

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)

- | | |
|---|--|
| <input type="checkbox"/> Proposed New Course(s)
(attach one-page syllabus) | <input type="checkbox"/> Cross Listing of Course |
| <input checked="" type="checkbox"/> Course Number/Title/Description Change | <input type="checkbox"/> Inactivation of Course |
| <input type="checkbox"/> Change in Course Prerequisites | <input type="checkbox"/> Changes in Admission to Major |
| <input type="checkbox"/> Changes in Credit Hours | <input type="checkbox"/> *New Curriculum |
| <input type="checkbox"/> *Revisions in Curriculum of Existing
Major, Minor and Concentrations | <input type="checkbox"/> Non-Substantive/Editorial Change
(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee | <input type="checkbox"/> Other (Please specify) |
| <input type="checkbox"/> *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 ☐ No ☒

If yes, 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

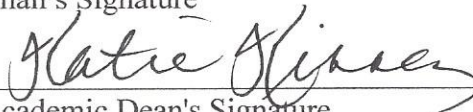
4/30/19

Date Approved by Department Curriculum Committee

4.30.19

Date Approved by College Curriculum Committee


Chair's Signature


Academic Dean's Signature

* May require ACHE review

3-2-15



Department of SECONDARY EDUCATION
College of Education and Human Sciences

Course Title:	ITD 602P: Instructional Technology & Design Tools
Credit Hours:	3 Credit Hours
Pre-requisites:	None
Required Text:	Reiser, R.A. & Dempsey, J.V. (2018). Trends and issues in instructional design and technology, 4 th ed. Pearson Learning, NY.
Instructor:	TBA
Office:	TBA
Phone:	TBA
Email:	TBA
Office Hours:	TBA

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 sufficient 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 Critiques

Course Resources

1. Multiple Learning Management Systems
2. Free Online Tools (Blogs, Websites, Video Capture etc...)
3. Textbook and Journal Articles (Library Resources)



Department of SECONDARY EDUCATION
College of Education and Human Sciences

Course Title:	ITD 612P: Instructional Design Principles
Credit Hours:	3 Credit Hours
Required Text:	Brown, A. H., Green, T. D., (2016) The essentials of instructional design: Connecting Fundamental Principles with Process and Practice, 3 rd . ed, Routledge, N.Y.
Instructor:	TBA
Office:	TBA
Phone:	TBA
Email:	TBA
Office Hours:	TBA

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:
 - a. Analyze learner characteristics and learning environments.
 - b. Identify appropriate learning goals for the training program.
 - c. Conduct task analysis of content needed to meet learning goals.
 - d. Specify appropriate objectives for identified learning tasks.
 - e. Select appropriate strategies for facilitating the achievement of objectives.
 - f. Design and develop supporting materials, appropriate assessments and assessment instruments.
 - g. Design a formative evaluation plan.

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. Canvas



Department of SECONDARY EDUCATION
College of Education and Human Sciences

Course Title: IDT 622P: Exemplary Course Design
Credit Hours: 3 Credit Hours
Required Text: Quality Matters (2014). Higher Education Rubric, 5th ed. Maryland. Online, Inc.
Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: 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:
 - a. Course Overview and Introduction
 - b. Learning Objectives (Competencies)
 - c. Assessments and Measurement
 - d. Instructional Materials
 - e. Course activities and Learner Interaction
 - f. Course technology
 - g. Learner Support
 - h. 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

POST BACCALAUREATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY AND DESIGN

The College of Education and Human Sciences offers a 12 semester hour Post Baccalaureate Certificate in Instructional Technology and Design. The graduate certificate addresses an opportunity to support professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and nonprofit organizations such as public libraries. The major outcome of this certificate program will include an instructional design field experience in the student's field. The certificate will include 12 required courses.

Code	Title	Hours
ITD 602P	Instructional Technology & Design Tools	3
ITD 612P	Instructional Design Principles	3
ITD 622P	Exemplary Course Design	3
ITD 697	Special Topics in Instructional Technology & Design	3
Total Hours		12

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Courses of Instruction

IL - INSTRUCTIONAL LEADERSHIP (IL)

IL 679. Continued Enrollment. (1-3 Credits)

IL 690. Development of Educational Human Resources. (3 Credits) This course is designed to emphasize the development of school personnel into learning communities designed to improve student achievement. (Offered on sufficient demand)

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

This course is designed to provide knowledge and understanding of the economic factors relative to public schools and the effective leader managing resources for school improvement.

IL 692. Planning and Management for School Improvement. (3 Credits)

This course is designed to provide Instructional leaders engage the school community in the following actions: developing and maintaining a shared vision; planning effectively; using critical thinking and problemsolving techniques; collecting, analyzing, and interpreting data; allocating resources; and, evaluating results for the purpose of continuous school improvement.

IL 693. The Effective Instructional Leader. (3 Credits)

This course is designed to focus on teaching and learning with regard to effective instruction and supervisory techniques in the school environment for enhancing student learning achievement, growth and development. (Summer)

IL 694. Differentiated Instruction for Diverse Student Learning. (3 Credits)

This course is designed to focus on the role of schools in supporting improved social and educational opportunities for all children understanding technology as an information management tool for teaching and learning for all students. (Fall)

IL 695. Legal and Ethical Responsibilities. (3 Credits)

This course is designed to provide knowledge and understanding of the legal framework and ethical considerations for leading and managing schools.

IL 696. Internship and Residency for Instructional Leadership. (3 Credits)

This course is the culminating activity for successful completion of all standards required for the Alabama Class A certification in Instructional Leadership.

Course Fees: \$60

IL 697. Leadership for Successful Schools and Partnerships. (3 Credits)

This course is designed to focus on teaching and learning with regard to effective instruction and supervisory techniques in the school environment for enhancing student learning

achievement, growth, and development. Instructional leaders will engage school community in the following actions developing and maintaining a shared vision; planning effectively; using critical thinking and problem-solving techniques; collecting, analyzing, and interpreting data; allocating resources; and evaluating results for the purpose of continuous school improvement.

IL 700. Special Topics in Education. (3 Credits) A variety of topics of study are available to eligible graduate students under this course number and title. Course number may be repeated to address different topics in Education. Department approval is required.

IL - Instructional Leadership (IL) 1

IL 705. Professional Development and Mentoring. (3 Credits)

The course engages in the examination of mentor behaviors and skills focused on designing collaborative learning-focused mentoring and coaching relationships. preparation is provided for instructional leaders to become effective mentors in facilitating effective learning relationships and providing guidance and professional support for mentees. (Every other semester)

IL 706. Management of the Learning Organization. (3 Credits)

The course is designed to focus on the daily operations of the school environment. Candidates will learn to develop and administer policies that provide a safe school environment where teachers can teach and students can learn. Candidates will identify and analyze major sources of fiscal and non-fiscal resources. (Every other Fall, every other Spring)

IL 707. Law, Policy and Governance. (3 Credits)

This course is designed to review processes in educational policy and governance for P-12 schools. The Alabama Code will be utilized along with current legal issues and court cases. (Every other semester)

IL 708. Advanced Curriculum Dev. (3 Credits)

This course expands students' knowledge and skills in curricular instructional leadership and focuses on the teaching and learning processes that support the success of all students in the learning environment. Teacher leader and instructional leader students will focus on the collaborative leadership process of aligning curriculum, instruction, assessment and professional development to ensure effective, focused teaching and continuous student learning and achievement that is both data driven and needs-based.

IL 709. Applied Research II. (3 Credits)

The purpose of this course is to complete project-based research focused on improving instructional and school-based decision making action research that was initiated in Applied Research I. Institutional Review Board approval is required prior to enrolling in this

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course. A grade of "B" or better is a requisite. Prerequisite completion of Applied Research I with a grade of "B" or better is required. (Spring)

IL 710. Community and Stakeholder Relationships. (3 Credits) This course is designed to prepare aspiring administrators to respond proactively to their stakeholders and media as partners in public education. (Fall, Spring, Summer)

IL 711. Professional Standards for Instructional Leadership. (3 Credits) The course will focus on current national and professional standards. (Every other Spring, every other Fall)

IL 779. Continued Enrollment. (1-3 Credits)

ITD - Instructional Technology and Design (ITD)

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