ACE 600 Introduction to Instructional Design-NewCrs-2016-09-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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*Indicates a required field

Proposer*	Jacqueline McGinty	Proposer Email*	jmcginty@iup.edu
Contact Person*	Gary Dean	Contact Email*	gjdean@iup.edu
Proposing Department/Unit*	Adult and Community Education	Contact Phone*	7-2470

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* ACE
(B) Course Number*	*If Dual Listed, enter both course numbers* 600
(C) Course Title*	Introduction to Instructional Design
(D) Course Level*	graduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3

(I) Repeatable Course*	NO
	
	If YES, please complete the following:
	
	           Number of Credits that May be Repeated:
	
	           Maximum Number of Credits Allowed to be Repeated:

(J) Prerequisite (s)	
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)* distance-education
(M) Recommended Class Size	NO Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Provides an overview of models and processes of instructional design. The purpose of this course is to introduce basic instructional design processes, theories, and models of instructional design, learn the basics of instructional design, and to explore history and current and future trends in instructional design.

(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* Upon completing this course each student will be able to: 1. Describe the basic principles of instructional design and discuss instructional design models and processes. 2. Discuss the history of instructional design and current applications of instructional technology to fit with institutional and educational needs. 3. Develop learning events based on the basic principles and processes of instructional design that include the development of learning materials and incorporate instructional technologies. 4. Apply the steps in the instructional design process, including identifying a problem, conducting a needs assessment, and writing learning objectives in an instructional design plan. 5. Select and develop a plan for assessment and evaluation of student progress making use of technological applications and a variety of formative and summative assessments. 6. Create instructional materials relevant to the course or training that include instructional technology. 7. Explain and describe the technical aspects of instructional design including skills for working with subject matter experts and development of materials using instructional technology. 8. Apply general tips for course and content accessibility and guidelines for designing instruction for diverse learners.
(P) Brief Course Outline* For Each Outcome Describe How the Outcome Will Be Achieved	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* The topics to be covered in this course are: • Overview of instructional design history, models, and theories. • Introduction to steps in the instructional design process. • Developing learning events. • How to develop an outline for instruction. • Instructional materials and learning assessments. • Problem identification/needs assessment. • Learner analysis. • Writing learning objectives. • Overview of instructional technologies. • Overview of instructional materials and how to access them. • Working with subject matter experts • Putting the instructional design plan together. • Designing instruction for accessibility.

Rationale for Proposal
(Q) Why is this Course Being Proposed?*   This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. This course will introduce students to the steps involved in the instructional design process. Understanding the basic processes and models of instructional design is important for students in the Instructional Design and Technology track as it will provide students with foundational knowledge upon which they will build throughout their program. The planning and design of effective and engaging learning is a fundamental aspect of the Instructional Design and Technology track in the MA in Adult and Continuing Education. This introductory course in instructional design will help learners understand theories of instructional design and how to plan and build educational programs and activities using popular models and process of course design.

(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. The planning and design of effective and engaging learning is a fundamental aspect of the Instructional Design and Technology track in the MA in Adult and Continuing Education. This introductory course in instructional design will help learners understand theories of instructional design and how to plan and build educational programs and activities using popular models and process of course design.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments? *	YES Please Provide Comment: The Department of Communications Media offers COMM 600, Instructional Design and Development. Since Communications Media has withdrawn from the AECT track, they have agreed that Adult and Community Education can offer an introductory course in instructional design. See the e-mail from Dr. Gail Wilson in the supporting documents section.
(U)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	YES Please Provide Comment: Graduate students from other majors may take ACE 600 as an elective course.
(V) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) There are no implications for other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

(X) Attach Supporting Documents for Implications, **if Necessary**	**File**	**Modified**
	Microsoft Word Document ACE 600 E-Mail.docx	Sep 13, 2016 by gjdean

(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	distance-education
Course Prefix /Number	ACE 600
Course Title	Introduction to Instructional Design
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* Topics to be covered in the course include: • Overview of instructional design history, models, and theories. • Introduction to steps in the instructional design process. • Developing learning events. • How to develop an outline for instruction. • Instructional materials and learning assessments. • Problem identification/needs assessment. • Learner analysis. • Writing learning objectives. • Overview of instructional technologies. • Overview of instructional materials and how to access them. • Working with subject matter experts • Putting the instructional design plan together. • Designing instruction for accessibility.
Rationale for Proposal (Required Questions from CBA)	

How is/are the instructor (s) qualified **in the Distance Education delivery** **method as well as the discipline?**	I have successfully developed and taught courses online since 2011. I have previously taught an introductory course in Instructional Design for multiple sessions beginning in 2013. I have worked professionally as a Senior Instructional Designer for Mount Saint Mary's University since 2014 and I have designed multiple online courses.

For each outcome in the course, describe
 	
how the outcome will be achieved using
 	
Distance Education technologies.
	This course will be conducted through a variety of methods, including individual research, practical application, and discussion. Students will engage in online discussion through the discussion forums. This will provide them with the opportunity to process what they have learned from the readings and arrive at a deeper understanding of the readings as well as contribute to the collective knowledge of the class. The learning outcomes and methods are outlined below.
	
	1.Describe the basic principles of instructional design and discuss instructional design models and processes.
	
	    To meet this objective students will acquire information through viewing narrated PowerPoint presentations and reading assignment materials. Students will apply the theories by completing a project where they design a learning event. This project will be completed in steps and will ultimately address all of the learning objectives in the course. The project begins with the needs assessment/learner analysis paper and culminating with the evaluation paper and final presentation. Students will present their projects to the class by facilitating a discussion forum related to their work. Students will comment on, ask questions about, and critique each other's papers through the discussion forums.
	
	2. Discuss the history of instructional design and technology and current applications of instructional technology to fit with institutional and educational needs.
	
	    This objective will be met through participation in a discussion forum dedicated to discussing the history of instructional design and technology and historical and current models of instructional design and technology. In addition, students will complete a project where they design a learning event. This project will be completed in steps beginning with the needs assessment/learner analysis paper and culminating with the evaluation paper and final presentation. Students will present their projects online to the class by facilitating a discussion forum related to their work. Students will comment on, ask questions about, and critique each other's papers through the discussion forums.
	
	3. Develop learning events based on the basic principles and processes of instructional design that include the development of learning materials and incorporate instructional technologies.
	
	    This objective will be met through the completion of the learning event design and presentation of the design to the class. Students will submit a final paper that details the entire instructional design process followed. Students will submit the final presentation and paper online to the drop box receiving grading and feedback from the instructor. Students will also engage in an online discussion on their final projects and will facilitate discussion on their final presentation outcomes.
	
	4. Complete the steps in the instructional design process including identifying a problem, conducting a needs assessment, and writing learning objectives.
	
	    Students will achieve this objective by completing the Problem/Need Statement and the Learning Objective papers. The Problem/Need Statement and Learning Objective papers will be shared on the discussion forum where students will engage in a peer to peer discussion and evaluation of their projects. Students will also submit their work to the assignment drop box for feedback from the instructor.
	
	5. Select and develop a plan for assessment and evaluation of student progress making use of technological applications and a variety of formative and summative assessments.
	
	    This objective will be achieved through the Evaluation assignment and through a discussion forum dedicated to the topic of evaluation. The discussion will focus on the evaluation plan selected for their learning event.
	
	6. Create instructional materials relevant to the course or training that include instructional technologies.
	
	    Students will achieve objective 6 by completing the Learning Materials/Assessments paper. This paper will outline the content and describe the learning materials and assessments that will be utilized in the learning event that students are designing. Students will share examples of their learning materials for peer feedback on the discussion forum. Students will also submit their work to the assignment drop box for feedback from the instructor.
	
	7. Explain and Describe the technical aspects of instructional design including skills for working with subject matter experts and development of materials using instructional technology.
	
	    Students will achieve this objective through completion of the learning materials assignment. In this assignment, students will describe the materials that will be created to meet the outcomes of the learning event that they are creating. Students will also share examples of their learning materials on the discussion forum. This objective will also be achieved by student participation in an additional discussion forum on the topic of technical skills and careers in instructional design.
	
	8. Apply general tips for course and content accessibility and guidelines for designing instruction for diverse learners.
	
	    This objective will be achieved through completion of the Content Outline and learning materials assignments where students will be required to include information on course accessibility and diversity of content. Students will also meet this objective by participation in the discussion forums for the peer to peer feedback on the Content Outline and the learning materials in the guided weekly discussion forums.

How will the instructor-student and **student-student interaction take place?** **(if applicable)**	1.Student-student interaction will be achieved in several ways. Students will be encouraged to share personal items of interest through two discussion forums dedicated for this purpose: a Bio Forum in which students post information about themselves, their careers, and their interests, and a Community forum in which students can exchange ideas and questions on topics not specifically related to the course. In addition, there will be a General Course Forum in which students can pose questions and comments about the course as a whole. There will also be discussion forums for each module in which students are required to respond to questions posed by the instructor and other students. 2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion and posting comments and critiques on students' posts.
How will student achievement be evaluated?	Student achievement for each objective will be measured by the following: {TABLE} {REST}

Student achievement for each objective will be measured by the following:

<u>Course Assessment</u>	<u>Objectives</u>	<u>% of Course Grade</u>	<u>Points</u>
1. Problem/Need Statement	3, 4, 5, 6	10	10
2. Learner Analysis	3, 4, 5, 6	10	10
3. Learning Objectives	3, 4, 5, 6	10	10
4. Content Outline	3, 4, 5, 6	10	10
5. Evaluation	3, 4, 5, 6	10	10
6. Learning Materials/Assessments	3, 4, 5, 6	10	10
7. Project Presentation	3, 4, 5, 6	10	10
8. Discussion and Participation	1,2, 7, 8	30	30

A = 91 to 100 points; B = 81 to 90 points; C = 71 to 80 points; F = 70 or fewer points.

Assessment methods for each objective:

1. Describe the basic principles of instructional design and discuss instructional design models and processes.

    Assessment of this objective is through two methods:

    a. Students will complete and submit to the drop box the Problem/Need Statement designed to help them propose a learning event and a model for their learning activity design. (Assessment #1, 10% of total course grade, 10 points). An assignment rubric and guidelines will be available for students.

    b. Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

2. Discuss the history of instructional design and technology and current applications of instructional technology to fit with institutional and educational needs.

    Assessment of this objective is through two methods:

    a. Students will complete and submit to the drop box a series of assignments including the Learner Analysis (Assessment #2), Learning Objectives (Assessment #3), and the Content Outline (Assessment #4) as part of the course plan they are developing (Assessment #2, #3, & #4 at 10% each of total course grade, 10 points for each assignment, for a total of 30 points). Directions for each paper and rubrics will be provided to students for these assignments.

    b. Students will participate in an online discussion on this topic. Discussion forums will be provided for each assignment #2, #3, & #4, where students can share their work and discuss their learning event development and methods. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

    c. In addition, there will be another discussion forum dedicated to discussing the history of instructional design and technology and historical and current models of instructional design and technology. The quality of their posts in the discussion forums for these topics will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

3. Develop learning events based on the basic principles and processes of instructional design that include the development of learning materials and incorporate instructional technologies.

4. Apply the steps in the instructional design process, including identifying a problem, conducting a needs assessment, and writing learning objectives in an instructional design plan.

    Assessment of these two objectives is through two methods:

    a. Students will complete and submit to the drop box a series of assignments #1-7 (Each assessment is worth 10 points, 10% of the course grade for a total of 70 points or %70 of the course grade). Directions for each assignment in the series and associated rubrics will be provided to students for this assignment.

    b. Students will participate in an online discussion related to each step in the series of assignments. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

5. Select and develop a plan for assessment and evaluation of student progress making use of technological applications and a variety of formative and summative assessments.

    a. Students will complete assignment #5, Evaluation, and submit to the drop box. Directions for this assignment and an assignment rubric will be provided to students. (Assessment #6 10% of total course grade, 10 points). Directions for this paper and a rubric will be provided to students for this assignment.

    b. Students will participate in a discussion forum dedicated to the topic of evaluation. The discussion will focus on the evaluation plan selected for their learning event. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

6. Create instructional materials relevant to the course or training that include instructional technology.

7. Explain and describe the technical aspects of instructional design including skills for working with subject matter experts and development of materials using instructional technology.

Assessment of these two objectives is through the following methods:

a. Students will demonstrate competence in development and use of instructional design and technology by completing the Learning Materials & Assessment (Assessment #6) that outlines the learning materials and assessments for their chosen learning activity. Directions for each the assignment and an assignment rubric will be provided to students. Students will complete assignment #5 and submit it to the drop box. (Assessment #6 10% of total course grade, 10 points). Directions for this paper and a rubric will be provided to students for this assignment.

b. Students will participate in an online discussion on this topic. The quality of their posts in the discussion forums for this topic will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #8) for the course which is 30% (30 points) of the total course grade.

8. Apply general tips for course and content accessibility and guidelines for designing instruction for diverse learners.

Assessment of this objective is through the following methods:

a. Students will present a final presentation to the class that describes the steps and details of the learning event that they designed (Assessment #7). This presentation can be a narrated Power Point, a Prezi, or another pre-approved format to share their work and experiences with the class. The presentation, Assignment # 7, will be submitted to the course discussion board and to the drop box. The final presentation is worth 10 points and is 10% of the final course grade.

b. Students will participate in a weekly discussion forum that will include discussion topics related to course accessibility, designing instruction for diverse learners, copyright, and other relevant topics. Weekly participation in the discussion forums will account for assignment #8, discussion/participation, 30 points, 30% of the total course grade.

How will academic honesty for tests **and assignments be addressed?**	Academic Honesty will be addressed in the following ways: 1.The following academic integrity policy will appear in the syllabus for this course: Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. Students will be required to submit all papers involving referenced work to Turn-it-in. Assignments will be designed to minimize the potential for violations of academic integrity. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at http://www.iup.edu/page.aspx?id=127235. 2. Student grades for this course are primarily based on individual projects (Problem Need Statement, Learner Analysis, Learning Objectives, Content Outline, Evaluation, Learning Materials/Assessments, Project Presentation, and Discussion Participation). These are individual assignments that require students to build on their professional experience, therefore each project will be unique.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*

Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric

File	**Modified**
Microsoft Word Document ACE 600 E-Mail.docx	Sep 13, 2016 by gjdean

• Drag and drop to upload or browse for files

Narrative Description of the Required Content	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu