Northeastern University
College of Professional Studies

New Degree & Certificate Proposal

Master of Professional Studies (MPS) in Learning Experience Design & Technology (LXDT)

Certificate in Learning Experience Design & Technology (LXDT)

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New Program Description

Description and Purpose

The College of Professional Studies (CPS), through its Graduate School of Education (GSE), proposes to develop a new standalone *Master of Professional Studies (MPS) in Learning Experience Design and Technology (LXDT)*, and a *Certificate in Learning Experience Design and Technology,* to prepare working professionals for success in careers that demand state-of-the-art learning design and related skills. The proposed launch date for both programs is September 2021. The LXDT master's degree (45 quarter hours) will take between one and two years to complete while the LXDT certificate (16 quarter hours) will take between six months and one year to complete.

Both programs allow for an updated, expanded, and more practice-based curriculum to address the challenges facing 21st Century learning designers, educators, trainers, and instructional technologists. What are some of them? These professionals, from higher education, Pre-K-12, government, corporate, and non-profit organizations, are expected to remain current in the knowledge and skills demanded during a time of unprecedented growth in the field, including the expansion of online education, new pedagogical and design approaches, and constantly-changing technologies. LXDT course offerings will be flexible and customizable to adapt to the diverse learning cultures and environments used by today's traditional and non-traditional learning professionals, and attractive to both them and their employers.

The purpose of this proposal is to provide background, a rationale, and a description of the proposed MPS in LXDT master's degree and LXDT graduate certificate. These two new offerings are intended to replace the current MEd eLearning and Instructional Design (eLID) concentration and eLID certificate (conditional on separate approval). The change of degree from an MEd to an MPS is due to the new program's focus on the application of knowledge and skills in real-world environments, from authentic assignments in every course, to an expanded variety of experiential opportunities, both within and outside of coursework.

Setting the Context - Background on Existing MEd: eLID Concentration

The current eLearning and Instructional Design (eLID) concentration within the CPS Graduate School of Education's Master of Education (MEd) program has maintained slow but steady growth in the six years since its initial launch in 2014. It is time to upgrade our offerings if we are to stay competitive in a changing landscape.

Enrollment between 2014 and 2020 MEd eLID concentration, eLID certificate, and the Adult and Organizational Learning (AOL) certificate		
Year	**Number of Enrollees**	**% Annual Growth**
2014	8	N/A
2015	10 (a one-year FBI Certificate Program included 14 additional students)	25%
2016	16	60%
2017	18	12.5%
2018	22	22%
2019	28	27%
2020 (to-date)	38 (as of 9/11/20 – *7 applicants outstanding)	36 – 60%*

Unique Aspects

What might once have been considered to be unique aspects of an instructional or learning design program (e.g., experiential learning) are no longer quite so unique. As the field has grown, so have the numbers and types of

competitors offering a diverse array of options, to include informal workshops offered by online experts, professional certificates from both academic and professional organizations, and undergraduate and graduate degrees at the master's and doctoral level. Graduate programs (e.g., University of North Carolina-Charlotte; Purdue) that appear to be the most competitive with the proposed LXDT degree/certificate offer similar core elements (see below).

Core Elements of LXDT Competitor Programs
• Certificate/degree programs (certificates generally require 12-15 credits/degrees generally require 30-36 credits, based on a 3-credit/per course structure); • Foundational and capstone bookend courses; • Foundation/advanced design courses and electives; • Technologies, digital design tools aligned with industry needs; • Experiential learning (e.g., professional internships); • Online formats; • Professional portfolios; • Faculty with terminal degrees and/or professional expertise in the field; • Alumni networks, advisory committees, industry partnerships; and • Articulation with other academic programs(e.g., EdD).

What will make our proposed LXDT program unique?

The answer is to consider each of the program core elements identified above more rigorously using the principles of user-centered design. The laser-like focus on the learner throughout the creation of this new degree and certificate highlights a commitment to both *intentionality* and *integration* in the design and implementation of each program core element. First, the goal of creating robust and meaningful learner-centered experiences, with *intention,* guides all programming decisions included in this proposal, from an individualized program planning process, to flexible and customizable course formats, to expanded experiential learning opportunities, and the launch of student, alumni, and industry-related networks. Second, program core elements are *integrated* to provide a holistic learning experience for each student, from the date of admission; throughout their program of studies; extending to relationships with faculty, staff, peers, and professional networks; and well into options for lifelong learning opportunities beyond graduation.

Intentional and integrated design requires that we genuinely understand our learners, what they need, what they value, their abilities, limitations, and/or challenges, and then provide them with practical, experiential, and meaningful learner-centered experiences.

What do our end users, LXDT professionals, value?

Research with faculty and both current and past students found that our learners value the following:

- Advisors/faculty committed to learners' progress throughout their program of studies;
- Self-reflection on ongoing growth and development as both learners and professionals;
- Course designs that model effective design principles relative to accessibility, look and feel, content, engaging instructional strategies, activities, assignments, and assessments;
- State-of-the art course offerings in diverse and flexible formats;
- Technology and tools that emulate industry requirements;
- Multiple experiential learning opportunities that put knowledge and skills into immediate action;
- Networking opportunities with professionals in the field as well as peers, faculty, and alumni; and
- Lifelong learning (formal and informal) opportunities.

Our "What, How, and Why"

The "what" of the proposed LXDT program is to add value, based on identified learner needs, to each program core element of our overall design to *make Northeastern University's Learning Experience Design & Technology master's degree and certificate programs among the best in the U.S.* The "how" of what we will do is described in the table below.

An Intentional and Integrated Learner-Centered Experience	
LXDT Program Core Elements	**Intentional & Integrated Learner Experience**
Advising, Program Planning, & Professional Growth	• Professional Learning Plan/Course Map – Academic Advisor and Faculty Advisor • Three points of professional competency self-reflection (w/faculty advisor, and in Advanced LXD, Capstone courses) • Development of professional portfolio using technology tools that also support professional competency development using outward facing technology (e.g., personal website)
Added Value: Intentional focus on individual student development through: greater faculty support integrated throughout a student's program of studies; the use of a professional competency self-assessment/reflection to support learner development and program planning; the creation of multiple points of reflection integrated into both the advising process and in key courses; and the creation of an outward facing professional portfolio to showcase individual growth (integrating industry-required website design skills).	
Course Design & Formats	• Create a consistent course structure to model effective design principles relative to accessibility, look and feel, content, engagement, use of multi-media, assignments and activities, and assessments • Add modular formats designed to meet learner needs as the profession evolves relative to design, technology, and associated skills (e.g., project management). New and/or changing content determined annually by students and professionals in the field. • Identify content-area experts and design professionals within or outside of Northeastern to develop/deliver LXDT Skill Building Labs and Seminars
Added Value: Intentional modeling of key learning design principles integrated into each course; consistency across courses; flexible and stackable modules/badges developed to respond to student and industry needs and taught by experts. Expertise intentionally embedded in each course, through faculty and design professionals as instructors, or included on expert panels, through interviews, as guest speakers, or in pre-recorded videos (e.g., TedTalks). Ensure that all students develop exceptional design skills as a result of our structure, offerings, and use of expert faculty.	
Technology	• Identify and embed intentional technologies and tool choices in each required and elective course to build a complete set of industry-required technology skills • Develop LXDT Skill Building Labs and Seminars (with badging options) to add capacity for adding new technologies and tools to meet industry shifts and "learning in the flow of work" learner needs
Added Value: Intentional selection of key technologies and tools integrated into courses and flexible formats to build student skills as determined by evolving industry requirements. Collaboration with Academic Technology and other resources to determine needs.	
Experiential Learning	• Provide more course options for design experience (Advanced LXD, Design Studio, focused Skill Building Labs, Professional Internships) • Provide students with individual design "sandboxes" for practice and experimentation that is challenging but low risk, developmental in nature, and focuses on qualitative feedback versus grades

An Intentional and Integrated Learner-Centered Experience	
LXDT Program Core Elements	**Intentional & Integrated Learner Experience**
Added Value: Intentional alignment of all authentic assignments/learning experiences with industry-based competencies (stated in syllabi), integration of revised and/or new project-based courses (Foundations of LXD, Advanced LXD, Design Studio, Skill Building Labs) to provide additional experiential learning opportunities; provide opportunities for at least two integrated XN credit-based options (e.g., Connecting Theory and Practice, Capstone, Professional Internship).	
Relationships & Networks	• Create a student resource center, an LXDT focus at residencies (e.g., student panels, posters), alumni network/activities, an LXDT advisory committee, industry partnerships (e.g., internships, expert panels)
Added Value: Intentional integration of relationship building activities and networks into the entire program of studies, from new student orientation and a student resource center (e.g., announcements, surveys, job listings), to intentional opportunities to meet alumni and industry experts (panel discussions, residencies), and the creation of an active alumni network. Create an LXDT Advisory Committee and industry partnerships to keep current in the field, and provide opportunities for student internships.	
Lifelong Learning	• Invite alumni to participate in LXDT Skill Building Labs and Seminars; alumni network/activities, the advisory committee, and as industry partners • Develop alumni-centered activities and opportunities to participate in the learning process (e.g., panels, focus groups, informal gatherings) • Develop articulation agreement with the EdD for students interested in pursuing a doctorate
Added Value: Maintain an intentional throughline for both informal and formal learning opportunities throughout the student's program of study and beyond, including invitations to special events (e.g., panel discussions) and Skill Building Labs/Seminars. Promote articulated programming (e.g., EdD).	

The "why" of the proposed LXDT program is expressed in the following goal:

As a result of relationships built with learning design experts, industry partners, faculty, alumni, and peers, every LXDT student and graduate will speak to the program's powerful impact on their academic and professional growth, including: 1) the academic rigor grounding their learning; 2) the opportunity to observe effective design and learning principles "in action" throughout every learning experience; and 3) ongoing engagement in robust learning networks (both informal and formal) during and after program completion.

Program Focus and Clientele

The instructional design field, now 50 years old, is rapidly attempting to adapt to the educational/training needs of the 21st century. As learners, contexts, and technologies are transformed by demographic, cultural, economic and technological shifts and innovations, the need for a more advanced and broader base of knowledge and skills is rapidly steering the field's future trajectory, increasingly identified as learning design, or learning experience design. Today's learning designer has myriad roles/titles and can be found across all industry sectors (e.g., trainer, technologist, Pre-K-12 teacher, higher education faculty or staff member, corporate workplace learning and development professional). These professionals increasingly support learners in new ways, including creating shorter, and more modular "just in time" or "learning in the flow of work" learning experiences as "people increasingly *pull* the content or instruction they choose at the time they are ready for it. This role is more learner-centric" (Malamed, 2020, http://theelearningcoach.com/). Current demands on learning designers require not only understanding learner and learning needs, but becoming proficient in industry-based competencies related to analysis, design, evaluation, use of technology, and increasingly, the business side of design (e.g., project management, budgeting, resource development, compliance/legal issues). Requirements continue to evolve and

are often based on the specific context in which a designer works (https://www.insidehighered.com/print/digital-learning/article/2018/05/16/tips-and-resources-instructional-designers-entering-field).

Over the past two years, eLID faculty, students, alumni, and a variety of professional learning designers from across industry sectors reviewed current programming and the evolving requirements of today's learning design professionals. Key findings, from the above sources, that inform the program focus and potential clientele of the proposed LXDT programs, include the following:

- Individuals with learning design credentials work across all economic sectors and occupational environments, including corporate, government, non-profit, Pre-K-12, and academia. While traditionally located within corporate or government sectors, there is significant growth within higher education, the health professions, and non-profit organizations. While Pre-K-12 institutions do not tend yet to hire learning designers (and so far only comprise 1% of the job postings reviewed), the number of teachers who are interested in learning design for their own professional development, or with plans to change careers, is growing relatively quickly.
- The ideal learning designer requires knowledge and skills related to instructional/learning design processes/models/methods, pedagogy/learning theories, teaching/training/giving presentations, multi-media design, design technologies, needs assessment, evaluation, and project management. Content knowledge or contextual requirements within a specific discipline (e.g., education, business) or industry (e.g., Pre-K-12, non-profit) are also influencing the use of different design models and process approaches (e.g., Backwards Design, Design Thinking).
- In this field, a learning designer's "soft skills," as essential as technical skills, include: systems thinking, reasoning ability, communication (oral and written) and interpersonal skills, the ability to focus, a sense of curiosity, a collaborative and a team orientation, the ability to take constructive criticism, problem-solving, decision-making, negotiation, persuasion, and time management skills, flexibility/adaptability, and being an enterprising self-starter.

The proposed LXDT program's focus and possible clientele is ambitious. Today's learning designers create a variety of learning experiences, from F2F/blended/online courses/workshops to webinars, gaming, and artificial/virtual reality. They work on internal, client-focused, or business-related learning events or products. Audiences vary from children, teens, young adults, to adults of any age and in any context. They work as individuals or on design teams. They may be content specialists themselves or work with subject matter experts to elicit content. The majority of designers now need technical skills (e.g., videos, authoring systems, LMS design), others serve as technical specialists (e.g., media/graphic/web design) within their organizations. Some designers have moved into project management, an area that is increasingly important to the design process. Others focus on curriculum design, learning management systems, and/or learning community management (Malamed, 2020, http://theelearningcoach.com/).

Learner demographics are slowly changing. While the majority of past eLID applicants have worked in corporate, government, or non-profit environments, the unprecedented expansion of online learning within higher education and Pre-K-12 (even more so recently due to educational responses to COVID-19), has created new opportunities and growth potential. For example, over the past year the number of eLID applicants from the public/private education sector grew to 20% of all applicants, as more teachers and professional staff (e.g., media and technology specialists) make the decision to enhance the skills required to meet student needs in online and technologically-enhanced environments. Also, there is growing interest from higher education faculty and staff (e.g., administrative staff, instructional designers, librarians) to build or strengthen their design skills as more institutions move programs online; higher education faculty and staff made up 21% of total applications received between January 2019 and May 2020. Other applicants work in government, non-profit, social justice organizations in the US and abroad, and corporate environments. The opportunity to reach a broader range of potential students through a focused development of "tracks" in areas such as training and development, higher education, and Pre-K-12 is one possible strategy under consideration as enrollment grows.

Professional titles of possible clientele vary widely and include the following sample: Instructional Designer/Analyst, Instructional Technologist, Learning and Development (L&D) Specialist, Training Coordinator, Curriculum/Instructional Coordinator, Instructional Designer Developer Trainer, Training Specialist/Consultant, Learning Design Specialist, Curriculum Development Specialist/ Consultant, Learning Experience Designer, Trainer, and HR Specialist. Leadership positions include Instructional Design Program Manager, Learning Experience Design Manager, Director of Tech Learning & Development, Manager of Enterprise Learning Experience Design, Director of Academic Technology, and Assistant Director for Online Programs. Potential clientele also includes higher education faculty/staff, and Pre-K-12 teachers, media specialists, and technologists.

The new LXDT program will focus on accommodating working professionals from a variety of disciplines and across industry sectors, including those currently tasked with (or interested in) creating learning experiences in traditional and non-traditional educational environments within Pre-K-12, higher education, government, corporate, and non-profit organizations. This online program will be geared to U.S. domestic students but open to applicants across the globe.

Generally, envisioned LXDT clientele includes (but is not limited to):

1. *Career changers:* Individuals looking to transition into the learning design or education/training field from another related or unrelated career (e.g., some students come from teaching environments while others want to move into the training/learning design arm of their organization, or have been given learning design responsibilities in addition to their current role).
2. *Instructional/learning design or education/training professionals (from all industry sectors):* Individuals looking to enter the field, ground or expand/update their current practice, design meaningful instruction online, and/or move into mid-level/senior or leadership roles within their field.
3. *Recent graduates:* Individuals with a Bachelor's degree and no experience but who plan to enter the learning design field after completion of graduate studies.

Program Contributions to the Mission of the College of Professional Studies and Northeastern 2025

The proposed LXDT degree and certificate programs create state-of-the-art opportunities for working professionals across all industry sectors to build their skills in learning experience design. Both programs are grounded in the mission and values of Northeastern University. LXDT program design reflects the mission of the College of Professional Studies, promoting academic excellence while providing flexible career-focused education, delivered in innovative formats, by both scholars and practitioners, and with a diverse array of opportunities for real-world experience (College of Professional Studies Mission, 2016).

LXDT program development efforts are also guided by the *Northeastern 2025 Academic Plan*, building on "our blueprint for this networked university, one that empowers humans to be agile learners, thinkers, and creators, beyond the capacity of any machine" (Academic Plan: Northeastern 2025, 2016). To that end, the LXDT program is designed to deliver an applied learning experience to working professionals, guided by the three literacies of Humanics: data, technology, and human.

LXDT programs will also provide myriad "integrative experiential education" opportunities for "learning any time, from anywhere, with anyone" (Academic Plan, 2016). Examples include the inclusion of authentic assignments in every course, opportunities for credit and non-credit-based experiential learning and internship/design studio options, and the development of a professional portfolio. LXDT learners will be putting their knowledge and skills into immediate practice, while also reflecting on their personal and professional growth, throughout their entire program of studies. Learning opportunities will include both traditional and modular formats, such as LXDT Skill Building Labs and Seminars. Modular formats will serve not only admitted students, but can be repurposed to provide lifelong learning opportunities for both alumni and future learning

partners (e.g., faculty and staff from Northeastern, external educational, non-profit, corporate or government organizations).

Building strong student, alumni, and partnership relationships while creating informal learning and professional development networks, priorities in Northeastern University's 2025 Academic Plan, will ground LXDT programs. Experts from the field will be involved in teaching, presenting/serving on panels, or participating in courses (e.g., in videos, as guest speakers) as part of the overall program design. A LXDT student resource center will be created to support our community of learners throughout their program of studies. An alumni network will be developed to connect current and past learners. Also, a robust advisory council of industry leaders and professionals will be created to support both learners (e.g., internships) and future program development.

The proposed LXDT program design connects across the GSE and CPS in a number of ways. First, it continues to share courses with existing Master of Education concentrations within the GSE, including two foundation courses and the capstone. Second, it allows for learners to choose from any elective offered by GSE MEd program/concentrations. Third, as enrollment grows, the possibility of building LXDT "tracks" in the areas of higher education, Pre-K-12, and workplace learning and development will be considered, providing additional opportunities for shared courses. Possible articulation with the Doctor of Education program, using a workplace learning and development focus, is also in discussion. Finally, courses across CPS that align with individual student interests or career needs may be taken as open electives. Examples of open-elective options are included under Open Elective Course Offerings (see Appendix B).

Market Analysis

Professional Demand/Career Relevance

The instructional design field has been traditionally misunderstood and lacking in definition (Malamed, 2020, http://theelearningcoach.com/). Changes to traditional notions of education and training (e.g., use of technology, online/mobile learning) have only exacerbated the challenge of understanding this field, which makes market research more difficult to find and interpret. For example, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook (OOH) includes the instructional design field under a number of different job titles, including training and development specialist (traditionally a non-educational role) and instructional coordinator (traditionally a Pre-K-12 role). Since the majority of instructional or learning designers do not work in Pre-K-12 environments, (at least pre-COVID-19) the job title focus chosen for this section of the market analysis is the training and development specialist, which, while still not a perfect match, is closer to the field (based on an analysis of job duties).

According to the OOH & O*NET Online (the U.S. Department of Labor, Employment and Training Administration's tool for job exploration and analysis), the employment for training and development specialists is projected to grow 7-10% between 2018 (306,000 employed) and 2028 (37,300 projected job openings). This growth rate is considered to be "faster than average for all occupations," primarily due to innovations in training methods and learning technology, changes that will require major adjustments to current education and training programs across all industries (U.S. BLS OOH, 2018, https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm; O*NET Online, 2020, https://www.onetonline.org/link/summary/25-9031.01 [instructional coordinator], https://www.onetonline.org/link/summary/13-1151.00 [training and development specialist]).

According to O*NET, the training and development specialist field in the states where Northeastern campus regions are located is projected to remain robust (based on growth rates between 2016 to 2026) at well above the average rate for the U.S. in general (7-10%). All four regions are among the top 15 states for growth in this field, including:

- Massachusetts – 10% (from 7,390 to 8,120 employed)
- California – 17% (from 27,400 to 32,100 employed)

- North Carolina – 18% (from 9,010 to 10,620 employed)
- Washington – 23% (from 6,410 to 7,850 employed)

Research and Industry Validation

Research into the learning design field included the following methods:

- Review of scholarly and practitioner articles and current textbooks (ongoing);
- Analysis of 100+ professional job advertisements to determine experience levels and knowledge/skill requirements (2018-present);
- Collection of online data from expert sources/documentation (e.g., professional associations/websites) (ongoing);
- Interviews with leaders/senior practitioners with hiring responsibilities from profit/non-profit, government, Pre-K-12, and higher education organizations (2018-2020);
- Analysis of applicant rationale for choosing the current eLID program (2017-2020); and
- Findings from the Northeastern Office of Strategic Research & Analytics' *Student Demand and Competitive Overview* (2018).

During interviews, industry practitioners provided their recommendations on the ideal experience levels and personal characteristics of a fully-experienced practitioner, a new hire with limited experience, and a new LXDT program graduate (Note: at the time of this research there were only eight undergraduate programs in the learning design field; most positions require experience in the field, a graduate degree, or a professional certificate). An informal persona (an archetypical representation of a LXDT learner) was then developed, which helped guide the development of the Industry Competencies that ground the new program (see Appendix A).

Industry validation included a review of program competencies, PLOs, and new course descriptions. Validation was also informed by job analyses, expert learning design sources, and data from practitioner interviews.

Competitor Landscape – Northeastern Office of Strategic Research & Analytics

In June 2018, a *M.Ed eLearning and Instructional Design Student Demand and Competitive Overview* was completed by the Office of Strategic Research and Analytics (note: this data is considered relevant for three years). This market study focused its efforts on Educational/Instructional Technology masters' degrees as a proxy for Instructional or Learning Design degrees when reviewing competitor institutions. As was discussed earlier (see section on Professional Demand/Career Relevance), the field of instructional/learning design is still widely misunderstood which is a key reason why the results of the 2018 market study pose a challenge in identifying competitors. The reason is that the terms, "instructional design" or "learning design," are not included in the US Bureau of Labor Statistics Occupational Outlook Handbook (OOH) as career fields with individual CIP Codes. As a result, the terminology is not included in data published by the National Center for Education Statistics [NCES] and the Integrated Postsecondary Education Data System [IPEDS], both of which are used as key data sources for market research. Additionally, the term "eLID," the title of the current program, which was included as a key word in searching for competitors, is not a term used across academia to describe instructional or learning design programs. These unusual challenges complicate the findings of the competitor analysis, given that the end results showcased Educational or Learning Technology degree programs, versus Instructional or Learning Design degree programs.

As a result of the lack of focused data on the instructional design career field, due to the lack of truly aligned CIP Codes, the worker profiles provided by the market study do not align with actual instructional design-related roles, except in a small percentage of cases. Most of the alumni surveyed from Educational/Instructional Technology degree programs identify as K-12 educators, administrators, or leaders, or computer and information systems managers/specialists. Role titles such as instructional designer/developer, training and development specialist, human resource specialist, content developer, or e-learning specialist do not appear at all, although 28%

of the alumni surveyed listed instructional design as one of their top skills/qualifications (Emsi Alumni Insight, *https://www.economicmodeling.com/**alumni**-outcomes*).

Other factors complicating market research efforts included the lack of available eLID alumni data in the Northeastern Alumni or National Student Clearinghouse data bases; there was also insufficient data using the term "eLID" in search engines. The findings did note, at the time, that the eLID program was priced above the market in general (at the time it was $30,195). The tuition is now lower ($27,945 for the MEd and $9,936 for the eLID and AOL certificates).

The 2018 market study found that over half of masters' programs in "Educational/Instructional Technology" are offered online (62%). Degree conferrals in these programs grew from 4122 to 4711 (14%) from 2012 to 2016. Conferrals increased 18% between 2012-2106 for online programs, and 3% for programs without online options.

The 2018 competitive analysis found some challenges that may be contributing to eLID's low enrollments:

- While the Education/Instructional Technology master's degree market is strong and moving faster than the average of 9% (between 2012-2016), the market has become increasingly competitive;
- The current program title, eLearning and Instructional Design (eLID), is not as recognizable as other degree program titles (e.g., Learning Technology).
- The eLID program launched at about the same time as some key competitors in 2014 (e.g., Johns Hopkins).

The market study found that the M.Ed (eLID Concentration) was similar to its competitors relative to curricular programming, a broad base of students, experiential opportunities, and online learning options. Suggestions to support a stronger standalone master's degree program included the following:

- Consider a program title that better reflects the broader field;
- Consider regional advantages (being online versus F2F) when possible;
- Customize as much as possible through electives or concentration options; and
- Reconsider the tuition as the program (in 2018) tended to be on the higher side; a potential weakness in a standalone program.

Two of the original Education/Learning Technology-related degree programs that emerged from the 2018 competitor analysis continue to be well aligned with the proposed LXDT degree and certificate programs: The University of Massachusetts-Boston and the University of North Carolina (UNC)-Charlotte. Additional competitor research, conducted by faculty and students in the eLID concentration over the past year, focused on masters' degree programs in Instructional or Learning Design across the United States, including regional competition in states where Northeastern has a presence: Massachusetts, California, North Carolina, and Washington. At least ten programs also include certificate options (e.g., North Carolina State, George Mason University) and a few provide a pathway to or share courses with doctoral programs (e.g., University of North Dakota, University of North Carolina – Charlotte).

While there are some unique course offerings (e.g., business related courses, technology trends), most offer foundational adult learning and design courses, a research/evaluation course, and a variety of electives that focus on topics such as human performance technology, project management, communications, and media/technology (e.g., multi-media design, authoring tools, gaming, universal design, web design). The majority of programs offer experiential opportunities and a capstone or portfolio course. Those shown below are either online or hybrid in format.

Two programs of particular interest are offered by Purdue University and The University of North Carolina-Charlotte. Beyond its traditional online program, Purdue University offers a variety of technology and competency badges that can be earned throughout the program and which are bookended by a series of one-credit courses that introduce the badge system, support the building of career-related competencies, and provide an

intentional space for the development of a professional portfolio. UNC-Charlotte offers three specific concentrations/tracks: 1) school specialist K-12 for licensed leaders of technology; 2) online learning and teaching for pre-K-16 educators; and 3) training and development for the corporate sector. UNC-Charlotte also offers students in its EdD program the option to select a concentration in Learning Design and Technology, sharing courses with its MEd program. Additionally, the UNC-Charlotte website showcases its Quality Matters certification, and identifies members of its industry-based advisory board and the industry partners that provide student internships.

Competitor Programs		
Institution	**Type of Degree/Tuition**	**Quick Link**
American University	MS, Instructional Design & Learning Analytics	American University
Arizona State University	MEd, Learning Design & Technologies	Arizona State University
Ashford University	MS, Instructional Design & Technology	Ashford University
California State University -Fullerton	MS, Instructional Design & Technology	CSU Fullerton
Capella University	MS, Education – Instructional Design for Online Learning	Capella University
Franklin University	MS, Instructional Design & Learning Technology	Franklin University
George Mason University	MS, Learning Design & Technology	George Mason University
Georgetown University	MA, Learning, Design & Technology	Georgetown University
Georgia State University	MS, Instructional Design & Technology	Georgia State
Harvard University Extension School	Certificate in Learning Design & Technology ($11,360)	Harvard University
North Carolina State University	MS/MEd, Learning Design & Technology ($446/credit-residents & $1295/credit-NR)	NC State University
Penn State University	MEd, Learning Design & Technology ($924/credit hour)	Penn State
Purdue University	MS, Education, Learning Design & Technology ($14,800 – resident & $26,000 non-resident)	Purdue University
Quinnipiac University	MS, Instructional Design ($705/credit hour)	Quinnipiac University
Stanford University	MA, Learning Design & Technology (F2F Cohort) (Tuition N/A)	Stanford University
University of Maryland – Baltimore	MA, Instructional Systems Development ($675/credit-resident & $1148/credit-NR)	University of Maryland - Baltimore
University of Massachusetts-Boston	MEd, Instructional Design ($20,700)	UMASS-Boston
University of Georgia	MEd, Learning, Design and Technology, Instructional Design & Development	University of Georgia
University of North Carolina - Charlotte	MEd in Learning, Design, and Technology ($251/credit – resident & $910/credit – non-resident)	University of North Carolina - Charlotte
University of North Dakota	MS, Instructional Design & Technology	University of North Dakota
University of Southern California	MEd, Learning Design & Technology	University of Southern California

Competitor Programs		
Institution	**Type of Degree/Tuition**	**Quick Link**
University of Washington	Non-Credit Certificate in E-Learning Instructional Design ($4,720)	University of Washington
Vanderbilt University	MEd, Learning and Design ($37,092)	Vanderbilt University
Virginia Tech	MAEd, Instructional Design and Technology (Tuition N/A)	Virginia Tech

Note: Bolded institutions denote regional competition

No existing degree programs, within the GSE, or CPS in general, will be at risk of losing students with the implementation of the proposed LXDT master's and certificate programs. Gains include the possibility of enhancing existing GSE master's programs and MEd concentrations through shared industry "tracks" as enrollment grows, the possible articulation with the EdD (including shared courses), and greater enrollment in both GSE and CPS courses based on open elective options.

Program Requirements

Admission Criteria and Process

Prospective students must submit the following materials for admission consideration:

- Online application
- Statement of purpose (500–1000 words): identifies educational goals and expectations of the program
- Professional resume
- Unofficial undergraduate transcripts (Official transcripts required during first term)
- Two letters of recommendation: from individuals who have either academic or professional knowledge of students' capabilities such as a faculty member, colleague, or mentor, preferably one from the current employer
- English Language Proficiency Proof: students for whom English is not their primary language must submit one of the following:

    a. Official associate or bachelor's degree transcript from an accredited college or university in the U.S, stating degree conferral and date
    b. TOEFL, IELTS, or NU Global Exam scores

Students must submit a transcript with degree conferral listed on their undergraduate transcripts. Once the application packet is complete, the Lead Faculty for the LXDT program will review all materials and submit a decision. If students are completing their undergraduate studies while applying, they can submit their transcripts with their up-to-date grades listed. During the first term of classes they will need to submit official transcripts with degree conferral listed to remain an active student in the program. For admissions, students are encouraged to have a 3.0 or higher but will be accepted with a 2.5, with an academic condition, if they have work experience. An academic condition requires the student to receive a B or better in their first two courses in the program to remain an active student. Applications are reviewed on a rolling basis.

Time to Degree or Certificate Completion

Students may enroll in one to two courses per quarter so that they can complete the programs in between six months to one year (certificate) and one to two years (MPS). More than two courses taken in a term will require the approval of the LXDT Program lead faculty. All courses will be offered online.

Experiential Components

The proposed LXDT masters' and certificate programs include experiential components in every course. First, learners will complete authentic signature assignments in each course which will be uploaded to their electronic portfolio, along with a reflection on their learning process. Second, learners may participate in multiple credit and non-credit XN opportunities throughout their program of studies, including a final XN project option in their Capstone course. Third, the addition of a second required design course, EDU6335: Advanced Practices in Learning Experience Design and a new elective, EDU6338: Design Studio, will add to the number of project-based courses where learners can practice their design skills using their own problems of practice. Finally, learners will be provided with intentionally selected and scaffolded opportunities to build their technology skills in each course, from their initial foundation courses and course requirements, through their choice of LXDT electives.

Proposed LXDT Master's Degree (see Appendix B for New Program Overview)

Total number of quarter hours – 45
Proposed implementation - Fall 2021
Program start date and length - The average student takes 12-24 months to complete the current M.Ed. Concentration in eLearning and Instructional Design. The proposed MPS program in Learning Experience Design and Technology aligns with the structure of current GSE programming, using a 12-week modular format.
Total number of courses: 11
Course Format: Online
Curriculum Structure: Foundation Requirements (9 quarter hours)
Core Requirements (20 quarter hours)
Capstone (4 quarter hours)
Electives (12 quarter hours)

Proposed LXDT Certificate (see Appendix C for New Certificate Overview)

Total number of quarter hours – 16
Proposed implementation - Fall 2021
Program start date and length - The average student takes 6-12 months to complete the current Graduate Certificate in eLearning and Instructional Design. The proposed LXDT certificate aligns with the structure of current GSE programming, using a 12-week modular format. All courses offered can be transferred into the MPS in LXDT program.

Total number of courses: 4
Course Format: Online
Curriculum Structure: Core Requirements (12 quarter hours)
Elective (4 quarter hours)

A MEd and Graduate Certificate *Teach Out Plan* is included as Appendix D.

Program Assessment

Program Learning Outcomes (PLOs)

Graduates of the LXDT program, through rigorous study, individual and group assignments, experiential opportunities, and the practice of authentic learning design in real-time settings, will be prepared with the skills, knowledge, and attitudes necessary to enter or advance in the field of learning design or to expand learning design-related opportunities within their own field of endeavor. LXDT PLO's align with Industry-based

Competencies (see Appendix A). Alignment with Northeastern University's SAIL dimensions will occur as each course is developed or revised.

Learning Experience Design and Technology graduates will be prepared to:

PLO1: Apply learning design models, theories, practices, and technologies, based on the analysis of context, content, and learner needs, to develop engaging learning environments. *(Learning Experience Design*)
PLO2: Demonstrate constructive working relationships and collaborations in a range of professional contexts while responding to the nuances of organizational culture, diversity of learners, project demands, and allocated resources. *(Collaboration)*
PLO3: Redesign learning experiences to create dynamic technology-enhanced and engaging environments by seeking out the learning design potential of new technologies. *(Learning Design Technologies)*
PLO4: Demonstrate the ability to effectively present ideas in multiple mediums and to diverse audiences. *(Communication)*
PLO5: Create learning designs that promote social justice, inclusion, and the building of intercultural and global networks, while demonstrating the capacity to perceive multiple perspectives. *(Cultural Responsiveness)*
PLO6: Respond innovatively to the learning design opportunities and challenges in diverse contexts of industry sectors and modalities, while creatively drawing upon the latest research in learning design. *(Creative Problem Solving & Systems Thinking)*

Once the new LXDT program is approved, PLOs will be published in the link below (it currently includes M.Ed eLID Concentration Student Learning Outcomes).
https://cps.northeastern.edu/additional-resources/student-learning-outcomes

Academic Quality Assurance (AQA)

Mapping program outcomes with assessment at both the program and course level, the development of formative and summative assessments, and the effective use of data to guide planning and program development will continue on a regular basis in consultation with the Director of Assessment. Initially, principal instructors for each course will map signature assignments to one or more of the LXDT Program Learning Outcomes (PLOs). An Annual Academic Program Report will be completed by the lead faculty in consultation with other LXDT faculty.

The Annual Academic Program Report will focus on both direct and indirect measures of learner performance, overall program and student success, while providing program faculty with current data for decision-making and planning. It will also be used to reinforce best practices and assist with systematic data collection for program evaluation and accreditation processes. Data will be collected, analyzed, and reported on both direct and indirect measures for each program, as defined by the faculty lead. Lead faculty will share action items and reflective narratives on the findings and draft improvement goals for subsequent years, while also providing progress report on goals from previous year.

Examples of possible measures include the following:

Direct measures: Learner performance will be measured via different kinds of assessments: formative, summative, and integrated (based on the associated learning outcomes). The direct measures will include assignment final grades or test scores based on rubrics. Examples may include a capstone project, practicum paper, master's thesis, or published paper.

Indirect measures: Surveys and other measures will be used to collect targeted data on perceptions of learning on outcomes or acquired skills and knowledge (students, peers, mentors). Examples include:

- Survey Data: Alumni, Student Experience, Graduating Student
- Experiential Learning: XN, Co-op, Internships
- Enrollment Trends & Demographics

- Northeastern Alumni Snapshot
- Market Outlook Trends
- Graduation Rates
- Retention Rates
- Time to Completion

In the new LXDT program, alumni, industry veterans, program partners, and students will provide indirect assessment on a regular basis. For example, an industry advisory group will be formed during the first year of the LXDT program roll-out and include learning design experts across sectors who are knowledgeable about trends and technologies in the field. In addition, enrollment and persistence/retention data will serve as indirect methods of assessment. The results of these assessments will be used to evaluate the curriculum, LXDT competencies, and PLOs, making adjustments as appropriate.

Every five years, faculty will assess the program as a whole, utilizing alumni, industry partners, current students, course evaluations, and market research. This five-year assessment will include a review of the professional standards from relevant learning design-related professional associations. These methods will allow for ascertaining emerging trends and making adjustments to the curriculum as appropriate.

Program Accreditation

The Learning Experience Design and Technology Master's and Certificate programs fall under the accreditation umbrella of the New England Commission of Higher Education (NECHE). Therefore, the program will adhere to the NECHE guidelines and requirements necessary to maintain good standing. (https://cihe.neasc.org)

As stated in the above section on AQA, the LXDT program faculty lead will complete an Annual Academic Program Report, to include direct and indirect measures, that will support the accreditation process. The timeline will align with the schedule set by Northeastern University. No additional costs/resources are required at this time.

Resources

Faculty Resources

Currently, 50% of the eight eLID-related courses are taught by the sole full-time and lead faculty, while 50% are taught by part-time faculty (internal and external). The faculty lead is also the principal instructor for all eight courses. One current challenge is providing students with a variety of instructional experiences taught by different full-time or half-time faculty members with learning design expertise. Over the past two years a number of factors, including a slowly growing enrollment, an uncertainty related to the decision to move forward with a new LXDT program, and the Northeastern decision to transition to Canvas, have slowed down the process of hiring additional part-time faculty.

Beyond current resources (one full-time faculty member), the proposed LXDT program would benefit from one half-time faculty member with a learning design background to support the development and delivery of new foundation courses and electives. Beyond teaching responsibilities, this half-time individual would also serve as a faculty advisor to LXDT students, and help to build stronger faculty-student, alumni, and industry-related relationships, as described in the Unique Aspects section of this proposal. Also, this individual will serve in a principal instructor role, sharing responsibility with the lead faculty member, to eliminate the use of part-time teaching faculty in these roles. As enrollment and networks grow, this resource requirement will be revisited.

New Faculty Costs:

- Half-time faculty member – hired in Fall 2022

Four new courses will be designed and developed; two replace existing courses and two are new courses. The budget includes the cost of new course development for all four courses.

Course Development & Teaching Costs:

4QH Courses:

- EDU6334: Foundations of LXD – developed in Winter/Spring 2021 by current eLID faculty lead– initial run in Winter 2022
- EDU6335: Advanced Practices in LXD – developed in Summer/Fall 2021 by current eLID faculty lead - initial run in Spring 2022
- EDU6336: Data Literacy – developed in Summer/Fall 2021 - initial course run in Winter or Spring 2022 (current GSE faculty to teach)
- EDU6338: Learning Design Studio – developed in Spring/Summer 2022 – initial course run in Fall 2022 (half-time or part-time faculty member to teach)

LXD Skill Building Labs and Seminar Resources

Since the number of LXD skill building labs and seminars offered will be dependent on finding resources to develop and teach them, current Northeastern faculty and staff (or external instructors) with expertise in specific skill or knowledge areas (e.g., project management, organizational learning, universal design) will need to be compensated or given course releases for module development and teaching, beginning in 2021. It is anticipated that SBLs and seminars may also be repurposed to serve as professional development/badging opportunities for internal and external individuals and organizations, which provides possible sources of additional revenue.

New 2QH Skill Building Labs and Seminars:

- AY 2021 – 2 skill building labs/seminars – course development and teaching x 2
- AY 2022 – 4 skill building labs/seminars - course development and teaching x 4
- AY 2023 – 4 skill building labs/seminars - course development and teaching x 4

Technology, Space, and Library Resources

Determining the efficacy and appropriateness of technology resources is also an important consideration for the new LXDT programs. For example, experience using an LMS and authoring system are generally required in job postings, thus support in leveraging NEU internal resources to support students in building these skills is a critical need (e.g., licenses, LMS sandboxes). Canvas is already in place so can be leveraged as necessary for individual courses. NEU, through Academic Technologies, holds a licensing agreement that would enable the LXDT program to purchase Articulate 360 (a course authoring tool that is used by employers) for $225/seat. This tool will be used in two content courses (EDU6335 and EDU6338) and in EDU5978, which is an Independent Study course. Since it will be possible (unless enrollment increases faster than anticipated) to offer the two content classes in alternative terms, 25 seats is appropriate at this time for a total of approximately $5,625/year (minimum 3 year term, payable annually). The product can also be used by GSE faculty for their own course development efforts. If approved, Academic Technologies will add 25 seats to their Articulate subscription when they renew it in June of 2021 and charge the costs back to the GSE.

The LXDT program does not anticipate any physical space needs (as a totally online program) nor library resources other than what are currently offered.

Budget Pro Forma
(prepared by Michael Gladstone, Sr. Associate Dean, Finance and Administration – 9/2020)

College of Professional Studies

MPS Learning Experience Design Technology

Pro Forma

	FY22	FY23		FY24	FY25
Gross Tuition	$ 153,511	$ 403,039		$ 625,458	$ 842,328
Financial Aid Discount	$ (4,605)	$ (12,091)		$ (18,764)	$ (25,270)
Tuition Net of University Tax	$ 141,461	$ 371,400		$ 576,360	$ 776,205
Operating Expenses:					
Annual Section Costs	$ 23,083	$ 35,489		$ 42,035	$ 66,286
HT Faculty	$ -	$ 38,872		$ 39,844	$ 40,840
Lead Faculty Stipend	$ -	$ -		$ -	$ -
Lead Faculty Release	$ -	$ -		$ -	$ -
Course Development	$ 16,296	$ 12,526		$ -	$ -
Marketing	$ 30,000	$ 30,000		$ 30,000	$ 30,000
Misc. Administrative Exp	$ 5,000	$ 5,000		$ 5,000	$ 5,000
Other Expenses	$ -	$ -		$ -	$ -
Direct Operating Costs	$ 80,004	$ 127,794		$ 123,081	$ 148,638
Direct Margin	$ 61,457	$ 243,606	#	$ 453,279	$ 627,567
Common Good Tax	$ 83,204	$ 132,906		$ 128,004	$ 154,584
Total Costs incl. Common Good	$ 163,208	$ 260,700		$ 251,085	$ 303,222
Net Contribution after Common Good	$ (21,747)	$ 110,701		$ 325,275	$ 472,983

Assumptions:

Assumes Fall 21 start
Pro forma accounts only for incremental impact of new program, above and beyond existing eLID program
Faculty increase 2.5% annually
Tuition increase 3% annualy
Average student load 6 qh
Financial aid rate 2.26% - FY 2020 average across all graduate programs
Assumes half-time faculty beginning FL22

Appendix A:

Learning Experience Design & Technology (LXDT) Professional Competencies

The proposed LXDT master's and certificate programs are aligned with key industry competencies. These include both strategic and tactical skills that industry experts consider to be of the highest priority when hiring both new graduates and experienced learning designers. LXDT competencies are grounded in the Graduate School of Education Learning Domain Meta-Categories focused on agency, inquiry, lifelong learning, experiential, and social justice. They also align with Humanics' literacies: human, data, technology; and cognitive capacities: systems thinking, critical thinking, entrepreneurship, and cultural agility.

Learning Experience Design & Technology Professional Competencies	
Learning Experience Design Competencies	• Conduct environmental scans, using qualitative and quantitative methods, to identify and analyze learner, content, and contextual needs and resources to determine project scope • Apply a design process or model appropriate to learner, content, and contextual requirements • Align learning objectives, instructional strategies, and assessments • Design learning experiences that are rigorous, grounded in evidence-based learning theory, and informed by the science of learning • Create active, engaging, and accessible learning environments through images, words, videos, and animations • Resolve identified ethical, legal, and/or compliance-related implications of design • Translate content requirements from stakeholders (e.g., SMEs) into effective learning designs • Apply skills required for effective implementation of learning designs, including project management, schedules, resources, and budgets • Analyze evidence of effectiveness of designs for the purpose of improved learning • Analyze the instructional and design potential of new models, strategies and tools
Technological Competencies	• Analyze existing and emerging technologies and/or social media to determine instructional efficacy • Apply appropriate technologies effectively to support face-to-face, online/mobile, and blended learning environments • Demonstrate a curiosity for continued learning by identifying emerging technology trends, delivery methodologies, and practices • Demonstrate adaptability, self-directedness and a growth mindset when presented with changing technology requirements and options
Communication & Collaboration Competencies	• Demonstrate proficiency as a writer and as a presenter • Demonstrate the capacity to work within groups; to listen, speak, and co-author effectively • Apply collaboration and communication skills in a range of modalities (e.g., face-to-face and online) • Operate with and across diverse communities to build relationships and partnerships • Demonstrate expertise in recognizing and including the perspectives of participants and/or stakeholders in the design process (e.g., subject matter experts, educators, learning scientists, media designers, and technologists), in order to forge respectful and constructive working relationships • Demonstrate capacity to serve as a consultant on learning design and connected learning

Learning Experience Design & Technology Professional Competencies	
Culturally Responsive Competencies	• Identify the professional self as functioning within a global context of education • Address the dynamics of race, class, gender, and the other cultural factors within community dynamics and intercultural communication • Exhibit self-awareness of cultural perspective and privilege • Demonstrate interest in, and the capacity to perceive, multiple perspectives • Operate as an agent for social justice
Creative Problem Solving Competencies	• Demonstrate situational awareness and leadership in identifying and defining challenges • Generate creative ideas and remains open to alternatives • Design implementable plans for addressing problems and affecting change • Demonstrate resilience in less-than-optimal circumstances • Demonstrate responsiveness to organizational culture, including the capacity to negotiate with others and manage change
Systems Thinking Competencies	• Identify self as an educator participating within a larger system of education • Demonstrate strategic awareness • Identify patterns and makes connections • Articulate how parts relate to the whole, including the implications of systems and organizational change

Appendix B:

Proposed MPS in Learning Experience Design and Technology (LXDT) Course Overview

The proposed MPS in LXDT creates a strong foundation of applied theory and practical skill development applicable to all learning designers and training professionals. It also intentionally includes open elective course options across CPS domains, allowing learners to explore content most applicable to their unique professional context and aspirations. At the course and module level, the potential for repurposing, embedding badging opportunities, and efficient customization also exists.

The new LXDT program course sequence, shown below, includes four new courses: EDU6334: Foundations of Learning Experience Design (required); EDU6335: Advanced Practices in Learning Experience Design (required); EDU6336: Data Literacy (required); and EDU6338: Design Studio (elective). An existing course, EDU6331: eLearning as a Collaborative Profession will be retired and a new course EDU6339: Experiential Project will be offered as a 2 quarter hour elective (outside of this proposal); two other courses will be also be retired after the eLID Teach Out (see Appendix D): EDU6321: Models for Learning Design, and EDU6324: Competencies, Assessments, and Learning Analytics.

LXDT Master's Degree Program Courses

Course Number & Title	Quarter Hours	New, Revised, or Existing Course
Foundational Courses (Required)		
EDU6050: Education as an Advanced Field of Study	5 Quarter Hours	Existing
EDU6051: Culture, Equity, Power, and Influence	4 Quarter Hours	Existing
LXDT Core Courses (Required)		
EDU6319: How People Learn	4 Quarter Hours	Existing
EDU6334: Foundations of Learning Experience Design	4 Quarter Hours	New
EDU6335: Advanced Practices in LXD	4 Quarter Hours	New
EDU6336: Data Literacy	4 Quarter Hours	New
EDU6323: Technology as a Medium for Learning	4 Quarter Hours	Existing
Capstone		
EDU6225: Capstone	4 Quarter Hours	Existing

OPEN Electives – 12 Quarter Hours (Note: Any graduate level courses may be used as electives; below is a list of possible options)		
Course Number & Title	**Quarter Hours**	**New, Revised, or Existing Course**
EDU5978: Independent Study	4 Quarter Hours	Existing
EDU6202: Faculty, Curriculum and Academic Culture	4 Quarter Hours	Existing
EDU6223: Change Agency	4 Quarter Hours	Existing
EDU6233: Survey Design	2 Quarter Hours	Existing
EDU6338: Learning Experience Design Studio	4 Quarter Hours	New
EDU6339: Experiential Project	2 Quarter Hours	New*
EDU6331: eLearning as a Collaborative Profession	2 Quarter Hours	Existing
EDU6332: Open Learning	4 Quarter Hours	Existing
EDU6333: Social Media & Beyond	4 Quarter Hours	Existing
EDU6182: Educational Statistics	4 Quarter Hours	Existing
EDU6558: Issues in Education**	2-4 Quarter Hours	Existing

OPEN Electives – 12 Quarter Hours (Note: Any graduate level courses may be used as electives; below is a list of possible options)		
Course Number & Title	**Quarter Hours**	**New, Revised, or Existing Course**
PJM5900: Foundations of Project Management	4 Quarter Hours	Existing
PJM6000: Project Management Practices	3 Quarter Hours	Existing
PJM6205: Leading and Managing Technical Projects	3 Quarter Hours	Existing
TCC6120: Usability and User Experience	4 Quarter Hours	Existing
TCC6610: Prototyping	2 Quarter Hours	Existing
TCC6710: Content Strategy	4 Quarter Hours	Existing
CMN6025: Digital Era Skills: Platforms, Tools, and Techniques	3 Quarter Hours	Existing
CMN6080: Intercultural Communication	3 Quarter Hours	Existing
CMN6090: Organizational Culture, Climate, and Communication	3 Quarter Hours	Existing
CMN6095: Foundations of Developing Cultural Awareness	3 Quarter Hours	Existing
DGM6145: Information Technology & Creative Practice	4 Quarter Hours	Existing
DGM6279: Project Management for Digital Media	4 Quarter Hours	Existing
DGM6461: Interactive Information Design 1	4 Quarter Hours	Existing
DGM6501: Web Creation Boot Camp	2 Quarter Hours	Existing
NPM6140: Grant and Report Writing	3 Quarter Hours	Existing

*** EDU6329: Connecting Theory and Practice (4 quarter hours) is being retired and replaced with a new course (EDU 6339 – Experiential Project; 2 quarter hours (outside of this proposal)**
****this course number will be used for Skill Building Labs and LXDT Seminars**

Learning Experience Design Skill Building Labs (SBL) and Seminars – Electives

While foundational and required courses will remain at 4 quarter hours, the ever evolving field of learning design requires that the program remain agile and open to changes in professional practice, design methodologies, technology, and other emerging innovations in the field. To that end, a series of modular Skill Building Labs (SBL) and Seminars will be introduced to allow learners opportunities to focus more deeply on a key skill or knowledge base that supports professional goals and enhances employability in the field. The design of SBLs will be primarily experiential in nature to include specific design challenges for learners to resolve using newly-honed skills. For example, in a Design Thinking SBL, students may serve as design consultants, strengthening both their design thinking skills and use of appropriate methodologies while developing design solutions for their clients.

Priority areas of interest (based on the analysis of data from experts, review of job descriptions across sectors, and surveying students/alumni), include the following: technology (e.g., designing in an LMS, learning blueprints, authoring tools, user experience methodologies, multi-media, graphic, and web design); design models/processes/strategies (e.g., design thinking, backwards design, universal design, culturally responsive design, active learning strategies); and business/legal processes (e.g., project management, compliance and legal considerations). LXD seminars will include broader-based but relevant topics such as virtual learning, organizational learning, 21st century learning paradigms, and technology trends and innovations. Depending on enrollment, SBLs and seminars will be rolled out at 1-2 per term, giving students opportunities to select from variety of options over the course of two year cycles. Those that prove most popular with students will be offered on a regular basis. Future labs and seminars (based on enrollment) may be geared specifically to LXDT students working in different fields such as higher education, corporate, Pre-K-12, or non-profit (e.g., social justice) environments (e.g., Learning Experience Design for Higher Education).

Each SBL will stand alone, will not require prerequisites, and will be stackable as elective choices. Beyond serving the existing student population, SBLs may provide a low-stress entry point for potential students who want to try out a higher education experience without a major commitment. Many will include badging options. They might also be repurposed as non-credit professional development options for internal faculty/staff or external partnerships.

A modular structure is in development within CPS and will be used to inform the design of all SBLs and seminars. This will allow for multiple options to use/reuse in different learning contexts. While internal faculty/staff with expertise in each topic will be invited to develop/facilitate individual modules, inviting external experts will also be an option. In fact, in keeping with the LXDT value proposition, the inclusion of experts in their fields, whether through panel discussions, as guest speakers in individual courses, at residencies, or even through videos embedded in courses, will be a key element in their development. The following SBLs and seminars are under consideration for AY2021:

- Winter 2021: Design Thinking
- Spring 2021: Backwards Design
- Fall 2021: Universal Design

Course Descriptions and Rationale for Revised and New Courses

EDU6334: Foundations of Learning Experience Design (LXD) – 4 Quarter Hours (New Course)

Creating successful learning environments, whether formal or informal, traditional or experiential, delivered in face-to-face, online/mobile, or blended formats, in educational or work spaces, increasingly depends on the knowledge and skills of a learning designer. The learning design field requires creativity combined with a firm knowledge of the theories, frameworks, practices, and processes that ground effective and meaningful learning experiences. Foundations of Learning Experience Design, using a project-based approach, orients learners to the field, and involves them in the exploration and critique of core theories, design frameworks, and practices. It provides opportunities to experiment by putting learning principles and high impact practices into action using authentic design use cases. Learners will create a module using a design blueprint and build out their design in a course shell within a Learning Management System (LMS).

Rationale: This required course provides a developmental foundation through deep, guided practice using key elements critical to the design process, and sets the stage for all other LXDT design-related courses.

Prerequisites: EDU6319: How People Learn (may be taken as a co-requisite)

EDU6335: Advanced Practices in Learning Experience Design – 4 Quarter Hours (New Course)

Intentional and evidence-driven learning design, as both an art and science, grounds the creation of meaningful learning experiences, regardless of content, context, or type of learner. Advanced Practices in Learning Experience Design provides learners with a project-based collaborative learning community in which to design and develop an authentic learning-based solution to an identified problem of practice. This course guides learners through the entire learning design process. First, they will develop a project proposal based on an analysis of needs, showcasing the alignment between objectives, assessments, and instructional strategies, and include plans for: 1) the development of resources; 2) instructional delivery methods; 3) implementation challenges; and 4) evaluating the success of their design. Learners will then put their plan into action by creating a learning module prototype in their chosen delivery format, using the design strategies and technologies that best support their plan. Learners will also collaborate in teams to resolve design-related issues using authentic case studies.

Rationale: This required design-focused course moves beyond the basic principles of learning design as learners build on them by experiencing the entire learning design process. It deepens their practice and ability to integrate creativity with the evidence-based practices, and a variety of technologies, that are required in the field.

Prerequisites: EDU6334: Foundations of Learning Experience Design

EDU6336: Data Literacy – 4 Quarter Hours (New Course)

Data literacy is the ability to understand, use, and communicate data effectively. The need for data literacy within the education, training, and learning design fields has never been more important. Training, design, implementation, and technology costs are increasing and learner needs are changing at lightening speeds (e.g., K-12 and higher education moving online). Educators and learning designers who are data literate will better understand their intended learners' needs, and be prepared to provide evidence-based justification when requesting funds for programs, materials, and/or human resources. This problem-based course provides an overview of the critical design-decisions that require data literacy, from using data for the initial determination of learner, context, and content needs, to unpacking learner performance data, and creating/conducting course or program evaluations. It will focus on interpreting and communicating data effectively, skills that drive both design planning efforts and other learning-related decision-making processes.

Rationale: This required course focuses on the key areas of the design process that require skills related to data literacy for data-driven decision making, including needs analyses, assessments program/course evaluations, and communicating data effectively.

Prerequisites: None

EDU6338: Learning Experience Design Studio – 4 Quarter Hours (New Course)

The creative process inherent in effective learning design is often characterized as chaotic and disorganized; it is rarely linear. Learning to design within environments where scope, end user, content, stakeholders, budgets/schedules, and/or methods of delivery can change at any time requires confidence in one's ability to persevere and succeed; building that level of self-assurance develops through experience and practice. The purpose of the LXDT Design Studio is to provide a loosely-structured space for learners to independently create an authentic learning experience or product (e.g., course, workshop, webinar, app, website) of their own choosing. Under the guidance of a professional learning designer, learners will work both individually and in collaboration with peers to showcase progress and the rationale behind design decisions, while also critiquing, inspiring, and uplifting each other when facing the successes and challenges that are part of the creative process.

Rationale: Demand for experienced learning designers requires that academic programs provide authentic learning design experiences using the most advanced ideas in the field. This elective course provides an intentional space for learners to focus on the development a learning design of their own choosing, within a community of peers, and with expert guidance from professional learning designers.

Prerequisites: EDU6335: Advanced Practices in Learning Experience Design

Appendix C:

Proposed Graduate Certificate in Learning Experience Design and Technology (LXDT) Course Overview

The proposed Graduate Certificate in Learning Experience Design and Technology (LXDT) will offer a practice-based exploration of the key skills required in the rapidly expanding field of learning design. The LXDT Certificate is designed to meet the need for skilled professionals across industry sectors by grounding designers, educators, technologists, and other professionals in the art and science of effective learning design. Its approach blends academic and workplace-based learning with a focus on how people learn, foundational learning design skills, and advanced design topics. It includes three required courses and one elective. This certificate will not require any entry-prerequisites and is designed to be completed in 6-12 months. All courses offered can be transferred into the Master of Professional Studies in Learning Experience Design and Technology program. The course sequence, shown below, includes two new required courses (see descriptions in Appendix B): EDU6334: Foundations of Learning Experience Design and EDU6335: Advanced Practices in Learning Experience Design. Students would also have the option of taking one of the two other new courses as an elective: EDU6338: Design Studio or EDU 6336: Data Literacy (see descriptions in Appendix B).

Course Number & Title	Quarter Hours	New, Revised, or Existing Course
LXDT Core Courses (Required)		
EDU6319: How People Learn	4 Quarter Hours	Existing
EDU6334: Foundations of Learning Experience Design	4 Quarter Hours	New
EDU6335: Advanced Practices in LXD	4 Quarter Hours	New

OPEN Electives – 4 Quarter Hours (Note: Any graduate level courses may be used as electives; below is a list of possible options)		
Course Number & Title	**Quarter Hours**	**New, Revised, or Existing Course**
EDU5978: Independent Study	4 Quarter Hours	Existing
EDU6202: Faculty, Curriculum and Academic Culture	4 Quarter Hours	Existing
EDU6223: Change Agency	4 Quarter Hours	Existing
EDU6233: Survey Design	2 Quarter Hours	Existing
EDU6336: Data Literacy	4 Quarter Hours	New
EDU6338: Learning Experience Design Studio	4 Quarter Hours	New
EDU6339: Experiential Project	2 Quarter Hours	New*
EDU6331: eLearning as a Collaborative Profession	2 Quarter Hours	Existing
EDU6332: Open Learning	4 Quarter Hours	Existing
EDU6333: Social Media & Beyond	4 Quarter Hours	Existing
EDU6182: Educational Statistics	4 Quarter Hours	Existing
EDU6558: Issues in Education**	2-4 Quarter Hours	Existing
PJM5900: Foundations of Project Management	4 Quarter Hours	Existing
PJM6000: Project Management Practices	3 Quarter Hours	Existing
PJM6205: Leading and Managing Technical Projects	3 Quarter Hours	Existing

OPEN Electives – 4 Quarter Hours (Note: Any graduate level courses may be used as electives; below is a list of possible options)		
Course Number & Title	**Quarter Hours**	**New, Revised, or Existing Course**
TCC6120: Usability and User Experience	4 Quarter Hours	Existing
TCC6610: Prototyping	2 Quarter Hours	Existing
TCC6710: Content Strategy	4 Quarter Hours	Existing
CMN6025: Digital Era Skills: Platforms, Tools, and Techniques	3 Quarter Hours	Existing
CMN6080: Intercultural Communication	3 Quarter Hours	Existing
CMN6090: Organizational Culture, Climate, and Communication	3 Quarter Hours	Existing
CMN6095: Foundations of Developing Cultural Awareness	3 Quarter Hours	Existing
DGM6145: Information Technology & Creative Practice	4 Quarter Hours	Existing
DGM6279: Project Management for Digital Media	4 Quarter Hours	Existing
DGM6461: Interactive Information Design 1	4 Quarter Hours	Existing
DGM6501: Web Creation Boot Camp	2 Quarter Hours	Existing
NPM6140: Grant and Report Writing	3 Quarter Hours	Existing

*** EDU6329: Connecting Theory and Practice (4 quarter hours) is being retired and replaced with a new course (EDU6339 – Experiential Project; 2 quarter hours (outside of this proposal)**
****this course number will be used for Skill Building Labs and LXDT Seminars (See Appendix B for descriptions)**

Appendix D:

Master of Education and Graduate Certificate Teach Out Plan: *eLearning and Instructional Design (eLID)*

The teach out plan for eLID will not require any courses to be offered for only the students completing these programs. All required and elective courses will still be offered with the exception of two, of which equivalents have been identified, details below. Once the new degree and certificate are approved, the course equivalents will be communicated to current students.

There are currently 43 active MEd students in the eLID concentration and 27 active Graduate Certificate eLID students. Communication announcing the new degree and certificate once approved will be sent to all current students from GSE academic advising, along with a commitment to providing the courses they need to complete their programs of study or if they prefer, the named equivalent courses.

Master of Education - eLearning and Instructional Design			
Code	**Title**	**Hours**	**Teach Out Details**
Required Courses			
EDU 6050	Ed As an Advanced Field of Study	5	Still offered – required for multiple degrees and concentrations in the GSE
EDU 6051	Culture, Equity, Power, Influence	4	Still offered – required for multiple degrees and concentrations in the GSE
EDU 6319	How People Learn	4	Still offered – required for multiple degrees and concentrations in the GSE
EDU 6321	Models for Learning Design	4	**Identified equivalent: EDU 6335 Advanced Practices in LXDT from new MPS**
EDU 6323	Technology as a Medium for Learning	4	Still offered – required for multiple degrees and concentrations in the GSE
EDU 6324	Competencies, Assessment, and Learning Analytics	4	**Identified equivalent: EDU 6336 Data Literacy from new MPS**
EDU 6331	E-Learning Design as a Collaborative Profession	4	Still offered – elective for multiple degrees and concentrations in the GSE
Capstone			
EDU 6225	Capstone (to be taken last)	4	Still offered – required for multiple degrees and concentrations in the GSE
Electives			
Complete 12 quarter hours of the following:		12	**Open electives will be honored so students can take any graduate level course to satisfy their electives. All courses listed as possibilities below will still be offered unless otherwise identified.**
EDU 6001	Experiential Learning Theory and Practice		

EDU 6002	Culturally Responsive Experiential Teaching and Learning		
EDU 6003	Applied Research in Experiential Teaching and Learning		
EDU 6004	Leading Experiential Teaching and Learning		
EDU 6329	Connecting Theory and Practice		**Identified equivalent: EDU 6339 Title: TBD, an elective for multiple degrees and concentrations in the GSE**
EDU 6332	Open Learning		
EDU 6333	Social Media and Beyond		
EDU 6340	Learning Analytics Concepts and Theories		
EDU 6558	Issues in Education		
DGM 6122	Foundations of Digital Storytelling		
DGM 6145	Information Technology and Creative Practice		
PJM 5900	Foundations of Project Management		
TCC 6100	Introduction to Technical and Professional Writing		
TCC 6102	Editing Technical Content		

Graduate Certificate - eLearning and Instructional Design			
Code	**Title**	**Hours**	**Teach Out Details**
Required Courses			
EDU 6319	How People Learn	4	Still offered – required for multiple degrees and concentrations in the GSE
EDU 6321	Models for Learning Design	4	**Identified equivalent: EDU 6335 Advanced Practices in LXDT from new MPS**
EDU 6323	Technology as a Medium for Learning	4	Still offered – required for multiple degrees and concentrations in the GSE
Elective			
Complete one of the following:		4	**Open electives will be honored so students can take any graduate level course to satisfy their electives. All courses listed as possibilities below will still be offered unless otherwise identified.**
EDU 6001	Experiential Learning Theory and Practice		
EDU 6002	Culturally Responsive Experiential Teaching and Learning		

EDU 6003	Applied Research in Experiential Teaching and Learning		
EDU 6004	Leading Experiential Teaching and Learning		
EDU 6329	Connecting Theory and Practice		**Identified equivalent: EDU 6339 Title: TBD, an elective for multiple degrees and concentrations in the GSE**
EDU 6332	Open Learning		
EDU 6333	Social Media and Beyond		
EDU 6340	Learning Analytics Concepts and Theories		
EDU 6558	Issues in Education		
DGM 6122	Foundations of Digital Storytelling		
DGM 6145	Information Technology and Creative Practice		
PJM 5900	Foundations of Project Management		
TCC 6100	Introduction to Technical and Professional Writing		
TCC 6102	Editing Technical Content		

Appendix E:

Master of Professional Studies
Learning Experience Design and Technology Curriculum Map
Sample Standard Curriculum

Fall Start:

Term	Course Number	Course	Quarter Hours	Terms Offered subject to change
Fall	EDU 6050 EDU 6319	Education as an Advanced Field of Study How People Learn	5 QH 4 QH	Fall/Winter/Spring Fall/Winter/Spring
Winter	EDU 6051 EDU 6334	Culture, Equity, Power, and Influence Foundations of Learning Experience Design	4 QH 4 QH	All Fall/Winter/Spring
Spring	EDU 6335 EDU 6336	Advanced Practices in LXD Data Literacy for Data Driven Decision-Making	4 QH 4 QH	Fall/Spring Winter/Spring
Summer	EDU 6323 Elective	Technology as a Medium for Learning Choose Elective	4 QH 4 QH	Summer/Winter All
Fall	Elective Elective	Choose Elective Choose Elective	4 QH 4 QH	All All
Winter	EDU 6225	Capstone	4 QH	All

Winter Start:

Term	Course Number	Course	Quarter Hours	Terms Offered subject to change
Winter	EDU 6050 EDU 6319	Education as an Advanced Field of Study How People Learn	5 QH 4 QH	Fall/Winter/Spring Fall/Winter/Spring
Spring	EDU 6051 EDU 6334	Culture, Power, Equity, Influence Foundations of Learning Experience Design	4 QH 4 QH	All Fall/Winter/Spring
Summer	EDU 6323 Elective	Technology as a Medium for Learning Choose Elective	4 QH 4 QH	Summer/Winter All
Fall	EDU 6335 Elective	Advanced Practices in LXD Choose Elective	4 QH 4 QH	Fall/Spring All
Winter	EDU 6336 Elective	Data Literacy for Data Driven Decision-Making Choose Elective	4 QH 4 QH	Winter/Spring All
Spring	EDU 6225	Capstone	4 QH	All

Spring Start:

Term	Course Number	Course	Quarter Hours	Terms Offered subject to change
Spring	EDU 6050 EDU 6319	Education as an Advanced Field of Study How People Learn	5 QH 4 QH	Fall/Winter/Spring Fall/Winter/Spring
Summer	EDU 6051 EDU 6323	Culture, Equity, Power, & Influence Technology as a Medium for Learning	4 QH 4 QH	All Summer/Winter
Fall	EDU 6334 Elective	Foundations of Learning Experience Choose Elective	4 QH 4 QH	Fall/Winter/Spring All
Winter	EDU 6336 Elective	Data Literacy for Data Driven Decision-Making Choose Elective	4 QH 4 QH	Winter/Spring Winter
Spring	EDU 6335 Elective	Advanced Practices in LXD Choose Elective	4 QH 4 QH	Fall/Spring All
Summer	EDU 6225	Capstone	4 QH	All

Summer Start:

Term	Course Number	Course	Quarter Hours	Terms Offered subject to change
Summer	EDU 6051 EDU 6323	Culture, Equity, Power, and Influence Technology as a Medium	4 QH 4 QH	All Summer/Winter
Fall	EDU 6050 EDU 6319	Education as an Advanced Field of Study How People Learn	5 QH 4 QH	Fall/Winter/Spring Fall/Winter/Spring
Winter	EDU 6334 Elective	Foundations of Learning Experience Design Choose Elective	4 QH 4 QH	Fall/Winter/Spring All
Spring	EDU 6335 EDU 6336	Advanced Practices in LXD Data Literacy for Data Driven Decision-Making	4 QH 4 QH	Fall/Spring Winter/Spring
Summer	Elective Elective	Choose Elective Choose Elective	4 QH 4 QH	All All
Fall	EDU 6225	Capstone	4 QH	All