**Instructional Technology Graduate Courses**

501. *Instructional Technology Foundations.*

This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities.


The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve teaching methods. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning.


This course will focus on two main components: (1) formative and summative evaluation of instructional materials and (2) program evaluations in the field of instructional technology. Students will explore several aspects of conducting evaluations: planning and designing an evaluation, developing appropriate instruments, collecting and analyzing data, and communicating results and recommendations. Prerequisite: ITED 520.

520. *Instructional Design and Development.*

This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. Prerequisite: instructor permission. Replaces ITED 502 and 503.

521. *Instructional Multimedia Design and Development.*

This course prepares students to develop the ability to apply theories of multimedia learning and design principles to multimedia design and produce an effective Web-based multimedia lesson. It addresses theoretical foundations, principles of multimedia learning, multimedia design process, interface design, typography, graphic design, audio and video production, and instructional animations. Prerequisite: ITED 520.

523. *Online Learning and Teaching.*

This course focuses on two major components: (1) research on e-learning and (2) e-learning course development. Students will explore a variety of issues in online teaching and learning, conduct research, and engage in authentic design activities. The activities include developing a design document, interviewing SME’s, developing content drafts, writing media scripts, and creating an online course. Prerequisite: ITED 520.

530. *Research in Instructional Technology.*
This course provides an overview of research methodologies. It examines quantitative, qualitative, and mixed methods approaches. Particularly, it emphasizes the need for improving the knowledge base about instruction and focuses on research methods for building design theory. Students will explore diverse research methods, critique research articles and develop research plans.

532. Leadership in Instructional Technology.

This course aims to prepare students for leadership roles in the Instructional Technology field. It explores leadership theories and models and provides practical guidance for developing basic leadership skills. Beyond the basics, it also examines new roles and skills of leaders for facilitating technology transformation as well as for building learning organizations.

550. Advanced Instructional Website Development.

This course introduces the student to the concepts of web site development using basic web editors and presents CCS as a conceptual bridge to the technical aspect of web development. There is no programming in this course. Prerequisites: ITED 315 or 350.

560. Introduction to Web-Based Instructional Content Development.

This course teaches the principles and application of html and object-oriented programming using Java Script. Special attention is placed on fundamental programming techniques, concepts, and documentation as used in instructional software development.

580. Advanced Instructional Technology Project Management.

This course introduces students to the basic processes of project management for instructional design projects. Students will learn about project development cycle, organizational issues, methods of planning, and techniques for managing the business and creative aspect of a successful instructional technology project. In addition, students will learn to use project management software for organizing, scheduling, and monitoring project progress.

590. Internship in Instructional Technology.

This course is a supervised field-based experience in which student demonstrate ability to apply knowledge, skills, and dispositions acquired through program coursework to the design, development, evaluation, and implementation of technology-based instructional and training project in a “real-life” work setting. The internship experience provides students the opportunity to apply theories, concepts, and principles of instructional technology to solve an instructional or a training problem in authentic education or corporate settings. The course can be taken when the student has completed 90% of coursework.