## Graduate Council

**New Course and Course/Curriculum Change Proposal Form**

Item(s) to be considered by the Graduate Council: (please check all spaces relevant to this proposed change)

□ □

Proposed New Course(s) Cross Listing of Course (attach one-page syllabus)

[SJ Course Number/Title/Description Change □ Inactivation of Course

* Change in Course Prerequisites □ Changes in Admission to Major
* Changes in Credit Hours □ \*New Curriculum

□ □

\*Revisions in Curriculum of Existing Non-Substantive /Editorial Change

Major, Minor and Concentrations (only complete this page for this category)

* Addition of/Increase in Course Fee □ Other (Please specify)

□

\*Type of Delivery (on campus, internet, video tape, and/or interactive video)

**Will this proposal result in the need for a Revised Faculty Roster Form? Yes** D **No** [8J

**Ifyes, for whom:**

Brief Description and Rationale (based on assessment) for Proposed Change (proposals must be accompanied by a copy of the current catalog page(s) with all suggested changes made using the *Guidelines and Style Manual):*

Instructional Technology & Design Course Rename:

Change ITD 602 to ITD 602P

ITD 602P. Instructional Technology& Design Tools. *(3* Credits)

Provides a critical analysis of technology, focusing on the ways (positive and negative) it affects society, schooling and professional development. This course addresses methodologies for selecting and evaluating technology for learning purposes in a variety of professional settings through practical application and examination of extant literature. (Offered on sufficient demand)

Change ITD 612 to ITD 612P

ITD 612P. Instructional Design Principles. *(3* Credits)

This course provides an introduction to the professional field and profession of instructional technology. It provides a sense of history, an explanation of how the components of the field fit together with major emphasis on the evolution of the major themes and movements in the field. Students will explore principles and practices of multiple Instructional Design (ID) models; examine the process in professional settings; and obtain information necessary to make informed decisions as they design and develop instruction, offering them a variety of possible approaches for each step in the ID process. (Offered on sufficient demand)

### Change ITD 622 to ITD 622P

ITD 622P. Exemplary Course Design. *(3* Credits)

The purpose of this course is to prepare the student with knowledge and skills in modeling, simulation, testing or analysis or training in real-world context using interactive multimedia processes. It provides students with best practices and characteristics of high quality course design with quality frameworks and emphasis on the importance of continuous improvement. Students will explore quality assurance rubrics and engage in authentic instructional design practice. (Offered on sufficient demand)

The proposed change(s) will be effective beginning: ,;.

Fall

semester 2019 year

List the departments or programs on campus consulted on the issues of duplication and overlap (see item #2 below) and attach a copy of all relevant correspondence.

NA



Date Approved by Department Curriculum Committee

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### Date Approved by College Curriculum Committee

Chair's Signature

Al! i h

### May require ACHE review 3-2-15

#### Course Title: Credit Hours: Pre-requisites: Required Text:

**Instructor: Office: Phone: Email:**

**Office Hours:**

ITD 602P: Instructional Technology & Design Tools 3 Credit Hours

None

Reiser, R.A. & Dempsey, *J.V.* (2018). Trends and issues in instructional design and technology, 4th ed. Pearson Learning, NY.

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**Course Catalog Description:** Provides a critical analysis of technology, focusing on the ways (positive and negative) it affects society, schooling and professional development. This course addresses methodologies for selecting and evaluating technology for learning purposes in a variety of professional settings through practical application and examination of extant literature. (Offered on sufficien t demand)

#### Student Outcomes

Upon successful completion of the course, students will be able to:

* 1. Discuss past, current and emerging learning technologies
  2. Relate extant literature to practical application of technology in instructional delivery
  3. Evaluate technology mediums for instructional delivery
  4. Justify medium choices for content creation
  5. Create content using a variety of mediums

#### Student Activities

1. Course discussions
2. Reflective journaling of extant literature and practice
3. Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) of technology methods for instructional delivery
4. Applied use of technology mediums

#### Evaluation Procedures

1. Rubrics
2. Peer Crit iques

**Course Resources**

1. Multiple Learning Management Systems
2. Free Online Tools (Biogs, Websites, Video Ca pture etc...)
3. Textbook and Journal Art icles (Library Resources)

#### Course Title: Credit Hours: Required Text:

**Instructor: Office: Phone: Email:**

**Office Hours:**

!TD 612P: Instructional Design Principles 3 Credit Hours

Brown, A.H., Green, T. D., (2016) The essentials of instruc tional design: Connecting Fundamental Principles with Process and Practice, 3\_rd ed, Routledge, N.Y.

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#### Course Catalog Description

This course provides an introduction to the professional field and profession of instructional technology. It provides a sense of history, an explanation of how the components of the field fit together with major emphasis on the evolution of the major themes and movements in the field. Students will explore principles and practices of multiple Instructional Design (ID) models; examine the process in professional settings; and obtain information necessary to make informed decisions as they design and develop instruction, offering them a variety of possible approaches for each step in the ID process. (Offered on sufficient demand)

#### Student Outcomes

Upon successful completion of the course, students will be able to:

1. Describe how people think and learn in relationship to the instructional design process.
2. Create a design document for an educational module/unit in the students' field of expertise. The design document provides evidence of the students ability to:
   1. Analyze learner characteristics and learning environments.
   2. Identify appropriate learning goals for the training program.
   3. Conduct task analysis of content needed to meet learnin ggoals.
   4. Specify appropriate objectives for identified learning tasks.
   5. Select appropriate strategies for facilitating the achievement of objectives.
   6. Design and develop supporting materials, appropriate assessments and assessment instruments.
   7. Design a formative evaluation plan.

#### Student Activities

1. Course Discussions
2. Reflective Journ aling
3. Project Based Activities
4. Individu al and Group Work

#### Evaluation Procedures

1. Rubrics
2. Peer Critiques

#### Course Resources

1. Textbook
2. Canvas

#### Course Title: Credit Hours: Required Text:

**Instructor: Office: Phone: Email:**

**Office Hours:**

IDT 622P: Exemplary Course Design 3 Credit Hours

Quality Matters (2014). Higher Education Rubric, 5 th ed . Maryland. Online, Inc.

TBA TBA TBA TBA TBA

#### Course Catalog Description:

The purpose of this course is to prepare the student with knowledge and skills in modeling, simulation, testing or analysis or training in real-world context using interactive multimedia processes. It provides students with best practices and characteristics of high quality course design with quality frameworks and emphasis on the importance of continuous improvement. Students will explore quality assurance rubrics and engage in authentic instructional design practice. (Offered on sufficient demand)

#### Student Outcomes:

* 1. Demonstrate a working knowledge of quality course frameworks through class discussion and collaborative activities.
  2. Create an Instructional Design Plan, which incorporates best practices and includes characteristics of quality course design.
  3. Design a document that demonstrates evidence of student's ability to address the following standards of course design:
     1. Course Overview and Introduction
     2. Learning Objectives (Competencies)
     3. Assessments and Measurement
     4. Instructional Materials
     5. Course activities and Learner Interaction
     6. Course technology
     7. Learner Support
     8. Accessibility and Usability
  4. Evaluate peers work to determine if best practices and characteristics of high quality course design are evident in the design document or storyboard.

**Student Activities**

1. Course Discussions
2. Reflective Journaling
3. Project Based Activities
4. Individual and Group Work

#### Evaluation Procedures

1. Rubrics
2. Peer Critiques

#### Course Resources

1. Textbook
2. Online resources (journals and websites)
3. Canvas

*Pos t Baccal a ur ea t e Certificate i nI ns t ruct i ona l Technology and Desiqn*

# POST BACCALAUREATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY AND DESIGN

The College of Education al'ld Human Sciences offers a 12 semester hour Post Baccalaureate Certificate in

Instructional Technology and Oes i gn . T he graduate certificate addresses an opportunity to support prof ess ional s whocreate i nst ruct iona l co nt en t for a variety o( audiences from P-12 envi romne nts , college campus es ,

co rpo ra t i o ns and nonprofit organi zations such as public l ibrar ies. The major outcome of t hi s ce r t i f i cat e program wi l l i nc l ud e an instructional design field experience *in* the st udent ' s fi e l d . The certificate will i ncl ude 12 required courses .

|  |  |  |
| --- | --- | --- |
| Code. | Title | Hours |
| I TO 602 ***=1' .*** | l ns Lr uc Li ona l Technol09y & Desi9n. |  |
|  | Tools |  |
| ITO 6 1 2 P.\_ | Ins tr uc t i onal oes \_ i gn Pr i r \_u\_::ipl es |  |
| ITO 622P• | E;xemplary Course Oesi\_gn |  |
| ITD 697 | Spe ci a l Topics in Instructional  Technology & Des i gn |  |
| Tot a l Hours |  | 12 |

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ourses of Instruction

# IL INSTRUCTIONAL LEADERSHIP (IL)

II 679 Continued Frrollrnont (1-3 Credits)

IL 690. Deve.lopment of Educational H\.lltliU1 Resources. (3 Credits} This course ls designed to emphasize the development of school per sonnel i nto learning co:nmunities desi gned to i mprove student achi e veme nt .

(Offered on suf f i ci ent demand)

IL 691. Finct.ncial and Material Resources for School Improvement. (3 Credits)

1'his course is designed to provide knowledge 3nd undres t a ndi ng o( t he economic f',:ictors relative to publ i c schools and the effective l eader managing resources for s chool i mrpoveme nt .

IL 692 . Pl an ni ng and Management for School Improvement. (3 Credits) Thi s course is designed to provide Instructional leaders engage the school comrnuni ty in

the fo l l o wi ng ac t i ons : deve l op i ng and maintaining a

sh3red visi on; planning eff ect i vel y; using cri t ical thinking and problemsolvin9 techniques ; co l l e ct i ng ,

achievement, growt h, and development. Ins tr uct i onal

le ader sw i l l engage school community in the fo l l owi ng actions devel oping and ma i nt a i n i ng a shared vision; pl.:inning ef f cc Li ve l y; u!>ing criLical thinking and problem- s o l vi ng t ec hni ques ; col l e c t i ng, a na l yzi ng ,

and interpreting data; allocating resources; and evaluating results :or the purpose of cont i nuous school i mp roveme nt .

IL 7 00 . SpQcia1 Topics in Education. (3 Credits)

A variety of topics of study are avai l able to eligible gr aduate students under this course number and t it le . Course number may be repe a t.e el. to add.ress different topics in Educa t i on . Department approv l is requi red.

*IL* - *Instructional Leadership (IL)*

IL 705. Professional Development and Mentoring. (3 Credits) Thecourse engages i n the examination of mento.r behaviors and skil l s focused on designing col l 3bo.rat i ve l ear ni ng-focused ment o r i ng and

co a ch i ng r e l a t i ons hi ps . pr epa r a t i o n *is* provided for

instructional leaders to become effective mentors in facilitating effective learninq :relationships and provi di ng guidance and professional support for

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and interpreting data; al locati ngr esources;

ment ee s . (Every others emes t er )

and, evaluating r es ul ts f or the purpose of cont i nuous school i mp ro veme n t .

IL 693. TheEffective Instructional Leader. (3 Credits) Thi s coru se is desgined to focus on teaching and l ear ning with regard to effective instruction and supervisory techniques in t he school envri onme nt for e n han c i ng student learning achievement, growth and devel opmen t . ( Summer )

IL 694. Di£fa:!ernt i atQ d Instruction for Diverse Student

IL 70 6 . Management of the Learning Or gani zctti on. (3 Credits) The course is dse igned to focus on the dai l y operat:ions of the school environme nt . Candidates will learn to develop and administer policies that provide a safe school environment where teachers can t each and students ca.n learn. Cand i dat e s wi l l identify and

an<:1-lyze ma jor sources of fiscal andnon-fi scal resource.s (Every other Fall, every other Spring)

IL 707. Law, Pol i cy a nd Gov er nan c e . (3 CrQd i.ts )

Loarning. (3 Cr dits) This course is designed t:o focus This cour:-se is des i gned to review processes i n

on t he r ol e ofs chool in supporting lit.proved ;social and educational opportunities for all children

under standing t echnol ogy as an information management tool for teaching and l earni ng for al l students . (Fal l ) IL 695. Legal and Ethical Res po ns ib i l i t i es . (3 Cr e di ts)

Th i s course is designed to provide knowl e dge Qnd understanding of t he legal fr amewor k and ethical consid.erations for leading and managing sc hools .

IL 696. Internship and Residency for Instructional Leadership. (3 Credits) This course i s t.he culminating activity for successful completion of all s tandards t:equired for the Al aba rr.a Class A certification in

ln tructional :.eadE:!r s hi p .

course Fees: $60

IL *691.* Leaders hip for Successful Schools and Partnerships. (3 Credits) This cours e is designed to focus on teaching and l ear ning wi t h regard to e(fective i nst ruct ion andsupervisory techniques i n the school environmen t for enhancing .3tudent learning

educat ional policy and gove:i:nance for P- 12 5 choo l5 . 'l' hc Alabama Code will be ut i l i zed a.long wi t h current le9<.1l issues and court ceise s . {Every othci: semester)

IL 708 . Advanced Curriculum Dev. (3 Credits)

This course expands st udent s ' knowledge and skills in curricular instructional leadership and focuses on the teaching a.nd l ea r ni ng proc es s e s that support the success of all students in the l earning environme nt . Teacher leader and instructional lec1der st udent s will focus on t he collaborative leadership process of

al igning cur r i cul u:n, instruction, assessme nt and professional development to ensure effect ive, focused teaching and continuous student l earning and achievement that is both dat driven and needs-based.

IL 709 . Applied Research II. (3 Credits)

Thepurpose of Lhi:s cou:r$e i:s LO compl e t e pr o je ct - bas ed research focused on improving i nst r uct i onal and school - based decision :naking action research that was

initiated i n Applied Rc5earch I . I nst i t ut i onal Review

Board approval is :required prior to enrolling in this

**cours.e A grade of "B" or be t t e r is a re qui s i t e . Prerequisite compl e t i o n of Applied Res earc h I wi t h a g r ade of "B" or be t te r is requi red . (Spring)**

**IL 710. CoIMT\unity and Stakeholder Re l a t i i o ns h i ps . (3 Credi ts ) This course is designed to p.repare aspiring administrators to respond prcact i vel y to thei r**

**stakeho l de rs and media us part ne rs in p ubl i c**

**e duc at i on . ( Fa l l , Spr i ng, Summer)**

**IL 711 . Pro f ess i.onal St a nda r ds f or Instructional Le ad e rsh i p . (3 Credi ts ) The course wi l l focus on current nat i onal and prof ess i onal standards.**

**(£.ve ry other Spring, every other Fal l )**

**IL 77 9 . Continued Enr ol l men t . (1 - 3 Cre di t s )**

**ITD Instructional. Technology and Design (ITD)**

ITD 602P Instructional Technology &

Des ign Tools (3 Credits)

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