DUAL-DEGREE BA/MS OR BS/MS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

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The dual-degree program allows you to start your Instructional Design & Technology coursework during your junior or senior year. Typically, this 30-credit program takes 5 semesters. However, by taking 9 credits (3 courses) as an undergrad, you will leave Quinnipiac with a master's degree just one year after your undergraduate commencement.

The Instructional Design & Technology program prepares you to design, develop and implement powerful learning materials, such as websites, online courses and interactive presentations, for learners of all ages. By exploring learning and design theory, practical strategies and an array of digital tools, you'll learn to analyze and generate creative solutions for the complex learning problems that we encounter today, in classrooms or in business settings. Students in the program have a range of goals, including careers in health professions, private industry, nonprofits, universities and K-12 schools — so you may come into the program from any major.

Dual-Degree BA/MS or BS/MS in Instructional Design and Technology Curriculum

The 30-credit Master of Science in Instructional Design & Technology curriculum is made up of 15 credits of required foundations courses that cover theoretical foundations of instructional design, learning theory and design for learning. You may then select four elective courses that allow you to customize your degree based on your particular objectives and professional needs. Electives cover instructional design applications in a variety of settings, including:

- Designing learning experiences for universities
- Technology for the K-12 classroom
- Training in corporate and nonprofit environments

The coursework is rounded out with a culminating hands-on experience — either the Capstone course or an internship. The three-credit Capstone gives you the opportunity to prepare a well-developed design proposal and project, leveraging the technologies and instructional design analyses that you've learned throughout your studies. Alternately, you may identify and propose an internship in the field of instructional design, applying what you've learned in the program to a mentored real-world experience.

Junior year spring start

(9 credits count toward both BS/BA and MS)

Code	Title	Credits
IDN 529	Educational Media Design Lab (Junior Year: Spring)	3
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture & Learning (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post-Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Learning (Post Graduation: Fall)	3
IDN 535	Emerging Technology for Teaching and Learning (Post Graduation: Spring)	3
or IDN 537	Designing Accessible Learning Experience	
IDN 533	Producing Educational Video and Digital Training (Post Graduation: Fall)	3
or IDN 538	Learning Experience Design	
IDN 550	Capstone Experience (Post Graduation: Spring)	3
or IDN 555	IDN Internship	
Total Credits		**30**

Senior year fall start

(9 credits count toward both BS/BA and MS)

Code	Title	Credits
IDN 525	Foundations of Instructional Design (Senior Year: Fall)	3
IDN 527	Society, Culture & Learning (Senior Year: Spring)	3
IDN 529	Educational Media Design Lab (Senior Year: Spring)	3
IDN 530	Web Design for Instruction (Post Graduation: Summer)	3
IDN 531	Design of Interactive Educational Environments (Post Graduation: Summer)	3
IDN 526	Cognitive Science and Educational Design (Post Graduation: Fall)	3
IDN 528	Collaborative Design of Digital Learning (Post Graduation: Fall)	3
IDN 533	Producing Educational Video and Digital Training (Post Graduation: Fall)	3
or IDN 538	Learning Experience Design	
IDN 535	Emerging Technology for Teaching and Learning (Post Graduation: Spring)	3
or IDN 537	Designing Accessible Learning Experience	
IDN 550	Capstone Experience (Post Graduation: Spring)	3
or IDN 555	IDN Internship	
Total Credits		**30**

Student Learning Outcomes

Upon completion of the Instructional Design and Technology program, students will demonstrate the following competencies:

1. **Communication**: Communicate effectively in visual, oral and written form, taking into account the type of information being delivered and the diverse backgrounds, roles and varied responsibilities of the audience.
2. **Collaboration**: Collaborate effectively with peers, including the use of consensus-building, negotiation, conflict resolution skills and constructive feedback.
3. **Research and Theory**: Draw on their understanding of the discipline of instructional design and pertinent research to inform their design decisions, explaining and applying key concepts of instructional design approaches and models, learning theory and multimedia principles.
4. **Ethical Issues**: Identify and respond to ethical, legal and political implications of design in the workplace.
5. **Technology**: Analyze and apply existing and emerging technologies for instruction, with regard for the learning need, the learners and the learning context.
6. **Planning and Analysis**: Utilize the instructional design approach to conduct a needs assessment to recommend appropriate design solutions and strategies; address the needs of the target audience and the learning context; and create a plan for the development, implementation and evaluation of instruction.
7. **Design**: Design instructional interventions in accordance with the instructional design plan, incorporating appropriate principles of visual design, interaction design and learning strategies, and addressing social, cultural, political and individual differences that may influence learning.
8. **Development**: Produce instructional materials in a variety of delivery formats that align with the content analyses, proposed technologies, delivery methods and instructional strategies included in the planning and design phases.
9. **Implementation**: Use technology effectively to implement a design plan; target appropriate strategies to prepare individuals and/or the environment for implementation.
10. **Assessment**: Design assessments; evaluate instructional interventions; utilize evaluation to guide iterative design of learning resources.

Admission

Applicants for the program must submit:

- one-page statement that explains your decision to pursue graduate education
- current resume
- 2 letters of recommendation (at least 1 from a professor in your major)

Candidates will be interviewed in person, by phone or online as appropriate.

Retention

To remain in the program, a student must maintain a GPA of 3.00. A student who receives a grade of C+ or below in a course may be asked to retake the course to earn a minimum grade of B-. Students who fail to maintain the minimum GPA in any semester may be allowed to remain in the program with probationary status at the discretion of the dean of the School of Education; however, granting of probationary status is subject to the dean's approval and is neither automatic nor guaranteed.

The School of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). The U.S. Department of Education recognizes CAEP as a specialized accrediting body for schools, colleges and departments of education.