# ACE 700 Advanced 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

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**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

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*** | 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 |

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|---|---|
| **(A) Course Prefix*** | See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323<br><br>ACE |
| **(B) Course Number*** | *If Dual Listed, enter both course numbers*<br><br>700 |
| **(C) Course Title*** | Advanced 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*<br><br>NO<br><br><br>If YES, with: |
| **(F) Variable Credit*** | NO<br><br><br>If YES, enter the number of credits: |
| **(G) Variable Title*** | NO<br><br><br>If YES, enter the title(s): |

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| **(H) Number of Credits*** | Class Hours:3<br><br>Lab Hours:0<br><br>Credits:3 |
| **(I) Repeatable Course*** | NO<br><br>If YES, please complete the following:<br><br>      Number of Credits that May be Repeated:<br><br>      Maximum Number of Credits Allowed to be Repeated: |
| **(J) Prerequisite (s)** | ACE 600 or Instructor permission |
| **(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*<br><br>*\* Teacher Education: Please complete the Teacher Education section of this form (below)*<br><br>*\* Liberal Studies: Please complete the Liberal Studies section of this form (below)*<br><br>*\* Distance Education: Please complete the Distance Education section of this form (below)*<br><br>distance-education |
| **(M) Recommended Class Size** | NO<br><br>Number (Enter Zero if No):<br><br>If YES: (Check one of the following reasons and provide a narrative explanation)<br><br>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.*<br><br>Provides an in depth analysis of the field of instructional design and application of instructional technology in various learning environments.  This course will present students with the opportunity to solve instructional design problems and to develop an original learning activity that incorporates advanced principles of instructional design. The purpose of this course is to provide students with an theoretical and practical understanding of how to design engaging and meaningful learning environments using a variety of technologies and methods to achieve learning outcomes.  Students will be introduced to and have the opportunity to further explore topics including: current trends and issues in instructional design including theories, models, evaluation, program and project management, accessibility and diversity, and professional ethics.  Prerequisites:  ACE 600 or Instructor Permission. |

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| **(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*<br><br>*If dual listed, indicate additional learning objectives for the higher level course.*<br><br>Upon completing this course, each student will be able to:<br><br>1. Analyze current research on instructional design models, instructional technologies, and instructional formats.<br>2. Produce a learning environment that effectively incorporates emerging technologies and instructional methods such as problem solving, case-based learning, experiential learning, learner centered-instruction, game-based learning, and other applicable formats.<br>3. Collaborate to solve instructional problems by applying theories of learning and models of instruction to various learning environments.<br>4. Discuss information on trends and issues in instructional design and technologies including information on practical applications of emerging learning theories and technologies.<br>5. Describe various learning formats and give examples of applications of learning theories and models of instruction for multiple formats including online, face to face, and hybrid learning formats for various environments (K-12, adult learners, training/HR)<br>6. Evaluate instructional design models and products for principles of diversity, accessibility, and engagement for 21$^{st}$ century global learning environments. |
| **(P) Brief Course Outline***<br><br>For Each Outcome Describe<br><br>How the Outcome Will<br><br>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*<br><br>*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*<br><br>*direct faculty instruction, there should be a minimum of two hours of out of class student work.*<br><br>Topics covered in this course are:<br><br>1. Current research and trends on instructional design models and instructional formats.<br><br>2. Current research and trends on instructional technologies.<br><br>3. Emerging technologies applied to teaching/learning methods in instruction design (including problem solving, case-based learning, experiential learning, learner centered-instruction, and game-based learning).<br><br>4. Theories of learning applied to various distance education learning environments.<br><br>5. Learning formats (including online, face to face, and hybrid learning formats) for K-12, adult education, and training.<br><br>6. Diversity issues in distance education learning environments.<br><br>7. Accessibility issues in distance education learning environments. |

| Rationale for Proposal | |
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| **(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 engage students in the collaborative analysis of information on the foundations and principles of instructional design and technology. It is important for students in the Instructional Design and Technology track to have a broad knowledge of instructional design models and practices as well as a deeper understanding of the principles and theories common in the field of instructional design and technology.  This course will help students to become effective practitioners by providing opportunities for collaboration and development of effective learning activities. An advanced course in instructional design will help learners to understand application of learning theory in course design, integrate educational technologies appropriately, and work collaboratively to create instructional programs. |
| **(R) University Senate Summary of Rationale** | *Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*<br><br>This course is proposed as a required course in the Instructional Design and Technology track in the MA in Adult and Community Education. An advanced course in instructional design will help learners to understand application of learning theory in course design, integrate educational technologies appropriately, and work collaboratively to create instructional programs. |
| **(S) How Does it Fit into the Departmental Curriculum?*** | *Check all that apply*<br><br>Major Requirement<br><br><br>If Other, please explain: |

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| **(T) Is a Similar Class Offered in Other Departments?** * | NO<br><br>Please Provide Comment: |
| **(U)Does it Serve the College /University Above and**<br><br>**Beyond the Role it Serves in the Department?*** | YES<br><br>Please Provide Comment:<br><br>Students from other majors may take this course as an elective. |
| **(V) Who is the Target Audience for the Course?*** | Course Designed for Majors<br><br>If Other, please explain: |
| **(W) Implications for Other Departments*** | A. What are the implications for other departments?<br><br>*(For Example: overlap of content with other disciplines, requirements for other programs)*<br><br>There are no implications for other departments.<br><br>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? |
| **(X) Attach Supporting Documents for Implications,**<br><br>**if Necessary** | **File      Modified** |
| **(Y) Are the Resources Adequate?*** | *(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)*<br>YES<br><br>Please Provide Comment: |

## Distance Education Section

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

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| **If Completing this Section, Check the Box to the Right:** | distance-education |
| **Course Prefix /Number** | ACE 700 |
| **Course Title** | Advanced Instructional Design |
| **Type of Proposal** | *See CBA, Art. 42.D.1 for Definition*<br><br>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*<br><br>*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*<br><br>*direct faculty instruction, there should be a minimum of two hours of out of class student work.*<br><br>Topics covered in this course are:<br><br>1. Current research and trends on instructional design models, instructional technologies, and instructional formats.<br><br>2. Emerging technologies applied to teaching/learning methods in instruction design (including problem solving, case-based learning, experiential learning, learner centered-instruction, and game-based learning).<br><br>3. Theories of learning applied to various distance education learning environments.<br><br>4. Learning formats (including online, face to face, and hybrid learning formats) for K-12, adult education, and training.<br><br>5. Diversity, accessibility, and engagement for 21st century global learning environments in distance education. |
| **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 in the Master of Adult Education and Training at Colorado State University. 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 where I have directed and 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. |
|---|---|

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. Analyze current research on instructional design models, instructional technologies, and instructional formats.

This objective will be met by students working individually or in teams to complete two separate case study scenarios, submit them to the drop box, and post to the discussion forum to share and discuss the case studies with the class.

Students will also participate in weekly online discussions that are focused on emerging research, issues and trends in instructional design and technology.  The instructor will offer a discussion prompt each week that is related to the course readings.

2. Produce a learning environment that effectively incorporates emerging technologies and instructional methods such as problem solving, case-based learning, experiential learning, learner-centered instruction, game-based learning and other applicable formats.

This objective will be met by students completing and submitting to the online drop box the following 4 assignments as part of the course plan they are developing: Project Proposal, Instructional Content, Project Presentation, and Final Project Paper.  In addition, Students will participate in an online discussion forum for each assignment where they will share their work and provide peer to peer feedback. Discussion forums will be provided for each assignment where students can share their work and discuss their project development and methods.

3. Collaborate to solve instructional problems by applying theories of learning and models of instruction to various learning environments.

This objective will be achieved by students completing and submitting to the drop box two case study assignments. Students will present, individually or in groups, the results of their case studies and will lead a weekly discussion forums related to their case study findings. The case studies will also be submitted to the online drop box for grading and instructor feedback.

4. Discuss information on trends and issues in instructional design and technologies including information on practical applications of emerging learning theories and technologies.

Students will meet this objective by participating in an online discussion forum on trends and issues in instructional design and technology.  Student responses will include examples and references to research and current literature from the field.

5. Describe various learning formats and give examples of applications of learning theories and models of instruction for multiple formats including online, face to face, and hybrid learning formats for various environments (K-12, adult learners, training/HR)

Students will achieve this objective by completing the case study the assignments, individual assignments, and the final presentation and submitting them to the online drop box for grading and instructor feedback. Each of these assignments will also be submitted to the discussion forum where students will discuss their work and receive peer feedback.

6. Evaluate instructional design models and products for principles of diversity, accessibility, and engagement for 21$^{st}$ century global learning environments.

This objective will be met by completing the final presentation assignment and submitting the assignment to the drop box where students will receive online feedback from the instructor.  Students will also be facilitating an online discussion related to their final presentation on the course discussion board.  This discussion forum will provide the opportunity for students to receive peer to peer feedback.

Students will also meet this objective by participating in a weekly discussion forum that will include discussion topics related to course accessibility, designing instruction for diverse learners, copyright, and other relevant topics.

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**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.  A General Course Forum will be available where students can pose questions and comments about the course.  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.  In this course students will develop extensive instructional modules in an LMS.  The instructor will be an active partner providing guidance and feedback throughout this process.  Student instructional modules will be monitored and feedback provided to keep students on track at each step of the way.

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**How will student achievement be evaluated?**

Student achievement will be assessed as follows:

| Course Assessment | Objectives | % of Course Grade | Points |
|---|---|---|---|
| 1.Case Study 1 | 1,3 | 10 | 10 |
| 2. Case Study 2 | 1,3 | 10 | 10 |
| 3. Project Proposal | 1, 2, 5, & 6 | 10 | 10 |
| 4. Instructional Content | 1, 2, 5, & 6 | 10 | 10 |
| 5. Project Presentation | 1, 2, 5, & 6 | 15 | 15 |
| 6. Final Project Paper | 1, 2, 5, & 6 | 15 | 15 |
| 7.Discussion/Participation | 1-6 | 30 | 30 |
| Total | | 100 | 100 |

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. Analyze current research on instructional design models, instructional technologies, and instructional formats.

This objective will be assessed through the following methods:

a. Students will work individually or in teams to complete two separate case study scenarios, submit them to the drop box and submit to the discussion forum to share and discuss the outcomes with the class. An assignment rubric and guidelines will be available for students for the case study assignments and discussion. (Assignment #1 and #2, 10% each of the total course grade, 10 points each).

b. Students will participate in weekly online discussions that are focused on emerging research, issues and trends in instructional design and technology. The instructor will offer a discussion prompt each week that is related to the course readings. The quality of student 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 #7) for the course, which is 30% (30 points) of the total course grade.

2. Produce a learning environment that effectively incorporates emerging technologies and instructional methods such as problem solving, case-based learning, experiential learning, learner-centered instruction, game-based learning, and other applicable formats.

Assessment of this objective is through the following methods:

a. Students will complete and submit to the drop box the following 4 assignments as part of the course plan they are developing:

#3 Project Proposal,

#4 Instructional Content,

#5 Project Presentation

#6 Final Project Paper

Each assignment is 10% of the total course grade, 10 points for each assignment, for a total of 40 points). Directions 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 #3, & #4, #5, & #6 where students can share their work and discuss their project development and methods. Participation in this discussion is factored into the total discussion grade (Assessment #7) for the course, which is 30% (30 points) of the total course grade.

3. Collaborate to solve instructional problems by applying theories of learning and models of instruction to various learning environments.

Assessment of this objective is through the following methods:

a. Students will complete and submit to the drop box two case study assignments. Case study assignments will be drawn from the weekly readings and reflect real life applications of collaborative problem solving. Each case study is worth 10 points and is 10% of the course grade. There are two separate case studies 2 @10 points each = 20 points and 20% of course grade. (Assignment #1 and #2, 10% each of the total course grade, 10 points each).

b. Students will present, individually or in groups, the results of their case studies and will lead a weekly discussion forum related to their case study. 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 #7) for the course, which is 30% (30 points) of the total course grade.

4. Discuss information on trends and issues in instructional design and technologies including information on practical applications of emerging learning theories and technologies.

Assessment of this objective is through the following method:

Students will participate in weekly online discussion on trends and issues in instructional design and technology. Student responses will include examples and references to research and current literature from the field. 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 #7) for the course, which is 30% (30 points) of the total course grade.

5. Describe various learning formats and give examples of applications of learning theories and models of instruction for multiple formats including online, face to face, and hybrid learning formats for various environments (K-12, adult learners, training/HR).

Assessment of this objective is through the following methods:

a. Students will be required to describe and provide examples of learning formats and apply learning theories and models of instruction in order to complete the following assessments: Collaborative case studies—Assessment 1 & 2, the Final Project Presentation—Assessment #5, and the Final Paper—Assessment 6. These assessments will be posted to the discussion board for peer feedback and to the online drop box for grading and instructor feedback. The collaborative case studies are 10% each of the course grade, 2 @ 10 points each. The final presentation is worth 15 points and is 15% of the course grade. The final project paper is 15% of the course grade and is worth 15 points.

b. Students will also spend time each week participating in a discussion forum dedicated to the individual projects, case studies, and current trends of the field. The quality of their posts in the discussion forums for these weekly discussions will be assessed using a Discussion Participation Rubric. Participation in this discussion is factored into the total discussion grade (Assessment #7) for the course, which is 30% (30 points) of the total course grade.

6. Evaluate instructional design models and products for principles of diversity, accessibility, and engagement for 21st century global learning environments.

Assessment of this objective is through the following methods:

a. Students will present a final presentation (Assessment #6) to the class that includes discussion of design elements such as accessibility and design, designing learning for diverse audiences, content selection and use, and creating engaging learning environments. The final presentation is 15 points and worth 15% of the 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. |
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| **How will academic honesty for tests**<br><br>**and assignments be addressed?** | Academic Honesty will be addressed in the following ways:<br><br>1.The following academic integrity policy will appear in the syllabus for this course:<br><br>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.<br><br>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.<br><br>2.  Individual projects (Project Proposal, Instructional Content, Project Presentation, and Final Project Paper) require students to incorporate their personal and professional experience, therefore each project will be unique.<br><br>3. Group projects (Case Studies) are designed to encourage collaboration and inhibit cheating and plagiarism because group members tend to be self-policing. Also, groups are required to conduct their discussions in the LMS discussion forums, as well as live with virtual meeting software, where the instructor can observe and interact with the discussions and development of the group work. |

## Liberal Studies Section

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

| | |
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| **If Completing this Section,**<br><br>**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**<br><br>**Learning Outcomes**<br><br>**(EUSLOs)** | *Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners*<br><br>*See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694* |
| **Description of the Required**<br><br>**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.**<br><br>**Please answer the following questions.** | |

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| **Liberal Studies courses must include**<br><br>**the perspectives and contributions**<br><br>**of ethnic and racial minorities and**<br><br>**of women whenever appropriate to**<br><br>**the subject matter.  Please explain**<br><br>**how this course will meet this**<br><br>**criterion.** | |
| **Liberal Studies courses require the**<br><br>**reading and use by students of at**<br><br>**least one non-textbook work of**<br><br>**fiction or non-fiction or a collection**<br><br>**of related articles.  Please describe**<br><br>**how your course will meet this**<br><br>**criterion.** | |

## Teacher Education Section

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

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| **If Completing this Section,**<br><br>**Check the Box to the Right:** | |
| **Course Designations:** | |
| **Key Assessments** | |
| | For both new and revised courses, please attach (see the program education coordinator):<br><br>• The Overall Program Assessment Matrix<br>• The Key Assessment Guidelines<br>• The Key Assessment Rubric<br><br>      **File**     **Modified**<br><br>No files shared here yet.<br>• Drag and drop to upload or browse for files |
| **Narrative Description of the**<br><br>**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