

## Notification of Intent to Develop New Program

Institution \_\_\_Western New Mexico University \_\_\_\_\_

Contact Person \_\_\_Linda Hoy, Interim Dean, College of Education\_\_\_\_\_

Date \_\_\_12/1/2012\_\_\_\_\_

Degree Program Under Development \_\_\_MA Intructional Technologies and Design\_\_\_\_\_

Department Submitting Proposal \_\_\_College of Educaton\_\_\_\_\_

Date of Proposal Submission to NMHED \_\_\_Feb 1, 2012\_\_\_\_\_

Desired Implementation Date \_\_\_August 19, 2013\_\_\_\_\_

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*Use one page to describe the following*

### Purpose of the Program

The primary focus of the program is to provide students with the knowledge and skills to support the use of instructional and information technologies for adult learners in rural areas. Graduates of the fully online program will be prepared to design, deliver, and evaluate instruction using a variety of technologies. The proposed master's program will feature four areas of emphasis to prepare potential students for four distinct job markets that are currently in high demand:

- Instructional Technology Coordinators and Instructional Coaches in PK-12 environments;
- Instructional Designer/Technologists and Trainers in corporate and government environments;
- Faculty Developers and Instructional Designers in higher education environments;
- Distance Learning and Online Instructors.

Need (include data that you will include to demonstrate National, Regional, State and/or Local need for program)

Globalization and the increased use of digital technologies across our society have led to changes in the nature and structure of learning experiences. Accompanying these changes is the need for professionals capable of designing technology-based learning curricula. Most recently, online learning and other 21<sup>st</sup> century initiatives in the educational sector has led to an increased need for instructional design professionals in school districts and institutions of higher learning.

Employment trends for the instructional designer/technologist category are outlined on O-Net (<http://www.onetonline.org/link/summary/25-9031.01>) and are quite favorable for the future. In fact, the projected growth for 2008-2018 is much faster than average (20% or higher) specifically for the government and educational services sectors (see Table 1).

Given these data and the listing of jobs directly in the field of instructional technology and design there are employment opportunities within the field.

**Table 1: Instructional Coordinator National Wage and Employment Trends**

Job	Median Annual Wage (2011)	Employment (2010)	Projected Growth	Projected job openings
Instructional Coordinator	\$59,280	140,000	Faster than average (20% to 28%)	58,100
Training and Development Specialist	\$55,150	218,000	Faster than average (20% to 28%)	98,300
Training and Development Manager	\$91,740	30,000	Average (10% to 19%)	11,600

Additionally, a survey of likely students or employers was conducted in February 2012, to assess the current need for the proposed educational opportunities. Fifty-four individuals responded and 90% of them indicated that they saw a need for such a program at WNMU. Therefore, WNMU’s College of Education is proposing the addition of a Master’s program and four related certificate areas that will prepare students to meet the increasing societal need for instructional design professionals.

**Institutional Commitment to the Program**

The Instructional Technologies and Design Master’s program is included in the long term plan of new programs by the institution and is supported by the President and Board of Regents. The program has been approved by the Graduate Council which reviews graduate level curriculum. Approvals have also been given by the Vice President of Academic Affairs, President and Board of Regents. A position has already been created for a tenure track professor for the Instructional Technologies and Design Program. That position will be filled Fall 2013 if the program receives state approval. In the meantime, four faculty members have combined their resources to make sure the program is adequately staffed. Each faculty member is teaching one class a semester, making it possible for students to complete the online degree in three semesters.