement ISPI 520 Instructional Systems Design	Ph. D. in Instructional Design and Technology, Old Dominion University M. A. in Educational Technology, Michigan State University B. A. in Early Childhood Education, Aristotle University of Thessaloniki	Dr. Malogianni has extensive experience in instructional design and learning systems. She is currently employed as an Instructional Designer at The Citadel.
Dean and Professor	Full	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	Part	Elective: PMGT 651 Technical Project Planning & Scheduling Elective: PMGT 650 Overview of Technical Project Management	Ph. D. in Project Management	
Adjunct Professor	Part	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	ISPI 520 Instructional Systems Design ISPI 560 Performance Improvement, Systems Assessment, and Usability ISPI 565 Product Development and Performance Improvement	Ph.D in Instructional Design Experienced professional development specialist with a doctoral degree in Instructional Systems Design, Instructional Systems Technology, or a related discipline.	

NEW PROGRAM PROPOSAL

		Elective: ISPI 535 Coding and Digital Applications Elective: ISPI 545 User Experience and Design Thinking (UX)		
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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	.75 new FTE/4.25 existing	Staff	0	Administration	.25 existing FTE
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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 graduate assistant will be needed to provide support to the program administrator.

Beginning Year 3, an additional full-time faculty member will be needed. Faculty are calculated based upon a .75 FTE.

The Citadel utilizes the same compensation structure without regard to delivery mode, so face-to-face and online delivery is expected to be approximately the same cost. The deployment of online and ground-based cohorts will utilize the same faculty members to minimize the number of course preps and to leverage video-taping lecture segments as supplemental resources in online courses, maximizing efficiencies.

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)

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

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

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)

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

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

None

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)

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

NEW PROGRAM PROPOSAL

Financial Support

Sources of Financing for the Program by Year													
Category	1st		2nd		3rd		4th		5th		Grand Total		
	New	Total	New	Total									
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													
Total	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
Estimated Costs Associated with Implementing the Program by Year													
Category	1st		2nd		3rd		4th		5th		Grand Total		
	New	Total	New	Total									
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)													
Total	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
Net Total (Sources of Financing Minus Estimated Costs)	155,500	155,500	332,500	332,500	286,500	286,500	286,500	286,500	286,500	286,500	286,500	1,347,500	1,347,500

*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.

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. Additionally, 10% of the program coordinators salary was attributed to the program cost.

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)

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.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Students demonstrate an understanding of the historical and philosophical frameworks underlying the field of instructional systems design and performance improvement.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. (ISPI 500)
Students understand and can apply the major theories relative to instructional systems design and methodology.	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)
Students can apply principles of cognitive science and instructional design to various teaching and learning settings.	Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. Performance based measures will include explanations of how to adapt learning materials and processes to specific groups of learners and environments. (ISPI 510)
Student can effectively create products and learning systems using an array of technology and authoring tools.	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)
Students apply principles of measurement and assessment in the evaluation of learners, instructional products, and programs.	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)
Students apply technology to situations involving human performance appraisal and management of processes.	Direct assessment measures will include exams, responses to written prompts, individual student research and participation in discussion forums. 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)

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)

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

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