

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks): **[This is an existing program, established in 1991; we request an updated CIP Code and new concentrations]**

Master of Human Resource Development (MHRD) with the following concentrations:

- **Comprehensive HRD [new]**
- **Athletic Leadership [existing, no change]**
- **Organization Development and Change Innovation [new]**
- **Digital Learning and Development [new]**
- **Learning Leadership [new]**

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> 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: **Fall 2020**

CIP Code: **52.1005 [new], currently 52.1001**

Delivery Site(s): **Clemson University Main Campus, University Center of Greenville, Online [no change]**

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input checked="" type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

- **Dr. Janie Lindle, Eugene T. Moore Professor of Educational Leadership and Chair, Department of Education and Organizational Leadership Development (EOLD), jlindle@clemson.edu; 864-656-0629**
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- **Dr. Debbie Jackson, Professor Emeritus, Visiting Professor EOLD dbj@clemson.edu; 864-650-0667**
- **Dr. Jeremy King, Associate Provost for Institutional Effectiveness jking2@clemson.edu; 864-656-1492**

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

Department Curriculum Committee: 20 August 2019
College Curriculum Committee: 22 August 2019
University Graduate Curriculum Committee: 20 September 2019
Provost: 25 September 2019
President: 25 April 25, 2019
Board of Trustees: 26 April 2019 and 11 October 2019 (anticipated)

Background Information

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

Clemson's Masters of Human Resource Development (MHRD) was approved in 1991, and has a long and distinguished history in our College of Education. Compared to its peers, Clemson was an early adopter of graduate education in HRD, one of the few programs offering an occupation-specific degree. Enrollment in the campus-based and online programs has fluctuated over the past nearly 30 years with declining faculty numbers due to retirements. However, program demand remains stable and sustainable as the degree continues to serve an audience of extant working professionals across major industries and employers in the State and wider geographic region. Student satisfaction is high as indicated by surveys and course evaluations.

This "new" program proposal requests approval for three changes: a) a modification of the CIP code to more correctly align the program to the most currently appropriate classification, b) a reduction of overall program credit hours from 36 to 30, and c) the addition of four concentration areas under the parent Master of Human Resource Development (MHRD) degree program.

The evolution of the CIP Codes in Human Resource Development can be traced from 1985 to 1990 with the first change leading to a change from 06.0601 (Human Resource Development) to 52.1001 (Human Resource Management), which was appropriately used in the 1991 approval of the MHRD program by CHE. In 2000, the National Center for Education Statistics (NCES) CIP codes update explicitly added Human Resources Development as a new code (52.1005). This change was not made in the 1990-to-2000 CIP crosswalk by the University or by CHE even though this program has always been one in Human Resources Development. We wish to update the program to the correct CIP code (52.1005, which persists in the 2010 CIP code inventory) for Human Resources Development.

Enrollment in Clemson's MHRD has decreased approximately 13 percent a year over the last six years due to an increase in peer competitive programs and the development of the Athletic Leadership major. The MHRD program serves a workforce audience employed in major industries and employers across the state by professionally developing individuals to lead educational-related functions, design workplace training and development, and improve individual and organizational performance. The proposed program change will make the program more competitive with those at peer institutions and grow enrollment.

With the labor market for students with Human Resource Development education, training, and credentials expanding, higher education institutions have added related minors, intra-degree specializations, and certificates. To maintain competitive and distinctive standing in the marketplace and improve employability of graduates, our faculty have recognized that changes in the program are

needed. A consultant identified that, while the program remains attractive and in-demand in the workplace, the specific value and unique characteristic of the Clemson program now exists in a crowded online marketplace.

In response, College faculty have recommended that the MHRD degree program's emphasis areas be expanded to include those areas that support graduates in workplace training and development, learning functions, and improving performance of individuals and organizations—thus meeting employer needs. Unnecessary course prerequisites are also being removed to facilitate improved course sequencing. It should be noted that in 2018, BestColleges.com rated the Clemson MHRD program the Best Online Masters for Training and Development.

The proposed program modification reduces the overall number of credit hours for the degree from 36 to 30 semester hours, with 18 hours in the Human Resources Development core and 12 hours in a selected concentration. The sixcredit hour reduction represents a cost savings of \$4400 to a program student. The concentrations are:

- *Comprehensive HRD* (current online parent program) This option is for students who would like general exposure to all the core elements of HRD: learning and development, organization development, and career development.
- *Athletic Leadership* (current) The intercollegiate athletic option was developed to provide a unique opportunity for individuals wanting to pursue a career in intercollegiate athletics. Based upon the curriculum, the AL option substitutes four courses that focus on ethics, psychology, leadership and administration.
- *Organization Development Change and Innovation* (new) The ODCI concentration will focus on the role of HRD in facilitating change and innovation in organizations. ODCI has been recognized as a central area of engagement among HRD professionals. This concentration prepares students to implement and lead organization development projects through a thorough understanding of core theories, concepts, and best practice in the field. Students will choose 12 hours of HRD courses with an emphasis in organization development.
- *Digital Learning and Development* (new) The Digital Learning and Development concentration will engage professionals in best practices in the integration of emerging and innovative trends in learning design including personalized learning experiences, digital and mobile design, gamification, use of virtual and augmented reality, learning analytics, and artificial intelligence. This program will also prepare professionals to effectively use and evaluate technology integration in learning and development to support alignment with organizational strategies and increase employee performance and competencies. Digital Learning and Development students will choose 12 hours of HRD and/or EDF courses with an emphasis in digital learning and development.
- *Workforce Leadership and Learning* (new) This concentration will increase the leadership capacity of individuals and organizations. Participants will: enhance their individual leadership skills and learn how different leadership styles can improve organizations; enact leadership across cultures; enhance leaders' capacity to build engaged, effective, and productive teams; facilitate the leadership development of others; and, manage the learning and HRD functions in organizations. Learning Leadership students will choose 12 hours of HRD, EDL and/or EDIS courses with an emphasis in learning leadership.

Alignment with the ClemsonFORWARD University Strategic Plan

The proposed graduate program is directly linked to the College of Education's vision and mission to be a transformative leader in improving education; serving underperforming schools and underserved

communities; engaging in active service throughout the state and nation to improve life outcomes for the greater benefit of society; and addressing the current and future challenges of access, inclusivity, poverty, equity, diversity, and innovative teaching throughout our state and nation are all central to our work and this program. The graduate program in MHRD supports this mission by providing graduates skilled in the development and training of SC workforce. These changes support three key elements of the Clemson *FORWARD* strategic plan: strengthening our academic core, enhancing our portfolio of highly competitive graduate programs, and supporting engagement of the University with external constituents, communities, and workforce partners.

Assessment of Need

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

Several factors have influenced the enrollment in the MHRD program. First, the development of an Athletic Leadership master’s program at Clemson shifted students from the AL emphasis within MHRD to the standalone Masters in AL program. The following table shows the enrollment pattern, which evinces an average enrollment decline of 13% per annum.

2013	2014	2015	2016	2017-	2018-
136	124	106	58	46	56

Our MHRD faculty recognized that changes in the program are needed. A consultant, K. Peter Kuchinke, a globally renowned expert and leader in HRD and professor at the University of Illinois, has been working with the current faculty to help redesign and reinvigorate the MHRD curriculum. While HRD remains an attractive program area that is in demand in the workplace, the specific value and unique characteristic of the Clemson MHRD in a somewhat crowded online marketplace has not been clearly articulated or communicated, and the program lacks electives or specializations that are attractive to prospective students and employers. Curriculum innovation opportunities have been identified, and significant modifications are required to realize those opportunities.

In addition to the curriculum changes, program faculty also plan a rolling admissions process to accommodate enrollment of prospective students in the program any semester. The MHRD students are working adults and a flexible schedule and admission process will facilitate their educational progress. The program is taught in an online format; using the university’s flexible scheduling, courses can be offered in new formats, enabling students to focus on one course at a time. Unnecessary prerequisites have also been removed from courses to allow an improvement in sequencing courses and program completion.

Transfer and Articulation

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

None

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs: 2018	Employment Projection: 2028	
Training and Development Specialists	4,380	5,060	282,800	315,300	Career One Stop, and Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Training and Development Specialists, on the Internet at https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm (visited July 19, 2019). 2018-28, a growth of 8 percent, which is faster than average.
Training and Development Managers	770	870	34,500	38,180	Career One Stop, and Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Training and Development Managers, on the Internet at https://www.bls.gov/ooh/management/training-and-development-managers.htm (visited July 19, 2019). 2018-2028 an average growth of 5 percent.

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Nationwide Shortage and Statewide Concerns for Supply and Demand

This section provides an overview of the emergence and current status of academic degree programs in HRD and their role in today’s labor market and economy. While George Washington University is widely credited with establishing the first graduate program in HRD in the U.S. with a focus on the professional development of the federal workforce in the late 1960s, most academic programs emerged at U.S. universities in the late 1980s and 1990s in response to two national trends. First, there was a marked decline in the demand for vocational and technical teacher certification as high school curricula shifted towards academics and states adopted alternative certification routes for the remaining ‘shop’ programs. Concurrently, the large, federally funded research programs in vocational education through the national centers disappeared and so did the demand for researchers and scholars in “Vo-Tech”, students’ and practitioners’ term for vocational technology education courses in general. Academic programs in adult education experienced similar decline.

As a result of the above, many academic programs shifted their emphasis to the training of educators working in non-traditional settings such as business and industry. The demand for such specialization provided the second national trend, namely the increasing awareness of the need for business organizations to provide a wide range of education, training, and development to their employees in the so-called knowledge economy in order to yield competitive advantage in a highly competitive and global

marketplace that has become dependent on continuous learning and knowledge creation by employees at all levels of an organizational hierarchy. Building on their expertise and interest in adult learning and workforce development, HRD faculty expanded the curriculum to meet employer needs. Employers, in turn, began to value the HRD function and recognize the value of business success education. This created new opportunities for traditional education majors and led to the demand for academic programs in human resource development in the U.S. and abroad.

The industry association, Association for Talent Development (formerly Association for Training and Development) publishes an annual employer survey that shows the extent of employer-provided formal and informal training in many different areas of business and for employees at different levels in an organizational hierarchy. The U.S. Bureau of Labor Statistics reports job characteristics and demand forecast for HRD under the labels of Instructional Designer, Instructional Coordinator, Training and Development Manager, Training and Development Specialist, and Management Consultant. Predicted job growth in each of these areas for the decade of 2016 – 2026 is between 10 percent and 14 percent, and average annual salaries ranged from \$60,000 to \$108,000 in 2018. Based upon Bureau of Labor Statistics for the period 2008 to 2018, training and development specialists will be among the top 20 hottest career fields. Employment is projected to grow by 22 percent, much faster than the average for all occupations.

Reflecting the growth of the field and its contributions to schools and colleges of Education, a 2015 survey by the Academy of Human Resource Development reports 271 degree-granting (four-year and higher) institutions in the country. A majority offers master’s degrees, while the number of undergraduate programs is growing and the number of doctoral programs appears stable. The average faculty size of all programs is four FTEs, and an increasing number of programs have added or are shifting entirely to an online delivery format at the graduate level. The University Council for Workforce and Human Resource Education, an institution-level consortium of doctoral granting universities, reports an average faculty strength per program of 10 FTEs and seven lecturers, but these numbers include faculty teaching in related areas, such as adult education and career/technical education.

Profiles of prominent HRD programs show a divergent set of strengths, and there is no single ‘best’ model for HRD degree programs. Research shows that HRD programs attain prominence in research, teaching, and service in ways very similar to other fields of study, including thought leadership in specific areas, publications and grants, leadership in professional associations, editorship of top-tier journals, international teaching and consulting, and strong connections to local, state, national, and international employer communities.

Description of the Program

Projected NEW Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-21	20	51	20	51	20	20
2021-22	37	57	37	57	37	37
2022-23	41	78	41	78	41	41
2023-24	49	90	49	90	49	49
2024-25	55	104	55	104	55	55

Explain how the enrollment projections were calculated.

The program requires five semesters of coursework, six credit each semester for a total of 30 credit hours. Most students are working and attending the university part-time. The current enrollment pattern in the MHRD program is found in the table below and has been discussed in earlier sections of the proposal. We anticipate that the redesign of the curriculum to reduce overall credit hours, and that the additional specialization options will result in a moderate increase of students. This will increase the overall enrollment of students back to the 2015 baseline in this proposal’s budget out-year. Funding to market the program is included in the budget.

Clemson MHRD Historical Enrollment Pattern
 Reported by Institutional Research in each of the Fall Semesters

2013	2014	2015	2016	2017	2018
136	124	106	58	46	56

Data Source: Clemson Office of Institutional Research and includes total enrollment of first and second year students.

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

- Yes
 No

Curriculum

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
HRD 8450 Needs Assessment for Education and Industry (3 cr hrs)	HRD 8100 Foundations of HRD Leadership (3)	HRD 8490 Evaluation and Assessment (to increase emphasis on Quality) (3)
HRD 8970 Applied Research and Development (3)	HRD 8110 Leading the Learning Organization (3)	HRD 8250 Organization Development and Improvement (title change) (3)
HRD 8900 Instrumentation for Human Performance (3)	HRD 8120 Intercultural Workplace Learning Leadership (3)	

New Courses

List and provide course descriptions for new courses.

HRD 8100 Foundations of HRD Leadership (3) - Concepts of contemporary theories, concepts, practices, implications, and influences on human resource development leadership. This course lays the groundwork for the pursuit of long-term personal development for meeting the demands for HRD practice within organizations.

HRD 8110 Leading the Learning Organization (3) - Provides the foundational knowledge and skills necessary to successfully design, implement, and lead an organizational learning function.

HRD 8120 Intercultural Workplace Learning Leadership (3) - Examines leadership of learning organizations across cultures and nations.

Total Credit Hours Required: 30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
HRD 8300 Concept of HRD	3	HRD 8800 Research Concepts and Skills	3	HRD 8490 Evaluation and Assessment	3
HRD 8100 Foundations of HRD Leadership	3	HRD 8250 Organizational Development and Improvement	3	HRD 8470 Instructional System Design	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
Concentration Course #1	3	Concentration Course #3	3		
Concentration Course #2	3	Concentration Course #4	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	

Human Resource Development (HRD) is a process used to develop talent and improve the learning and performance of individuals and organizations to enhance their competence, effectiveness and change. HRD practitioners work to maximize the performance and potential within the fields of: training, learning and development; individual and organizational performance improvement; and, strategic HRD. Graduate students will learn innovative approaches to address contemporary challenges in the workplace including leadership, ethics, strategy, adult education, and diversity while engaging in high-quality, applied research and professional learning.

Human Resources Development CORE (18 credit hours)

- HRD 8300 Concepts of HRD (3)
- HRD 8470 Instructional System Design (3)
- HRD 8800 Research Concepts and Skills (3)
- HRD 8250 Organization Development & Improvement (3)
- HRD 8490 Evaluation & Assessment (3)
- HRD 8100 Foundations of HRD Leadership (3)

Concentration Areas (12 credit hours)

In addition to the core courses, students will select a concentration area of at least 4 courses (12 credit hours). Graduates Students with their Graduate Advisory Committee will propose 12 credits from available courses.

Comprehensive HRD (current): This option is for students who would like general exposure to all the core elements of HRD: learning and development, organization development, and career development. students will choose 12 hours of HRD courses among which may include:

- HRD 8900 Instrumentation for Human Performance (3)
- HRD 8970 Applied Research and Development (3)
- HRD 8450 Needs Assessment for Education and Industry (3)
- HRD 8600 Instructional Materials Development (3)
- HRD 8200 Human Performance Improvement (3)
- HRD 8820 Knowledge Management for Improved Performance (3)

Athletic Leadership (current): The intercollegiate athletic option was developed to provide a unique opportunity for individuals wanting to pursue a career in intercollegiate athletics. Based upon the curriculum, the AL option substitutes four courses that focus on ethics, psychology, leadership and administration. Students will choose 12 hours of AL courses among which may include:

- AL 8620 Psychological Issues in Collegiate Athletics (3)
- AL 8490 Athletic Leadership Development (3)

- AL 8640 Ethical Issues in Collegiate Athletic Administration (3)
- AL 8610 Athletic Leadership for Intercollegiate Administration (3)

Organization Development, Change, and Innovation: The ODCI concentration will focus on the role of HRD in facilitating change and innovation in organizations. ODCI has been recognized as a central area of engagement among HRD professionals. This concentration prepares students to implement and lead organization development projects through a thorough understanding of core theories, concepts, and best practice in the field. Students will choose 12 hours of HRD courses with an emphasis in organization development. Examples of these courses may include:

- HRD 8820 Knowledge Management for Improved Performance (3)
- HRD 8700 Consulting for Education and Industry (3)
- HRD 8970 Applied Research and Development (3)
- HRD 8200 Human Performance Improvement (3)

Digital Learning and Development: The Digital Learning and Development concentration will engage professionals in best practices in the integration of emerging and innovative trends in learning design including personalized learning experiences, digital and mobile design, gamification, use of virtual and augmented reality, learning analytics, and artificial intelligence. This program will also prepare professionals to effectively use and evaluate technology integration in learning and development to support alignment with organizational strategies and increase employee performance and competencies. Digital Learning and Development students will choose 12 hours of HRD and/or EDF courses with an emphasis in digital learning and development. Examples of these courses may include:

- HRD 8600 Instructional Materials Development (3)
- HRD 8450 Needs Assessment for Education and Industry (3)
- EDF 8200 Effective Online Teaching (3)
- EDF 8210 Online Course Management (3)
- EDF 8220 Web Tools to Enhance Online Engagement (3)
- EDF 8230 Instructional Design and Assessment (3)

Workforce Leadership and Learning: This concentration will increase the leadership capacity of individuals and organizations. Participants will: enhance their individual leadership skills and learn how different leadership styles can improve organizations; enact leadership across cultures; enhance leaders' capacity to build engaged, effective, and productive teams; facilitate the leadership development of others; and, manage the learning and HRD functions in organizations. Learning Leadership students will choose 12 hours of HRD, EDL and/or EDIS courses with an emphasis in learning leadership. Examples of these courses may include:

- HRD 8110 Leading the Learning Organization (3)

- HRD 8120 Intercultural Workplace Learning Leadership (3)
- EDIS 9360 Advanced Program Evaluation (3)
- EDL 8850 Selected Topics in Educational Administration (3)
- EDL 9720 Ethics in Ed Leadership (3)
- EDL 9620 Governance in Higher Ed (3)
- EDL 9860 Internship in Ed Leadership (3)
- EDL 9050 Theory and Practice in Organizational Leadership (3)

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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MBA, Human Resources Management	44-48	University of South Carolina-Columbia	While the Human Resource Management was listed in the CHE Inventory of Programs, we found no specific information of the USC website. The MBA programs at the two schools are similar because they must meet accreditation standards, in addition, both universities offer several different options within the MBA. Both are available online.	The two programs fall under different CIP Codes (MBA versus HRD). USC has several different tracks for MBA students, allowing student electives to design an individual focus area.
MHR, Human Resources (Professional Track)	45	University of South Carolina-Columbia	Both programs are concerned about the human capital in organizations. Both programs provide theory and practical applications for the workplace. Both programs have courses that promote research and metrics, strategy, and organizational development. Both programs allow students to select 12 credit hours of electives. Both use the CIP code.	USC program is directed toward managing people in the workplace—staffing, compensation, and labor. Clemson’s focus is on the training and development of individuals in the workplace. Clemson is adding more direction in the 12 credit hours that students select (concentrations).
MBA, Human Resources	36	Anderson University	The Anderson University MBA is a general management program and provides a Human Resources concentration that can be added to the MBA.	The AU Human Resources concentration consists of three courses—compensation, talent acquisition, and current topics and issues in HR management. Clemson’s focus is on the training and development of individuals in the workplace. Clemson is adding

				more direction in the 12 credit hours that students select (concentrations).
MS, Human Resources Management	36	Charleston Southern University	Both programs are concerned about the human capital in organizations. Both programs provide theory and practical applications for the workplace. Both programs have courses that promote research and metrics, strategy, and organizational development. Both programs allow students to select electives.	CSU program is directed toward managing people in the workplace— staffing, compensation, and labor. Clemson’s focus is on the training and development of individuals in the workplace. CSU curriculum allows for 9 hours of HR electives, none of which are in workforce development. Clemson is adding more direction in the 12 credit hours that students select (concentrations).
MBA, Human Resources Management Concentration	36	Southern Wesleyan University	Both programs are available online; SWU and Clemson have two courses or six hours that are similar in the programs.	The SWU program focuses on the business of managing people and decision making; while Clemson’s program focuses on the development of individuals.
MSML, Human Resources Management Concentration	36	Southern Wesleyan University	SWU’s Master of Science in Management and Leadership provides a concentration in human resources management. While there is some overlap in course work, only nine hours are similar to Clemson’s program.	SWU’s program is focused on the management on people, rather than on the development of personnel within an organization. The concentration in HRM is concerned with employment practices, labor laws, and compensation management, with only one course in employee development.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor #1 (F)	HRD 8600 Instructional Materials Development (Fall) (3) HRD 8970 Appl Research & Development (Fall/Summer) (3) HRD 8800 Research Concepts and Skills (Spring) (3)	BS, Psychology, Lake Forest College 1977. MEd, Human Development, Harvard University 1978. PhD, Organizational Leadership, University of Maryland-Eastern Shore 2014.	
Assistant Professor #2 (F)	HRD 8900 Instrumentation Human Performance Improvement (Fall/Spring/Summer) (3)	BS, Management, Clemson University 2003. MAT, Business Education, University of South Carolina 2007. EdD, Curriculum and Instruction, University of Florida 2012.	
Clinical Assistant Professor #1 (F)	HRD 8200 Human Perform Improv (Fall) (3) HRD 8300 Concepts of Human Resource Development (Fall) (3) HRD 8450 Needs Assess for Education and Industry (Fall) (3) HRD 8700 Consulting for Educ & Industry (Fall) (3) HRD 8250 Org Perf Improvement (Spring) (3) HRD 8470 Instructional System Design (Spring) (3) HRD 8490 Evaluation of T&D/HRD Programs (Spring) (3) HRD 8700 Consulting for Educ & Industry (Summer) (3) HRD 8820 Knowledge Management for Improved Performance (Summer) (3)	BA, English, Georgia State University 1995. MEd, Workforce Development Education, University of Arkansas 2012. EdD, Adult Education & Human Resource Development, University of Georgia 2015.	

Total FTE needed to support the proposed program:

Faculty: 3.0FTE
 Staff: 0.10 FTE
 Administration: 0.10 FTE

Faculty, Staff, and Administrative Personnel

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

All program administration, faculty and support staff are in place for the implementation of the MHRD program.

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.

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account : Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries : Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to

interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

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 College of Education has enhanced the role and staff of the Associate Dean for Research & Graduate Studies to include specific progress-to-degree data systems and student scheduling support. The Department has added a Director of Graduate Students to focus on non-traditional and distant learners in navigating institutional requirements and handling research-identified support for online learning.

University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate committees develop and approve the Plan of Study (GS-2) for each student which includes any core requirements and other courses that may be selected by the student with faculty approvals.

In addition to library and learning resources, a number of academic and student support services are available to all graduate students—including online students—at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** provides a leading-edge integrated information environment integral to learning and research. Graduates students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **Legal Assistance** - All Clemson students are eligible to receive one legal aid voucher per semester. Each voucher entitles the student to one-half hour consultation with a lawyer off campus.
- **Counseling and Psychological Services (CAPS)** - Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Graduate Student Life** – Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and

Graduate Student Government to enhance the overall graduate student life experience.

- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **The Harvey and Lucinda Gantt Multicultural Center** - The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.
- **Clemson Online** - Clemson Online staff are here to ensure that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in in-person programs. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

Physical Resources/Facilities

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

The College of Education is located in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program. The University Center of Greenville provides improved digital and physical meeting spaces.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed.

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

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$183,422	\$467,727	\$349,511	\$538,436	\$398,915	\$758,912	\$491,055	\$901,938	\$567,720	\$1,073,506	\$1,990,623	\$3,740,519
Program-Specific Fees												
Reallocation of Existing Funds	\$53,480	\$53,480	\$55,228	\$55,228	\$57,037	\$57,037	\$58,909	\$58,909	\$60,848	\$60,848	\$285,502	\$285,502
Total	\$236,902	\$521,207	\$407,739	\$593,664	\$455,952	\$815,949	\$549,964	\$960,847	\$628,568	\$1,134,354	\$2,276,125	\$4,026,021
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$53,480	\$235,412	\$55,228	\$241,884	\$57,037	\$248,536	\$58,909	\$255,370	\$60,848	\$262,393	\$285,502	\$1,243,595
Facilities, Equipment, Supplies, and Materials	\$5,000	\$15,232	\$5,100	\$15,332	\$5,202	\$15,434	\$5,306	\$15,644	\$5,412	\$15,752	\$26,020	\$77,394
Library Resources												
Other (Admin overhead)	\$43,563	\$111,085	\$100,957	\$127,879	\$115,539	\$180,242	\$116,626	\$214,210	\$134,833	\$254,958	\$472,773	\$888,373
Total	\$102,043	\$361,729	\$161,285	\$385,095	\$177,778	\$444,212	\$180,841	\$485,224	\$201,093	\$533,103	\$784,295	\$2,209,362
Net Total (Sources of Financing Minus Estimated Costs)	\$134,859	\$159,478	\$243,454	\$208,569	\$278,174	\$371,737	\$369,123	\$475,623	\$427,475	\$601,251	\$1,491,830	\$1,816,659

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.

Revenue Highlights:

Tuition and Fees: The current MHRD program is priced at the online Tier 3 online rate of \$742 per credit hour for both in-state and out-of-state students. The modeled program assumes that students will be part-time, taking two, three credit hour courses per semester, resulting in an average of 12 credit hours per student over fall and spring, and six credits in one summer semester. The financial plan also assumes that tuition and fees grow at three percent annually, and that enrollments will increase by 20 in year 1 and grow to a total of 55 new students by the fifth year.

Reallocation of Existing Funds: The listed reallocation of resources are for 10 courses currently taught in the program. The estimation is based on an average cost to teach a course in Education of \$4K+fringe.

Expense Highlights:

Program Administration, and Faculty and Staff Salaries: Existing courses utilizing faculty across the College of Education will be leveraged to support the program modification. Any course development needed will be reallocated within the College. Faculty, staff, and administrative salaries and fringe benefits are included. Program administration charges are the equivalent of the reallocated resources highlighted under the revenue section.

Operational Costs: Approximately \$5,000 each year is budgeted to provide supporting promotional materials, marketing and advertising services. In addition, funds are budgeted for basic supplies, phone services, travels, and four-year replacement plan for computers or other equipment required by the faculty.

Other Costs: Administrative overhead, intended to represent general and administrative costs, is estimated at 20 percent of total revenue.

Evaluation and Assessment

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.

Human Resource Development (HRD) is a process used to develop talent and improve the learning and performance of individuals and organizations to enhance their competence, effectiveness and change.

HRD practitioners work to maximize the performance and potential within the fields of: training, learning and development; individual and organizational performance improvement; and, strategic HRD. Program participants will learn innovative approaches to address contemporary challenges in the workplace including leadership, ethics, strategy, adult education, and diversity while engaging in high-quality, applied research and professional learning.

The MHRD program was developed around the competencies identified by the International Society for Performance Improvement (ISPI) as essential for effective leadership in the areas of human performance improvement. This program is continually being enhanced to reflect best practices in business and academia and course titles, descriptions, content, and instructional methods will be revised as needed.

Our core values, and how the program faculty approach the field and practice of HRD, include learning & development, strategic organization development, and leadership development; these practices are supported by the values of professionalism, career development, diversity and inclusion, and are grounded in research and critical thinking. In addition, we seek to build scholarly practice, reflection, collaboration, teamwork, ethics, communication, group facilitation, and change capacities. This conceptual framework is reflected in the figure below.



Program Objectives	Student Learning Outcomes Aligned to Program Objective: <i>Graduates will be able to:</i>	Methods of Assessment
Develop the talent, learning, and performance of individuals and organizations by developing MHRD graduates who work with organizations to enhance competence, effectiveness and change in the workplace.	Develop leadership skills and practices in themselves and others that fosters positive and productive relationships among individuals, organizations and cultures and to manage HRD functional areas and facilitate organizational learning, performance, and development across content areas.	Outcomes from Courses HRD 8100 and 8110 and final projects demonstrating ability to analyze, develop and document workplace leadership interventions that improve organizational learning, culture, performance and/or change.
Provide working professionals in business, industry, government and non-profit organizations theory and applications which promote workforce development.	<ul style="list-style-type: none"> • Develop innovative approaches to address contemporary challenges in the workplace including leadership, ethics, and cultural diversity. They will also be able to recognize the value of diversity and implement behavior and practices which foster equity and inclusion in the workplace. • Reason ethically in evaluating various perspectives, policies and/or practices relevant to one’s field of study. Behave ethically by taking responsibility for their actions, 	<ul style="list-style-type: none"> • Outcomes from Course HRD 8120 and academic program review of MHRD curriculum ensuring diversity, equity and/or inclusion in all courses through instruction and assessment. • Outcomes from Courses HRD 8100 and 8250. Evidence in student feedback on the ethical department of their research or experience in their graduate studies.

Program Objectives	Student Learning Outcomes Aligned to Program Objective: <i>Graduates will be able to:</i>	Methods of Assessment
	abiding by graduate student code of conduct and adhering to the ethical standards of HRD professional associations (e.g., SHRM, AHRD, ATD, ISPI, others).	
Increase technology literacy and workplace technical competencies supporting human resource development initiatives.	Use technology to learn, research, evaluate HRD initiatives for themselves, others and HRD functional areas.	Artifacts from Course HRD core curriculum. Develop and/or document knowledge in digital portfolio containing at least 4 artifacts of evidence of foundational learning across MHRD core courses.
Increase student ability to apply soft skills and skills for the future of work including communication, critical thinking, and problem-solving skills to relevant problems of practice in the workplace.	<ul style="list-style-type: none"> • Communicate ideas and instruction orally and in writing in the program and the broader HRD community. Effectively manage interpersonal relationships among themselves and others. • Apply critical thinking as they review, analyze, research and: produce knowledge that adds to HRD scholarship and practice and evaluate organizations. 	<ul style="list-style-type: none"> • Outcomes from Course HRD 8470. Each student will: deliver instruction, perform as an effective member of a team, and engage in productive exchanges with classmates, alumni, and the broader HRD community via social media. • Outcomes and final projects from HRD 8800 and 8490 demonstrating ability to develop and implement a research plan to address a research or organizational problem.
Prepare professionals to successfully identify, assess and design, implement an appropriate intervention, and continuously improve human performance in the workplace.	Conduct learning and organizational development interventions using evidence based interdisciplinary theories and tools to mitigate a variety of business challenges across industries.	Outcomes and final projects from HRD 8300, 8470, and 8250 demonstrating documentation of designed and/or performed organizational interventions.

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