Master of Arts Adult and Community Education Instructional Design and Technology-PrgRsv-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: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **Bachelors in Criminology Pre-Law-PrgRsv-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

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
*Indicates a required field

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

Program Revision Options (Check all that apply)

Catalog Description Change
Program Revision
Program Title Change
 	
* Teacher Education: Please complete the Teacher
 	
  Education section of this form (below)
 	
* Liberal Studies: Please complete the Liberal Studies
 	
  section of this form (below)

Course Level:*	graduate-level

Rationale for Proposed Changes

(A) Why is the program being revised?*	Rationale for proposed changes:
	The Adult Education and Communications Technology (AECT) Track began in 1995 as a partnership between the departments of Adult and Community Education and Communications Media. The combination of the two disciplines created a unique program in which students were prepared for careers in instructional design, training, and adult education. The intention from the beginning was that AECT was developed to be an instructional design program. The name chosen in 1995 predated the now industry-standard terminology of instructional design. The name change to Instructional Design and Technology identifies the track in a way that professionals in the field will be able to relate it.
	The AECT program is being revised for four reasons.
	First, in the spring of 2016, the Department of Communications Media announced they were no longer interested in continuing the partnership with ACE to deliver the AECT track. Their personnel and priorities had changed and they no longer had the resources or commitment to continue with the AECT program.
	Second, the AECT program has been very successful over the years. The program enjoys a good reputation among employers and graduates have been able to secure work in the field. The market continues to be strong for masters level instructional design programs and IUP and ACE are positioned to continue to fill this need regionally and nationally through a blended program in Instructional Design and Technology.
	Third, the addition of two new faculty members in ACE allows the department to offer this track without Communications Media. Dr. Lucinda Willis, who has a background in instructional design and technology joined the ACE department in 2014 and Dr. Jacqueline McGinty, with a background in adult education and instructional design joined the ACE department in the fall, 2016.
	Fourth, it is proposed that the revised track be offered in a blended format based in Monroeville with the idea that this will attract working professionals in instructional design and training. There is a large population of instructional designers in private industry and educational institutions in the greater Pittsburgh area and western Pennsylvania who would avail themselves of a blended master's program for professional and career advancement.

(B) Identify the Program Student Learning Outcomes (SLO). Mark any SLOs that are changing as a part of the Program Revision.*	Note: The student learning outcomes for the proposed Instructional Design and Technology Track are primarily the same as the outcomes from the current Adult Education and Communications Technology track. Some of the outcomes have been reworded to reflect terminology in instructional design, distance education, and the increased emphasis on instructional technology.

The purpose of the program is to help students acquire knowledge and skills in theory and research in instructional design, training, adult education, and in the applications of current and emerging instructional technologies in education and training. Upon completion of the program, students will be able to:

1. Design education and training programs for a variety of settings and learners, including developing goals and objectives, developing learning activities, and conducting learner assessment. (Reworded from the AECT outcome: Employ instructional systems design processes, including developing goals and objectives, developing learning activities and conducting learner assessment.)

2. Apply adult development and learning theory to the design and implementation of training and educational programs. (Reworded from the AECT outcome: Understand and apply adult development and learning theory to the design and implementation of training and educational programs)

3. Plan educational and training programs which incorporate the use of educational technology, needs assessment, and program evaluation. (Reworded from the AECT outcome: Develop educational programs that incorporate the use of educational technology, needs assessment and program evaluation.)

4. Analyze the importance of leadership and management skills in the planning, conducting, and evaluation of instructional design and education and training programs. (Reworded from the AECT outcome: Understand the importance of leadership and management skills in an organizational context.)

5. Create effective learning events employing distance education pedagogy. (Reworded from the AECT outcome: Demonstrate skills for teaching adults in face-to-face settings.)

6. Critically analyze the literature in instructional design and technology using knowledge of research methods. (Reworded from the AECT outcome: Demonstrate knowledge and skills in use of research methods.)

7. Apply instructional technology to develop effective learning modules. (Reworded from the AECT outcome: Demonstrate knowledge and skills in use of multimedia production.)

8. Select, design, produce, and evaluate instructional technology for education and training programs. (Reworded from the AECT outcome: Select, design, produce and evaluate technology and media for education and training of adults.)

9. Apply principles of ethics as they relate to the use of media and technology instructional design and education and training programs. (Reworded from the AECT outcome: Understand and apply principles of ethics as they relate to the use of media and technology.)

10. Integrate technology with the teaching and training of learners. (Same as AECT outcome.)

11. Obtain practical experience in the design, development, implementation, and evaluation of technology and adult learning. (Reworded from the AECT outcome: Obtain practical experience in the design, development, utilization and evaluation of technology within adult learning.)

(C) Implications of the change on the program, other programs and the Students:*	1. Program: It is anticipated that these changes will increase the attractiveness of the track to potential students working in the fields of instructional design and training and increase student satisfaction with the program, and therefore improve student recruitment and retention. No detrimental effects on the program or curriculum are anticipated.

2. Other Programs: There are no implications for other programs.

3. Current Students: It is anticipated that the new IDT track will be offered beginning with he 2017-2018 academic year. Most students currently enrolled in the AECT track will be have completed the program by August, 2017. The few students who do not complete by that date will be accommodated so that their academic progress is not impeded. Course substitutions or individualized study may used to accommodate these students. This will be decided on an individual basis with faculty advising.

Current Program Information	**Proposed Changes**

(D) Current Program Title*	Master of Arts in Adult and Community Education Track in Adult Education and Communications Technology	**Proposed Program Title** *(if changing)*	Master of Arts in Adult and Community Education Track in Instructional Design and Technology
(E) Current Narrative Catalog Description *If copying pasting from current*	UG Course Catalog: http://www.iup.edu/registrar/catalog/ Grad Course Catalog:http://www.iup.edu/graduatestudies/catalog/ Adult education is a fast-growing field which encompasses the development, delivery, and evaluation of education programs in a broad variety of settings, including business and industry, community colleges, health care, community and social agencies, higher education, corrections, and vocational education. Communications Technology is the application of current and emerging technologies to enhance and supplement the delivery of educational and informational programs. The combination of the theory and research from Adult Education and the knowledge and skills in the use of technology from Communications Technology will place graduates of the program in an advantageous position in the labor market. Graduates are competitive for such employment opportunities as human resources developers in business and industry; production positions in education, business, and government; public relations positions in the public, private, and nonprofit sectors; entrepreneurs in the rapidly developing market of external program delivery to government, business, and education; and a variety of other jobs which involve the delivery of education and training and the use of technology.	**Proposed Narrative Catalog Description** *(if changing)*	The Master of Arts in Adult and Community Education track in Instructional Design and Technology (IDT) prepares students for employment in instructional design, instructional technology, training, and education careers. Graduates work in education, business and industry, health care, community agencies, government, the military, and many other settings. Students are encouraged to relate theory to practice in their specific areas of professional interest. The IDT program offers a balance of academic preparation, practical field experience, and individual research

catalog entry, please paste into Word or Notepad first to eliminate potential issues with formatting or special characters

in the text.			
(F) Current Program Requirements	The current Adult Education and Communication Technology track is offered as a classroom based program and consists of 36 credit hours including: ACE 621, The Adult Learner ACE 622, Program Planning in ACE ACE 623, Organizational leadership in ACE ACE 625, Teaching Adults COMM 600, Instructional Design and Development COMM 601, Production Technology COMM 614, Instructional Computing Basics COMM 631, Interactive Multimedia ACE 750, Seminar in Technology and Adult Learning GSR 615, Elements of Research Option A: Six credit hours of COMM 698, Internship; Option B: Six credit hours of electives; Option C: Three credit hours of COMM 698 and 3 credit hours of electives; Option D: ACE/COMM 795, Thesis, and 3 credit hours of internship or electives.	**Proposed Program Requirements** *(if changing, please highlight in RED what is being changed)*	The proposed IDT track will be offered as a blended program and will consist of 36 credit hours including: ACE 600, Introduction to Instructional Design (new course and distance education) ACE 610, Learning Management Systems (new course and distance education) ACE 617, Distance Education Technology (new course and distance education) ACE 621, The Adult Learner (no change from AECT track) ACE 622, Program and Project Planning (title change only) ACE 623, Organizational Leadership in ACE (no change from AECT track) ACE 630, Distance Education Pedagogy (new course and distance education) ACE 700, Advanced Instructional Design (new course and distance education) ACE 744, Program and Project Evaluation (new course and distance education) BTED 675, Web Design: Theory and Applications (distance education proposal) GSR 615, Elements of Research (no change from AECT track) Option A: Three Credits of ACE 698, Internship; Option B: Three credit hours of electives; Option C: ACE 795, Thesis. Culminating Activity: Portfolio

(G) Supporting Documents*	Are you making a major change?
	NO
	If making a major change, please attach a document with a summary of any/all changes.

File	Modified
PDF File Fwd_ New Track to replace AECT.pdf	Sep 20, 2016 by lmocek

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

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** PDF File Fwd_ New Track to replace AECT.pdf Sep 20, 2016 by lmocek • 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