

**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)<br>(attach one-page syllabus)                          | <input type="checkbox"/> Cross Listing of Course                                                         |
| <input 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<br>(only complete this page for this category) |
| <input type="checkbox"/> Addition of/Increase in Course Fee                                            | <input checked="" type="checkbox"/> Other (Please specify)                                               |
| <input type="checkbox"/> *Type of Delivery (on campus, internet, video tape, and/or interactive video) | <u>Micro-Credential</u><br>_____                                                                         |

**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 Micro-Credential:

The proposed graduate micro-credential addresses an opportunity to support professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries. The micro-credential will include the following 3 courses (9hrs total) : ITD 602P Instructional Technology & Design Tools; ITD 612P Instructional Design Principles; and ITD 622P Exemplary Design Practicum.

Program Objectives:

Students who complete the Instructional Technology & Design Micro-Credential will:

1. Apply foundational instructional design principles to the design, development, and implementation of learning activities in their work place.
2. Demonstrate an ability to effectively lead the design of effective instruction through proficient planning, development, evaluation, and management.
3. Demonstrate a comprehensive knowledge of numerous theories, principles, models, tools, and techniques that can be applied to the systematic design of instruction.

Program Length:

The program consists of 3 classes (3 credits each) that will be offered in an 8 week format. The student will enroll in either the Fall or Spring term and can choose the pace at which they complete the courses.

Target Audience:

These micro-credential courses are being offered to individuals wishing to learn how to create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries.

Delivery format: 100% online.

Proposed Courses for the Micro-Credential in Instructional Technology & Design:

These courses already exist in Banner as a part of a previously existing Certificate in Instructional Technology and Design. No one is enrolled in this certificate, and it is being removed from the catalog. These courses have already been approved for creation by the graduate council and were submitted previously with syllabi.

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).

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).

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).

Please note that ITD 602P, ITD 612P, and ITD 622P can satisfy elective course requirements for the students enrolled in the existing Curriculum and Instruction Master's Program within the Department of Secondary Education.

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

**Instructional Technology & Design Micro-credential**

The proposed graduate micro-credential addresses an opportunity to support professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries. The major outcome of this micro-credential program will include an instructional design field experience in the students' field.

**Program Objectives**

Students who complete the Instructional Design Micro-credential will:

1. Apply foundational instructional design principles to the design, development, and implementation of learning activities in their work place
2. Demonstrate an ability to effectively lead the design of effective instruction through proficient planning, development, evaluation, and management
3. Demonstrate a comprehensive knowledge of numerous theories, principles, models, tools, and techniques that can be applied to the systematic design of instruction
4. Demonstrate their capacity to successfully lead all phases of an instructional design project.

**Core Courses** (Organized sequentially)

- 1) ITD: 602P Instructional Technology & Design Tools
- 2) ITD: 612P Instructional Design Principles
- 3) ITD: 622P Exemplary Design Practicum



Department of SECONDARY EDUCATION  
College of Education and Human Sciences

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

<b>Course Title:</b>	ITD 612P: Instructional Design Principles
<b>Credit Hours:</b>	3 Credit Hours
<b>Required Text:</b>	Brown, A. H., Green, T. D., (2016) The essentials of instructional design: Connecting Fundamental Principles with Process and Practice, 3 <sup>rd</sup> . ed, Routledge, N.Y.
<b>Instructor:</b>	TBA
<b>Office:</b>	TBA
<b>Phone:</b>	TBA
<b>Email:</b>	TBA
<b>Office Hours:</b>	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, 5<sup>th</sup> 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



# Form for the Submission of Non-Degree Programs (Baccalaureate, Graduate Certificates) at Senior Institutions

Institution Name: University of North Alabama

Non-Degree Program/Certificate Title: Micro-credential, Instructional Technology and Design

CIP Code: \_\_\_\_\_

Award Level: \_\_\_\_\_

1. Please provide (attach) a Description of the Non-Degree/Certificate program.
2. Please provide (attach) a list all courses in the Non-Degree/Certificate program
3. Please provide (attach) a rationale for the program.

---

Signature of Institution's Authorized Representative

Date

---

Title

---

Institution



### **Description of the program**

1. Apply foundational instructional design principles to the design, development, and implementation of learning activities in their work place.
2. Demonstrate an ability to effectively lead the design of effective instruction through proficient planning, development, evaluation, and management.
3. Demonstrate a comprehensive knowledge of numerous theories, principles, models, tools, and techniques that can be applied to the systematic design of instruction.

The proposed graduate micro-credential addresses an opportunity to support professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries

### **Courses**

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

ITD 612P Instructional Design Principles (3 Credits)

ITD 622P Exemplary Course Design (3 Credits)

#### *Course Descriptions*

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).

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).

### 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).

#### **Rationale**

##### *Program Rationale/Academic Rigor/Addition to Workforce*

The Instructional Technology and Design micro-credential will assist in collaboration with industry, as many careers use this type of training to hire and develop educational tools for their field. These micro-credential courses are being offered to individuals wishing to learn how to create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries.

**RESOLUTION APPROVING A  
MICRO-CREDENTIAL IN Instructional Technology and Design  
RESOLUTION SUMMARY**

The College of Education and Human Sciences has developed a proposal for a micro-credential in Instructional Technology and Design, attached hereto, that is consonant with all policies and procedures of the University of North Alabama and the Alabama Commission on Higher Education. This program is proposed to meet the demand of individuals wishing to learn how to create instructional content for a variety of audiences from P-12 environments, college campuses, corporations, and non-profit organizations such as public libraries.

The proposed online micro-credential in Instructional Design and Technology can be implemented without adding faculty and at a minimal cost whereby the tuition collected by students in the program will more than offset the costs of implementing the program.

This proposed program has been approved by the Department of Secondary Education, the College of Education and Human Sciences, and the UNA Graduate Council, and would fall within the Alabama Commission on Higher Education approved role and scope.

I recommend that the Board of Trustees for the University of North Alabama approve the proposal for the micro-credential in Instructional Technology and Design.

---

Kenneth D. Kitts  
President

**RESOLUTION APPROVING A  
MICRO-CREDENTIAL IN Instructional Technology and Design**

WHEREAS, there is notable industry and student demand for this program; and

WHEREAS, this proposed degree program can be implemented without additional faculty; and

WHEREAS, this proposed degree program can be implemented for a minimal cost whereby the tuition income will more than offset the cost; and

WHEREAS, this proposed degree program falls within the Alabama Commission on Higher Education approved role and scope; and

WHEREAS, this proposed degree program has been approved by the Department of Secondary Education, the College of Education and Human Sciences, and the UNA Graduate Council;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees for the University of North Alabama that it does hereby approve micro-credential in Instructional Design and Technology to approval by the Alabama Commission on Higher Education.



## **Executive Summary**

### **Re: Micro-credential in Instructional Design and Technology**

#### **College: Education and Human Sciences**

The College of Education and Human Sciences has developed a proposal for a micro-credential in instructional technology and design to be offered within our online curriculum. Digital literacy is an important aspect to consider as a way to address 21<sup>st</sup> century learner needs across all careers (Langub, Lokey-Vega, 2017). The competency requirements, content, culture, and value systems of business and industry career environments can differ significantly from that of the higher education context where instructional technology and design (ITD) students have traditionally received their formal training. Across colleges of education, faculty have been tasked with providing flexibility in their programs to allow ITD experience in contexts that would lend themselves to application not only in the P-12 world, but outside of it (Larson, Lockee, 2009). This 9 hour, 3 course, micro-credential, would allow professionals who create instructional content for a variety of audiences from P-12 environments, college campuses, corporations and non-profit organizations such as public libraries, access to training outside of traditional degree programs.

Thus, there is a need for this micro-credential. This 9 hour program will be offered 100% online in 8-week courses.

The Instructional Technology and Design micro-credential will provide individuals with a critical analysis of technology, focusing on the ways (positive and negative) it affects society, schooling and professional development. It will provide an introduction to the professional field and profession of instructional technology while providing 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. Finally, this program will prepare individuals with the knowledge and skills in modeling, simulation, testing or analysis or training in real-world context using interactive multimedia processes.

#### Proposed courses:

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

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

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

#### References

LANGUB, L.; LOKEY-VEGA, A. Rethinking Instructional Technology to Improve Pedagogy for Digital Literacy: A Design Case in a Graduate Early Childhood Education Course.

**TechTrends: Linking Research & Practice to Improve Learning**, [s. l.], v. 61, n. 4, p. 322–330, 2017.

MIRIAM B. LARSON; BARBARA B. LOCKEE. Preparing Instructional Designers for Different Career Environments: A Case Study. **Educational Technology Research and Development**, [s. l.], v. 57, n. 1, p. 1, 2009.