INSTRUCTIONAL TECHNOLOGIES AND CURRICULUM DESIGN

Program Director: Dr. Ronald H. Kotlik (kotlikr@canisius.edu)

Degree Options: Master of Science or Advanced Certificate

Introduction

The Instructional Technologies and Curriculum Design programs are innovative and fully online. These programs are designed to inspire both professionals and educators how to use technology in the workplace and classroom in a purposeful way to enrich and enhance learning, training, collaboration, project management, and curriculum design. This program is perfect for K-12 teachers who already have their initial certification in their content area and are seeking professional certification. Professional students in varied enterprises including business, healthcare, industry, higher education, and government can become certified trainers bringing the most advanced technology driven strategies to enhance and facilitate project management in any working environment. Students focus on the purposeful use of technology for teaching and learning with a major emphasis on the application of technologies for instructional design.

In addition, the second option within this program is designed for individuals who will deliver online courses and instruction in training environments outside of education with an emphasis on talent and leadership development. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. This program option can be completed through the master's degree that does not lead to a New York State teaching certification or the advanced certificate.

Admission

To be considered for admission to Canisius University's Instructional Technologies and Curriculum Design programs, candidates are required to submit the following items:

1. A completed graduate application.
2. One official college/university transcript showing completion of a bachelor's degree from an accredited institution of higher learning with a minimum grade point average of 2.75.
3. Evidence of teaching certification complete or in progress is required if seeking NY State certification.
4. Submission of two (2) letters of recommendation.

International applicants are welcome and encouraged to apply to the program. Applicants who are citizens of non-English speaking countries are required to provide:

1. Proof of English proficiency. The most common means is submission of an official TOEFL (Test of English as a Foreign Language) score of at least 61 on the internet based exam or 500 on the paper based version.
2. A transcript evaluation (1 official copy) from a service such as World Evaluation Services (http://www.wes.org/) that converts your degree into U.S. equivalents, i.e. degree equivalent, grades, course credits, etc. We may also accept the evaluation from other organizations providing this service.

Mission Statement

The mission of the Instructional Technologies and Curriculum Design programs is to prepare educators and professional to find, utilize, and assess the purposeful use of technology for curriculum and instructional design. The goal of the program is to inspire educators and professionals to use technology in inspiring ways.

Program Details

The program offers two graduate degrees and one certificate option:

Master's Degree in Instructional Technologies and Curriculum Design (NYS Teaching Certification)

Leads to New York State certification as an Educational Technology Specialist. Focuses on the purposeful use of technology for teaching and learning. A major emphasis is on the application of technologies for content literacy in the K-12 environment. Students are given the opportunity to apply major projects to their current work or desired professional goals. Program is designed for teachers with Initial Certification in their content area seeking Professional Certification in New York State. (33 credits)

Master's Degree in Instructional Technologies and Curriculum Design

Not leading to New York State certification. Designed for those who will deliver instruction in varied settings (online, hybrid, face-to-face) both within a formal educational setting (K-12 and higher education) and in training environments in professional settings (healthcare, business, industry, etc.). Students are given the opportunity to apply major projects, technology skills, and curriculum implementation to their current work or desired professional goals. (33 credits)

Advanced Certificate in Instructional Technologies and Curriculum Design

Not leading to New York State certification. Enhances the instructional strategies of instructors in higher education, primary and secondary school teachers, and professional trainers and project managers outside of education. The four courses required may be completed in as little as 16 weeks. (12 credits)

Program Features

1. Eight week classes allow you to complete the program in as little as 15 months
2. Fully online asynchronous classes giving working candidates the flexibility to complete coursework on their own schedules
3. Complete all practicum requirements for New York State certification and professional field studies in your local area and present place of employment (workplace or school)
4. Learn how to effectively use specific technologies like Artificial Intelligence, Google Workspace, Microsoft 365, different learning management systems (Schoology, Cornerstone, Microsoft Teams, Cysco Teams, etc.), video productions tools (WeVideo, Camtasia, Snagit, etc.), and more
5. Courses prepare students to take the Google Certified Teacher and Flipped Learning Certification exams
6. Courses prepare professional students to take the Google Workplace Certification and Modern Workplace Microsoft 365 Certifications exams
7. K-12 teachers (any content area or initial certification) and higher education faculty welcomed

8. Professional students including those in business, healthcare, industry, government, non-profits, sports management, and other enterprise settings welcomed

9. Master's degree or Certificate programs

Licensure Disclosure

Canisius University cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your **state licensing board or appropriate licensing entity (https://canisius.atlassian.net/ wiki/spaces/AcadAffairs/pages/34964198/Professional+Licensure +Notification/)** to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Grade Requirements

Graduate students seeking endorsement from Canisius University for certification must achieve a C or above in all program coursework and a 3.0 or above overall GPA. Failure to meet this requirement will require repeating the course and/or completing additional coursework.

Instructional Technologies and Curriculum Design (MS) degrees Curriculum

Master of Science--Leading to New York State Certification

Code	Title	Credits
Required Courses		
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
EDT 505	Integrating Technology and Emerging Media into Content and Skill Areas	3
EDT 506	Research Methods New Literacies and Evidence-Based Practice	3
EDT 507	Transformational Leadership and Technology	3
EDT 508	Technology for Social Change	3
EDT 509	eLearning and Instructional Design	3
EDT 511	University Supervised Fieldwork in Instructional Technologies and Curriculum Design (NYS Certification)	6
Total Credits		**33**

Master of Science--Does not lead to New York State Certification

Code	Title	Credits
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
EDT 505	Integrating Technology and Emerging Media into Content and Skill Areas	3
EDT 506	Research Methods New Literacies and Evidence-Based Practice	3
EDT 507	Transformational Leadership and Technology	3
EDT 508	Technology for Social Change	3
EDT 509	eLearning and Instructional Design	3
EDT 510	Integrated Master's Project (No NYS Certification)	6
Total Credits		**33**

Curriculum

Advanced Certificate in Instructional Technologies and Curriculum Design

Code	Title	Credits
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
Total Credits		**12**

Learning Goals and Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in THE instructional technologies and curriculum design programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

- Demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas.
- Model technology effectively for assessing learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all learners.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in THE INSTRUCTIONAL TECHNOLOGIES AND CURRICULUM DESIGN programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

- Create and support effective digital-age learning environments to maximize learning.
- Assist using technology effectively for assessing learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all.

Learning Goal 3 (SERVICE)

Candidates in THE INSTRUCTIONAL TECHNOLOGIES AND CURRICULUM DESIGN programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

- Model and promote digital citizenship by promoting equity, ethics, and diversity.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

- Demonstrate adult learning and leadership and will continuously deepen their knowledge and expertise through reflective evaluation.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

- Conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practices and learning.
- Participate in the development and implementation of shared vision for the comprehensive integration of technology to promote excellence.

Courses

EDT 501 Learning with Technology   3 Credits
Research and explore ways to create safe, supportive, respectful, and equitable learning environments utilizing technology. Students will investigate how to gain quality and effectiveness in teaching and training by expanding their knowledge of technology as a tool, a medium, and a setting for learning. The content focus will not be on learning specific technologies, but rather to gain an understanding of how technology can be much more than 'just a tool' in a classroom and/or workplace setting.
Offered: fall & summer, online only.

EDT 502 Instructional Design Theories and Models   3 Credits
Investigate and apply models for systematically analyzing instructional problems and developing valid and practical solutions specific to their professional goals. Numerous instructional design models are explored with the appropriate technologies to effectively implement those models. Students will complete a final project using a selected design method and technologies that relate to their classroom and/or professional setting.
Offered: every fall & spring.

EDT 503 Instructional Design and Emerging Technology   3 Credits
Examine theory and practice of creating instructional multimedia for learning and research future trends in instructional design. Students will explore new technologies for learning and discover how the use of these will make them leaders in their field and address current challenges in their work and professions. Students will demonstrate their ability and willingness to become agents of social change through the thoughtful and scholarly integrating of technology for learning. This course includes a 10 hour field experience where students will work with an education/workplace leader assessing the availability of technology into a specific setting.
Offered: every fall & summer, online only.

EDT 504 Integrating Technology into Differentiated Settings   3 Credits
Educators and professionals are introduced to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom and workplace, including those with disabilities and specific learning needs. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology, especially video production, into their curriculum and professional settings. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration, to the production of multimedia. This course includes a 10 hour field experience where students will work with an education/workplace leader integrating technology into a specific setting.
Offered: every fall, spring, & summer, online only.

EDT 505 Integrating Technology and Emerging Media into Content and Skill Areas   3 Credits
Research practical, timely, and relevant ways to integrate technology for content and skill learning. Project Based Learning theories and design will be modeled as students create their own project based simulations for their own education and/or professional setting. Examine best practice use of instructional technologies to create successful remote learning projects and the skills necessary to manage those projects with remote students and/or workforce. Online only.
Offered: every fall & spring.

EDT 506 Research Methods New Literacies and Evidence-Based Practice   3 Credits
Technology literacy is an essential skill to meet the rapidly changing education and workplace environments. As our global society increasingly turns from page to screen for most aspects of modern life, teachers and trainers in all content areas need to know not only the traditional knowledge, skills and methods of their disciplines, but they also must develop competencies in new literacies. New literacies are now necessary for everyone to interact and function in business, for entertainment, and in virtually all other areas of modern life. Students will conduct an inquiry based project in New Literacies. Working together as an affinity group of inquirers, this inquiry will be a collaborative effort to understand the world we live in and its relationship to being a technologically literate citizen of the world.
Offered: every fall, online only.

EDT 507 Transformational Leadership and Technology   3 Credits
Understand concepts and strategies needed for leadership in the use and integration of technology for instructional design, content learning, and professional training. Topics include strategic planning, leadership styles, change processes, and policy issues in educational and workplace technology. This course includes a 10 hour field experience where students will work with an education/workplace leader assessing technology integration in a specific setting. Online only.
Offered: every spring.

EDT 508 Technology for Social Change   3 Credits
Apply educational and workplace leadership to be advocates of social justice through the use of technology for learning. Focus on policies that relate to social justice and technology in an attempt to prepare educational and workplace leaders to make a positive contribution in their fields. The main objective is to better understand how technology can impact society and how to make positive change happen. Online only.
Offered: every spring.

EDT 509 eLearning and Instructional Design   3 Credits
Research and explore the concepts of the virtual classroom/office, including the design and delivery of online coursework and workplace training. Course concepts include synchronous and asynchronous learning systems, using the web for instruction, virtual communities, and online teaching and training tools. Current research in online teaching, training, and learning will be explored and participants will design an online course/training component in their field. Online only.
Offered: every spring.

EDT 510 Integrated Master's Project   6 Credits
Investigate and research a topic in Instructional Technologies and Curriculum Design. Research will focus on an authentic educational/workplace setting. Students will develop a comprehensive thesis paper and a multimedia presentation piece. Research can be conducted at the student's present place of employment if applicable. For candidates not seeking a New York State certification. Online only.
Prerequisite: permission of program director.
Offered: every fall, spring, & summer.

EDT 511 University Supervised Fieldwork in Instructional Technologies and Curriculum Design   6 Credits
This course is the culmination of the work throughout the program and will require students to complete a practicum of 90 hours working with a teacher or leader in the field. The program will follow the protocols set forth by the School of Education and Human Services, and will utilize the same rubrics, lesson plan formats, unit plan formats, Code of Ethics, Student Teacher Candidate Contract, etc. For candidates seeking a New York State certification. Online only.
Prerequisite: permission of program director.
Offered: every fall, spring, & summer.

EDT 599 Independent Study   3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of program director & associate dean.