



# Instructional Design Program Syllabus

## Keith Harten – PROGRAM DIRECTOR/INSTRUCTOR



Welcome! I'm Keith Harten, and I'm passionate about helping people develop new skills.

I am an Instructional Designer at the Church of Jesus Christ of Latter-Day Saints, where I design learning experiences for a global audience. Prior to my current role, I was an instructional designer and developer for Extra Space storage, where I created training for a national workforce. Prior to that, I was a consultant with Allen Communication in Salt Lake City, where I developed training for clients including AIG, Deutsche Bank, eBay, Dominos, and the American Heart Association. My background includes two years of prior university-level teaching as well as writing for the Sundance Film Festival. I

have been the program director for eight years.

I am attracted to the discipline of instructional design because it marries the science of human psychology with the art of human development. I received my master's degree in English from Brigham Young University.

## COURSE INSTRUCTORS

- Keith Harten – Program Director / Primary instructor
- Megan Gutierrez – Instructor
- Eric Stokes – Instructor



### Megan Gutierrez

Megan is the co-owner of Taproot Learning Connections – a training and learning services company. She's an award-winning instructional designer with over 20 years of experience in training and development, holds a Master of Education degree in Instructional Design, and has volunteered or served on the local Association for Talent Development (ATD) board since 2011. In addition to being passionate about learning and education, she's a proud mama of 2 girls and 2 fur babies, is a writer, an avid reader, and may be obsessed with live theater.



### Eric Stokes

Eric has lead teams of instructional designers, programmers, graphic and motion artists, and writers to create effective and engaging training for Fortune 500 clients. Not only focused on effective designs but also performing project management duties to ensure projects are completed on time and within budget. Eric often consults with clients and project teams to solve business challenges through creative design solutions. Eric has worked at Southwest Research Institute, Allen Communications, and the LDS Church.

## COURSE DESCRIPTION AND OBJECTIVES

This non-credit program will provide you with the skills and knowledge necessary to pursue careers in instructional design or even to bring instructional design to your current role and improve the way you do your job.

This program will prepare you to do the following:

- Use the fundamental principles of brain science and evidence-based practice to create effective learning experiences
- Create learning designs that maximize retention and behavioral transfer
- Judge when and how to use game design principles to enhance training effectiveness
- Adapt design strategies for different types of content
- Blend multiple modalities into an effective overall training solution
- Follow sound project management principles in order to maximize design/development efficiency

## PREREQUISITES

This program has no pre-requisites.

## REQUIRED MATERIALS

- **Authoring tools:** You will need access to Articulate Storyline or Adobe Captivate to complete the capstone project.
  - Note: if you plan to use a free trial, do not download until you are certain the trial period will extend to the end of the class.
  - Also be aware that **Storyline will only run in a Windows environment**, so if you plan to use this tool, be prepared to work on a Windows machine or run a Windows operating system on your Mac.

## **PROGRAM COMPLETION REQUIREMENTS**

### **Capstone**

Practicing each element of instructional design in context will give you deeper insight into the process. Likewise, it will help you demonstrate your competence with a sample of what you can do.

To accomplish this, you will design training around a set of objectives—just as you would in a professional setting. You will go through the analysis, design, and development phases in service of your project objectives, and you will develop concrete outputs in each phase. These will form the beginning of a professional portfolio that will allow you to demonstrate your knowledge and skill during the job interview process.

For your capstone, you will do the following:

- Conduct a needs analysis:
  - Generate the necessary insight and content
  - Gather theoretical background to inform and support for your approach
  - Develop appropriate activities
- Document your analysis (in a design document)
- Develop and document your designs (in a design document)
- Develop your instructional materials
  - Web-based course
  - Instructor-led activity guide
- Present your analysis, design, and instructional materials to the group
- Present your rationale

### **Attendance Requirements**

Attendance is required for program completion. Students may miss up to 2 classes if make-up activity is completed.

Make-up assignments and deadlines will be given by the program director. *It is the student's responsibility to get in contact with the director when missing a class.*

## Capstone Project

A completed capstone project is required for program completion. See criteria listed below for more information about expectations for this project.

Attendance: absent no more than 2 classes	
Capstone Criteria:	
#1	Design doc that details your analysis, design, and rationale
#2	Web-based training (Storyline/Captivate course)
#3	Instructor-led training (facilitator guide and, if needed, a participant guide)

## CERTIFICATE COMPLETION



For students earning a “satisfactory” grade, the completed certificate will appear on official University of Utah transcripts.

Students will also be awarded a University of Utah digital credential that can be shared on social media sites and used with other professional resources.

Digital credentials are presented in a badge format and are embedded with meta-data that validate the skills demonstrated and other requirements for earning the badge. ([Find out more about Digital Badges here](#)).

## COURSE DROP POLICY

- Students may cancel for a full refund according to the University of Utah drop policy. Students not cancelling by University drop dates are not eligible for full or partial refunds.
- Students who have paid for a program but can no longer attend may defer their registration at no cost to another program that starts within 12 months. This option is available to our Degree Plus students at any time during their program. Deferments are available to postpone program start only once and only for programs starting again within 12 months.

## DISCLAIMER

The instructor reserves the right to make modifications to this information throughout the semester.

## DIVERSITY POLICY

It is expected that you develop an appreciation and understanding of diverse learners. Respect for and attention to diverse views and a culture of inclusiveness strengthens everyone’s academic experience and will be encouraged through this class.

## PRIVACY

This class adheres to the Family Educational Rights and Privacy Act regarding directory information and student records. For more information, visit the “Privacy Rights/Student Directory Information” page in the Student Handbook at <http://www.acs.utah.edu/sched/handbook/toc.htm>

## ACADEMIC HONESTY

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. You can read the Student Code of Academic Conduct at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

## AMERICANS WITH DISABILITIES ACT (ADA)

If you have special needs, as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Center for Disability Services <http://www.sa.utah.edu/ds> The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TCC). CDS will work with you and the instruction to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the CDS.

## CLASS-BY-CLASS SCHEDULE

Note - schedule subject to change.

Class Date	Class Time / Hours	Topic
Monday	6-9pm 3 hours	What is instructional design?
Wednesday	6-9pm 3 hours	The instructional design process
Monday	6-9pm 3 hours	Project Management Fundamentals
Wednesday	6-9pm 3 hours	Career opportunities in Instructional Design
Monday	6-9pm 3 hours	Analysis and Design
Wednesday	6-9pm 3 hours	What are the common ID modalities, and how do they work?
Monday	6-9pm 3 hours	How to use modalities to maximum effect
Wednesday	6-9pm 3 hours	Application
Monday	6-9pm 3 hours	Techniques for designing effective training
Wednesday	6-9pm 3 hours	Techniques for designing effective training
Monday	6-9pm 3 hours	How to use authoring tools

Wednesday	6-9pm 3 hours	Working with Subject Matter Experts and other team members
Monday	6-9pm 3 hours	Application
Wednesday	6-9pm 3 hours	Capstone
Monday	6-9pm 3 hours	Capstone
Wednesday	6-9pm 3 hours	Capstone
Monday	6-9pm 3 hours	Capstone
Wednesday	6-9pm 3 hours	Capstone Presentation

#### **COURSE FEEDBACK**

- A course survey will be sent to each student following the end of the course. We value and appreciate your feedback on the course overall, material, schedule, instructors and more.