

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 Design and Technology (MS-IDT)

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 Citadel Main Campus

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

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

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Institutional Approvals and Dates of Approval

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

NEW PROGRAM PROPOSAL

The Citadel Graduate College Committee: 09/18/2018

Faculty Senate: 9/21/2018

Provost: 9/21/2018

President and Board of Visitors: 9/28/2018

Background Information

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

The MS-IDT degree features a 30-hour program of study designed to provide the knowledge and skills essential to the design and application of innovative learning technologies within multiple learning 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 training environments. The target audience includes professional educators as well as other professional development specialists involved in instructional design and workplace education and 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 Design and Technology includes training on educational technology or "tools" used for training, however, the term Instructional Design and Technology more of broad focus and term used for employment outside of just the education sector.

Organizations are utilizing web-based courses, social media, visual simulations, social networks, and mobile learning in their education and training programs, which requires highly-skilled instructional specialists. The MS-IDT curriculum focuses on development of this complex expertise by drawing on the knowledge bases of instructional design, learning science, and educational technology. 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)

1. The primary program objective is to prepare professionals for roles as highly-skilled learning specialists capable of developing technologically-enhanced learning environments.
2. Secondary objectives include:

*The Citadel, MS, Instructional Design & Technology, Program Proposal,
ACAP, 11/29/2018 – Page 2*

NEW PROGRAM PROPOSAL

- 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 multimedia 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 servicemembers around the world. Since 2013, Instructional Designers have made the CNN Money list of the Top 100 Jobs in America.

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 |

Supporting Evidence of Anticipated Employment Opportunities

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

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

In addition to serving the growing industries in South Carolina, this degree program will also serve military service members, government employees, and defense contractors who work in military training divisions in service to our nation. Each branch of the military invests significant personnel, funding, and time in creating training programs and e-learning. For example, the US

NEW PROGRAM PROPOSAL

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:

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

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

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 general, both programs are designed to prepare professionals in educational and professional development fields requiring the application of technology tools and learning principles to learning environments. Both programs are offered fully online. | <p>The Citadel MS-IDT program is a 30 hour program whereas the USC program is 36 hours.</p> <p>The USC program's curriculum focuses more heavily on educational technology; whereas the MS-IDT curriculum is more focused on learning systems design.</p> <p>Courses in the USC program are offered every 8 weeks; MS-IDT 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-IDT program offer specialized coursework in instructional design and technology. | <p>The Citadel MS-IDT is a stand-alone instructional design and technology 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-IDT is fully online.</p> |
| Master of Education in Teaching and Learning (concentration in Instructional Technology) | Lander University | Both the Lander program and The Citadel's MS-IDT program offer specialized coursework in instructional technology. | <p>The Citadel MS-IDT is a stand-alone instructional design and technology degree. The Lander program is a more general education master's degree with a four course emphasis in technology.</p> <p>The Winthrop program is face-to-face whereas The Citadel MS-IDT is fully online.</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 instructional design focuses on systematic planning and creation of methods and materials to deliver instruction effectively to meet the needs of learners. The focus is on instruction. Instructional design makes use of knowledge bases from instructional theory and cognitive science. Technology is one of many learning tools that instructional designers employ to design and deliver effective instruction.

The Education faculty at The Citadel focused deliberately on instructional design (and not educational technology) when planning this degree program. Instructional design is a broad, multi-disciplinary discipline, and the degree has to reach future students in many fields—not simply education. The focus on instructional design builds squarely on the strengths of the faculty at The Citadel who have been preparing educators to deliver instruction in various settings for many decades. We believe this degree is needed to serve the organizations expanding job offerings in the region who need to train and develop employees.

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 servicemembers 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 by Year | | | | | |
|---------------------------|---------------------|----------------------|---------------------|----------------------|---------------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |
| Year 5 | | | | | |
| Fall | | Spring | | Summer | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Semester Hours | | Total Semester Hours | | Total Semester Hours | |

NEW PROGRAM PROPOSAL

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

| Course Name | Description |
|---|---|
| IDTE 500 Foundations of Instructional Design and Technology | Overview of the field of instructional design and technology with emphasis on the historical and philosophical roots of the discipline and the knowledge and skills underlying professional competence within the field. |
| IDTE 510 Cognitive Science | Examination of the various theoretical knowledge bases underpinning the science of learning, including psychological, behavioral, motivational, and neuroscience perspectives. |
| IDTE 520 Instructional Design | Exploration of effective processes for designing instruction utilizing technology. |
| IDTE 530 Multimedia in Instructional Design | Application of principles of instructional design to multimedia presentations and systems. 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. |
| IDTE 540 E-Learning and Online Instructional Methodology | 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. |
| IDTE 550 Leadership in Instructional Design and Technology | Overview of organizational and leadership theories commonly used in the field of instructional design and technology. The course includes attention to organizational dynamics, leadership philosophies, and methods for assessing leadership styles. |
| IDTE 555 Research Methods in Instructional Design and Technology | Application of qualitative and quantitative research design and methodology to instructional design and technology. Attention is given to reviewing literature, designing research, analyzing research data, and writing research reports. |
| IDTE 560 Assessment and Evaluation in Instructional Design and Technology | Application of principals of measurement, assessment, and evaluation in learning situations, including development and evaluation of assessment instruments, instructional decision-making, and program evaluation. |
| IDTE 565 Human Performance Technology and Management | Exploration of systematic approaches to management of instructional design projects and human performance technology. Attention is given to application of project management tools, procedures, and methodologies for performance improvement. |
| IDTE 570 Capstone in Instructional Design and Technology | Development and implementation of 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. |

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 IDTE 510 Cognitive Science | 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 | Full | IDTE 540 E-Learning and Online Instructional Methodology IDTE 565 Human Performance Technology and Management IDTE 570 Capstone in Instructional Design and Technology | Ph. D. Mathematics Education, Indiana University, M. A. Research of Teaching and Learning, University of California, San Diego B. S. Education and Mathematics, Indiana University | |
| Director of Educational Assessment and Instructor | Full | EDTE 560 Assessment and Evaluation in Instructional Design and Technology | Ph. D. in Educational Psychology, University of Kansas Master of Law, Moral Education/Public Administration, China University of Petroleum B. S. in Mathematics and Applied Mathematics, Huazhong Normal University | |
| Associate Dean and Professor | Full | IDTE 555 Research Methods in Instructional Design and Technology | 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 | |

NEW PROGRAM PROPOSAL

| | | | | |
|--------------------|------|--|--|--|
| Adjunct Instructor | Part | IDTE 500 Foundations of Instructional Design and Technology IDTE 520 Instructional 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 | IDTE 550 Leadership in Instructional Design and Technology | 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 Instructor | Part | IDTE 530 Multimedia in Instructional Design | Ph. D. in Educational Technology, University of Northern Colorado M. A. in Education, Eastern New Mexico University B. A. in English, Texas Christian University | |
| *New Professor | Full | IDTE 520 Instructional Design IDTE 530 Multimedia in Instructional Design IDTE 540 E-Learning and Online Instructional Methodology IDTE 565 Human Performance Technology and Management IDTE 570 Capstone in Instructional Design and Technology | Experienced educator or professional development specialist with a doctoral degree in Instructional Design, Educational Technology, or a related discipline. | |

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 |
|---------|---------------------------------|-------|---|----------------|------------------|

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.

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 |

NEW PROGRAM PROPOSAL

*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

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 design and technology. | Direct assessment measures will include exams, responses to written prompts, individual student research, and participation in discussion forums. |
| Students understand and can apply the major theories relative to instructional 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. |
| 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. |
| Student can effectively create multimedia presentations and learning systems using an array of technology 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. |
| Students effectively design, conduct, and write up results of research on instructional design and technology topics. | Direct assessment measures will include exams and participation in discussion forums. In addition, students will design, implement, and present results of a simple research study on a topic relative to instructional design. |
| Students apply principles of measurement and assessment in the evaluation of learners and instructional programs. | Direct assessment measures will include exams, responses to written prompts, individual student research and participation in discussion forums. |
| 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. |

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.