

Indiana University – Bloomington
School of Education
Department of Instructional Systems Technology

Program Revision Proposal:

Master of Science in Education- Instructional Systems Technology at a Distance

The Master of Science in Education (MS Ed) degree program in the Department of Instructional Systems Technology (IST) prepares graduates to work as practitioners in the field. MS Ed graduates in IST take positions in educational organizations, non-profit, for-profit, government, military and private agencies as instructional designers; program and materials developers; specialists in analysis, assessment and evaluation; change management consultants; human performance specialists; educational technology specialists; and professional development consultants. The program currently enrolls approximately 15% in-service teachers; 35% higher education consultants, librarians, and administrators; 40% corporate designers and developers; and 10% others (military, government, non-profits and homemakers).

The existing MS Ed program in IST offers a generalist introduction to a field that is rapidly diversifying. By concentrating on core strategies and processes we have been successful preparing our graduates for practice in the field. However, due to recent changes in the field and changes within the department, the IST faculty has worked during the 2009-10 academic year to update and revise our masters program. The proposed revisions that are outlined on the following pages involve two major changes, which we believe will keep us at the front of the field:

- 1) The IST Masters program is built around a solid set of core courses, but the core has not been formally updated for more than 10 years. Based on review during the past year, the faculty is proposing the addition of an analysis course to the core. This change would rectify a gap in the core sequence that we have recognized for some time. With this change, the revised core includes five required courses which total 15 credit hours of the 36-hour masters program. The following courses would make up the core in the IST MS Ed program:
 - R511: Instructional Technology Foundations I
 - R521: Instructional Design and Development I
 - R541: Instructional Development and Production Process I
 - R561: Evaluation and Change in the Instructional Development Process
 - R621: Needs Analysis and Assessment

- 2) Building upon the proposal for a strengthened set of core courses, the IST faculty has also revised the rest of the masters program to include three specialization areas (tracks) which formally acknowledge and better prepare students for the most common but increasingly diverse specialty areas that are developing as the field of Instructional Systems Technology, which has only been in existence since World War

II, grows into a more mature field and incorporates new technologies. The three tracks proposed by faculty include:

- a. Workplace Learning and Performance Improvement (WLPI) – emphasis on human performance consulting, change management, and participation in multidisciplinary work with organizational development and human development;
- b. Instructional Systems Design Practice (ISDP) — emphasis on traditional instructional design and development, design and delivery of training and professional development programs;
- c. Learning Technologies (LT) — emphasis on technology integration, immersive environments, social networking and emerging technologies for formal and informal learning;

Each of the three proposed tracks has a unique program of studies form; however all three will be based on a common framework that incorporates the following elements:

- All tracks require 15 credits (5 courses) of IST common core;
- All tracks require 6 credits of “specialization core”;
- All tracks offer a set of choices for 6 credit of electives in the major; they may share some of these options with other specializations;
- All tracks include 9 credits outside the major (WLPI requires 3 credits of inquiry);
- Core courses are offered online and onsite;
- Electives are offered online.

Program of studies forms for each track are provided on the following pages.

MASTER'S DEGREE VIA DISTANCE IN INSTRUCTIONAL SYSTEMS TECHNOLOGY (IST)

Learning Technologies (LT) Specialization

Overview: The LT specialization area in IST is for students seeking graduate level education regarding the principles and practices of instructional systems design. You will learn to develop and deliver effective interventions to improve learning and performance. Your abilities to work cross-functionally and in interdisciplinary teams focused on the design of instruction will be enhanced. Graduates often work in business and industry, military, government, education, and non-profit organizations.

IST Core Courses: LT students are required to take five 3-credit core IST courses (15 semester credit hours total). The core courses introduce you to the foundations and principles of both instructional and performance technologies including the processes of need analyses, design and development, and program evaluation.

LT Specialization Core Courses: LT students are required to take two 3-credit courses (6 semester credit hours total). These courses introduce you to the writing/visual practices, and instructional strategies and tactics that support instructional design.

LT Specialization Elective Courses: Depending on your background, interests, and needs you are required to take 6 semester credit hours total from among several IST courses. These courses need to be selected with consultation from your academic advisor. They should form an integrated program, supported by the electives outside the major.

Courses Outside the Major: LT students are required to take one course in human development and two additional courses that complement the major.

Certification-Based Portfolio: A collection of projects: a presentation and synopsis of projects you complete during your matriculation in the LT specialization area that showcase your knowledge and skills.

Notes:

1. Your LT elective courses and your theory/inquiry courses must be selected in consultation with and approval by your program advisor and meet Indiana University requirements for graduate level credit.
2. Graduate course work completed at other accredited universities may be transferred into your program. Transferred courses must be relevant to your program of studies and have a letter grade of B or better. An official transcript is required. Up to 9 semester credit hours may be applied to your LT program of studies. All transferred course work MUST be approved by your program advisor, the IST Department Chair, and the Graduate Studies Office of the School of Education.
3. Indiana University does not make a distinction between online (distance) and residential courses. Neither the courses nor the degree are identified as being at a distance on your Indiana University Transcript.
4. IST courses (all "R" courses) listed in the program of studies for the LT specialization are in the pipeline for the Indiana University course change approval process. This involves name and course description changes to better reflect the program specializations. Until the changes are formalized, the "R" courses will be listed with their present names and descriptions (see pages 93 – 95 of the *2008/10 School of Education Graduate Program Bulletin*).

Indiana University School of Education Instructional Systems Technology Program
PROGRAM OF STUDIES FOR A MASTER'S OF SCIENCE DEGREE VIA DISTANCE

with a specialization in
LEARNING TECHNOLOGIES (LT) Program of Studies
 (36 SEMESTER HOUR PROGRAM & CERTIFICATION-BASED PORTFOLIO)

Student Information:

Name: _____ ID#: _____
 Address: _____ City/State: _____
 Zip Code: _____ Phone #: (____) _____ Email: _____

IST Core Courses: 15 semester hours required

- R511: Instructional Technology Foundations I
- R521: Instructional Design and Development I
- R541: Instructional Development and Production Process I
- R561: Evaluation and Change in the Instructional Development Process
- R621: Needs Analysis and Assessment

Subtotal 15 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			
3.0			
3.0			

LT Specialization Core Courses: 6 semester hours required

- R546: Instructional Strategies for Thinking, Collaboration, and Motivation
- R547: Computer-Mediated Learning

Subtotal 6 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			

LT Specialization Elective Courses: 6 semester hours required

- *R505: Computer-Based Teaching Methods
- *R505: Leadership Issues in Educational Technology
- R622: Learning Environments Design
- R542: Instructional Graphics Design
- R625: Designing Instructional Systems
- R685: Topical Seminar in Instructional Systems Technology
- *R586/R686: Approved Practicum/Internship

** Required for CE Licensure Program*

Subtotal 6 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			
3.0			
3.0			
3.0			

Learning Theory and Outside Electives: 9 semester hours minimum

P540: Learning and Cognition

Theory course inside/outside the School of Education (non IST) that could focus on one of the following: Instructional / Learning Theory
 Curriculum Design Educational Leadership Computer Science Graphic Design

Methodology course that focuses on social science inquiry (e.g., action/applied research and evaluation, survey research, program evaluation, etc.).

Subtotal 9 Semester Hours

TOTAL 36 SEMESTER HOURS MINIMUM

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			

Student's Name: _____ Signature: _____ Date: _____

Advisor's Name: _____ Signature: _____ Date: _____

IST Department Chair's Signature: _____ Date: _____

MASTER'S DEGREE VIA DISTANCE IN INSTRUCTIONAL SYSTEMS TECHNOLOGY (IST)

Instructional Systems Design Practice (ISDP) Specialization

Overview: The ISDP specialization area in IST is for students seeking graduate level education regarding the principles and practices of instructional systems design. You will learn to develop and deliver effective interventions to improve learning and performance. Your abilities to work cross-functionally and in interdisciplinary teams focused on the design of instruction will be enhanced. Graduates often work in business and industry, military, government, education, and non-profit organizations.

IST Core Courses: ISDP students are required to take five 3-credit core IST courses (15 semester credit hours total). The core courses introduce you to the foundations and principles of both instructional and performance technologies including the processes of need analyses, design and development, and program evaluation.

ISDP Specialization Core Courses: ISDP students are required to take two 3-credit courses (6 semester credit hours total). These courses introduce you to the writing/visual practices, and instructional strategies and tactics that support instructional design.

ISDP Specialization Elective Courses: Depending on your background, interests, and needs you are required to take 6 semester credit hours total from among several IST courses. These courses need to be selected with consultation from your academic advisor. They should form an integrated program, supported by the electives outside the major.

Courses Outside the Major: ISDP students are required to take one course in human development and two additional courses that complement the major.

Professional Portfolio: A collection of projects that showcase your knowledge and skills. You may choose to showcase your work from your coursework and other professional experiences as they align with your professional goals.

Notes:

1. Your ISDP elective courses and your theory/inquiry courses must be selected in consultation with and approval by your program advisor and meet Indiana University requirements for graduate level credit.
2. Graduate course work completed at other accredited universities may be transferred into your program. Transferred courses must be relevant to your program of studies and have a letter grade of B or better. An official transcript is required. Up to 9 semester credit hours may be applied to your ISDP program of studies. All transferred course work MUST be approved by your program advisor, the IST Department Chair, and the Graduate Studies Office of the School of Education.
3. Indiana University does not make a distinction between online (distance) and residential courses. Neither the courses nor the degree are identified as being at a distance on your Indiana University Transcript.
4. IST courses (all "R" courses) listed in the program of studies for the ISDP specialization are in the pipeline for the Indiana University course change approval process. This involves name and course description changes to better reflect the program specializations. Until the changes are formalized, the "R" courses will be listed with their present names and descriptions (see pages 93 – 95 of the *2008/10 School of Education Graduate Program Bulletin*).

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Indiana University School of Education Instructional Systems Technology Program
PROGRAM OF STUDIES FOR A MASTER'S OF SCIENCE DEGREE VIA DISTANCE

with a specialization in
INSTRUCTIONAL SYSTEMS DESIGN PRACTICE (ISDP) Program of Studies
 (36 SEMESTER HOUR PROGRAM & PROFESSIONAL PORTFOLIO)

Student Information:

Name: _____ ID#: _____
 Address: _____ City/State: _____
 Zip Code: _____ Phone #: (____) _____ Email: _____

IST Core Courses: 15 semester hours required

- R511: Instructional Technology Foundations I
- R521: Instructional Design and Development I
- R541: Instructional Development and Production Process I
- R561: Evaluation and Change in the Instructional Development Process
- R621: Needs Analysis and Assessment

Subtotal 15 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			
3.0			
3.0			

ISD Specialization Core Courses: 6 semester hours required

- R519: Effective Writing for Instructional Technology
- R626: Instructional Strategies and Tactics

Subtotal 6 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			

ISD Specialization Elective Courses: 6 semester hours required

- R580: Instructional Systems Technology Colloquium (may take more than once)
- R546: Instructional Strategies for Thinking, Collaboration, and Motivation
- R542: Instructional Graphics Design
- R547: Computer-Mediated Learning
- R563: Business and Economic Dimensions of Training and Development Process
- R622: Learning Environments Design
- R665: Managing Training and Development Projects
- R586/R686: Approved Practicum/Internship

Subtotal 6 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
.5			
3.0			
3.0			
3.0			
3.0			
3.0			
1.0 - 3.0			

Courses Outside the Major: 9 semester hours minimum

- P540 (or approved equivalent): Learning and Cognition

Subtotal 9 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			

TOTAL 36 SEMESTER HOURS MINIMUM

Student's Name: _____ Signature: _____ Date: _____
 Advisor's Name: _____ Signature: _____ Date: _____
 IST Department Chair's Signature: _____ Date: _____

(Over)

MASTER'S DEGREE VIA DISTANCE IN INSTRUCTIONAL SYSTEMS TECHNOLOGY (IST)
Workplace Learning and Performance Improvement (WLPI) Specialization

Overview: The WLPI specialization area in IST is for students seeking graduate-level education regarding the principles and practices of workplace learning and performance improvement. You will learn to develop and deliver effective system-oriented interventions which improve individual and organizational performance and are aligned with an organization's mission and goals. Your abilities to work cross-functionally and in interdisciplinary teams in domestic and international organizations worldwide will be enhanced. Graduates often work in business and industry, military, government, education, and non-profit organizations.

IST Core Courses: WLPI students are required to take five 3-credit core IST courses (15 semester credit hours total). The core courses introduce you to the foundations and principles of both instructional and performance technologies including the processes of analyses, design and development, and program evaluation.

WLPI Specialization Core Courses: WLPI students are required to take three 3-credit courses (9 semester credit hours total). These courses introduce you to the principles of workplace learning and performance improvement, organizational learning, and skills such as providing consultation and technical assistance and managing change.

WLPI Specialization Elective Courses: Depending on your background, interests, and needs you are required to take 6 semester credit hours total from among several IST courses or courses from other departments or units. These courses need to be selected with consultation from your academic advisor, in order to hone your skills in workplace learning and performance improvement or to provide you with knowledge and skills in a performance improvement intervention area.

Some students will choose or need one or two experiential courses. These experiences are offered in the WLPI specialization area in workshops, colloquia, practicum, and internships. A practicum (non-paid) or internship (paid) is valued by students with little or no experience in WLPI settings. Workshop or colloquia sessions can be used for learning through professional service or to design and develop products that may attest to your skills as knowledge as a certified performance technologist.

Theory / Inquiry Requirement: WLPI students are required to select two of three education or social science inquiry courses: one in theory, one in statistical methods, and one in inquiry methods (6 semester credit hours total).

Effective WLPI practices are grounded in theory. Having a thorough grounding in the theoretical constructs of at least one area that underpins the field of WLPI is important. You will select a theory course from outside of the IST program that addresses one or more of the following areas: instruction and learning; management and leadership; motivation and rewards; organizational structures and development; productivity and economics; or general systems.

WLPI processes including analyses, design, implementation, and evaluation require that the performance improvement specialists know how to collect and analyze valid and reliable data and understand how to transform those data into useful information for decision making. These processes are akin to action and applied research. Depending on your background and experiences, you may take beginning, intermediate, or advanced inquiry classes in education or other social science disciplines.

Certification-Based Portfolio: A collection of projects: a presentation and synopsis of projects you complete during your matriculation in the WLPI specialization area that showcase your knowledge and skills. In lieu of a conventional portfolio, you may choose to showcase work from your courses and other professional experiences as they align with one or more of the ten Certified Performance Technologist (CPT) standards as promulgated by the International Society for Performance Improvement (ISPI) or by formally applying for the ISPI CPT certification. You may also use your portfolio and acquired knowledge and skills to qualify for certifications offered by the Society for Human Resource Management (SHRM).

Notes:

1. Your WLPI elective courses and your theory/inquiry courses must be selected in consultation with and approval by your program advisor and meet Indiana University requirements for graduate level credit.
2. Graduate course work completed at other accredited universities may be transferred into your program. Transferred courses must be relevant to your program of studies and have a letter grade of B or better. An official transcript is required. Up to 9 semester credit hours may be applied to your WLPI program of studies. All transferred course work MUST be approved by your program advisor, the IST Department Chair, and the Graduate Studies Office of the School of Education.
3. Indiana University does not make a distinction between online (distance) and residential courses. Neither the courses nor the degree are identified as being at a distance on your Indiana University transcript.
4. IST courses (all "R" courses) listed in the program of studies for the WLPI are in the pipeline for the Indiana University course change approval process. This involves name and course description changes to better reflect the WLPI emphasis in each course. Until the changes are formalized, the "R" courses will be listed with their present names and descriptions (see pages 93 – 95 of the 2008/10 *School of Education Graduate Program Bulletin*).

Indiana University School of Education Instructional Systems Technology Program
PROGRAM OF STUDIES FOR A MASTER'S OF SCIENCE DEGREE VIA DISTANCE

with a specialization in
WORKPLACE LEARNING AND PERFORMANCE IMPROVEMENT (WLPI) Program of Studies
 (36 SEMESTER HOUR PROGRAM & CERTIFICATION-BASED PORTFOLIO)

Student Information:

Name: _____ ID#: _____
 Address: _____ City/State: _____
 Zip Code: _____ Phone #: (____) _____ Email: _____

IST Core Courses: 15 semester hours required

- R511: Instructional Technology Foundations I
- R521: Instructional Design and Development I
- R541: Instructional Development and Production Process I
- R561: Evaluation and Change in the Instructional Development Process
- R621: Needs Analysis and Assessment

Subtotal: 15 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			
3.0			
3.0			

WLPI Specialization Core Courses: 9 semester hours required

- R563: Business and Economic Dimensions of Training and Development Process
- R622: Learning Environments Design
- R660: Change Management, Consulting, and Group Training

Subtotal: 9 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			

WLPI Specialization Elective Courses: 6 semester hours required*

- R580: Instructional Systems Technology Colloquium (may take more than once)
- R611: Instructional Technology Foundations II
- R665: Managing Training and Development Projects
- R505/R685/R586/R686: Approved Workshop/Seminar/Practicum/Internship

Intervention Specialty Courses: *Course content emphasizes design and development of performance improvement interventions. Courses may be in IST, School of Education, or from departments in other academic units.* _____
 Education Systems
 Managing Human Resources Management and leadership Organization
 Structure/Development Physical/Technical Systems Training & Development

*3 hours must be outside the department; up to 6 hours may be outside the department

Subtotal: 6 Semester Hours

Cr. Hrs.	Sem.	Year	Grade
.5			
3.0			
3.0			
1.0 - 3.0			
1.0 - 6.0			

Theory and Methods Requirement: 6 semester hours minimum – pick two of three

Theory course inside/outside the School of Education (non IST) that emphasizes one of the following:
 Instructional / Learning Theory Management / Leadership Theory
 Motivation Theory Organizational Theory
 Productivity / Economic Theory Systems Theory

Basic or intermediate course in statistical methods applied to education or the social sciences.

Methodology course that focuses on social science inquiry (e.g., action/applied research and evaluation, survey research, program evaluation, etc.).

Subtotal: 6 Semester Hours

TOTAL: 36 SEMESTER HOURS (minimum)

Cr. Hrs.	Sem.	Year	Grade
3.0			
3.0			
3.0			

Student's Name: _____ Signature: _____ Date: _____
 Advisor's Name: _____ Signature: _____ Date: _____
 IST Department Chair's Signature: _____ Date: _____

(Over)

Indiana University – Bloomington
School of Education
Department of Instructional Systems Technology

Program Revision Proposal:

Master of Science in Education- Instructional Systems Technology

The onsite Master of Science in Education (MS Ed) degree program in the Department of Instructional Systems Technology (IST) prepares graduates to work as practitioners in the field. MS Ed graduates in IST take positions in educational organizations, non-profit, for-profit, government, military and private agencies as instructional designers; program and materials developers; specialists in analysis, assessment and evaluation; change management consultants; human performance specialists; educational technology specialists; and professional development consultants.

The program currently enrolls a mix of recent undergraduates from technology, business, education, and humanities programs, and of individuals a few years into their working lives who are returning to school for enhanced credentials. Unlike our distance students, they usually do not have work experience *or* do not have work experience in this field. Members of our faculty have taken the lead in the field to address the appropriate preparation for these first-time designers and are revising the program to match the overall structure of our distance program with the substitution of 6 credits of internship for the “specialization core,” plus an open choice of electives in the major to be taken online and to include the specialization core courses for one of the tracks in that program if the student wants to do so.

- 1) The IST Masters program is built around a solid set of core courses, but the core has not been formally updated for more than 10 years. Based on review during the past year, the faculty is proposing the addition of an analysis course to the core. This change would rectify a gap in the core sequence that we have recognized for some time. With this change, the revised core includes five required courses which total 15 credit hours of the 36-hour masters program. The following courses would make up the core in the IST MS Ed program:

- R511: Instructional Technology Foundations I
- R521: Instructional Design and Development I
- R541: Instructional Development and Production Process I
- R561: Evaluation and Change in the Instructional Development Process
- R621: Needs Analysis and Assessment

As with the online program, this studio program requires:

- 15 credits (5 courses) of IST common core;
- 6 credits of “specialization core” (which is internship for this program);
- a set of choices for 6 credit of electives in the major; they may elect to take the specialization core for one of the online tracks;
- 9 credits outside the major;
- Electives are offered online.

Instructional Systems Technology

Distance Ed.D. Degree Program¹

(Revised, September 9, 2009; Updated April 12, 2010)

Purpose and Basic Requirements

The Instructional Systems Technology (IST) Doctor of Education (Ed.D.) degree program is designed for individuals seeking to be practitioners in the field of instructional technology. The IST program prepares Ed.D. students to bridge the gap between research and practice in the field. The Ed.D. student learns to take the findings developed by basic and applied research and use them to build and test processes, products, and services that are ready for operational use in education and training settings. Ed.D. program graduates typically assume management and leadership roles in public or private agencies and organizations involved in one or more aspects of instructional technology.

The IST Ed.D. program is a 60 credit-hour (minimum) post-master's graduate program. In order to begin the Ed.D. program, an individual must have completed a master's degree program from an accredited institution *in instructional or performance technology*.² Work completed towards a master's degree does not apply toward meeting the 60 credit-hour requirement. Post-master's degree work may apply, with decisions made on a case-by-case basis. A 90-credit post-bachelor's degree is also possible, where the first 36 credits are taken in IST to achieve a master's degree, and the remaining 54 are taken for the Ed.D.

Program Overview: Course work and Dissertation (60 credits)

If your M.S. degree is in IST at IU	If your M.S. degree is <i>not</i> from IST at IU
<i>IST Major</i> (30 hours taken from IU) <ul style="list-style-type: none"> • IST Inquiry Linkage (6 hours) • IST Electives (24 new hours) 	<i>IST Major</i> (30 hours taken from IU) <ul style="list-style-type: none"> • IST Core Courses (15 hours) • IST Inquiry Linkage (6 hours) • IST Electives (9 hours)
<i>Non-IST</i> (21 hours) <ul style="list-style-type: none"> • Inquiry (9 hours) • Learning Theories (if not taken in the M.S. program) • Minor (9 hours) 	<i>Non-IST</i> (21 hours) <ul style="list-style-type: none"> • Inquiry (9 hours) • Learning Theories (3 hours) • Minor (9 hours)
<i>IST</i> (9 hours taken from IU) <ul style="list-style-type: none"> • Dissertation Proposal Preparation (3 hours) • Dissertation (6 hours) 	<i>IST</i> (9 hours taken from IU) <ul style="list-style-type: none"> • Dissertation Proposal Preparation (3 hours) • Dissertation (6 hours)
<i>Total: 51 hrs. courses + 9 hrs. dissertation = 60 hrs.</i>	<i>Total: 51 hrs. courses + 9 hrs. dissertation = 60 hrs.</i>

¹ Coursework in the Ed.D. program can be completed at a distance (over the Internet). The Ed.D. student must attend in person at least one IST Summer Colloquium or one IST Conference. The student must take the written qualifying examination on the IU Bloomington campus. The exam is proctored. The student must also present the final defense of his or her dissertation in person on the IU Bloomington campus.

² Other M.S. degrees may be accepted by the IST Department on a case-by-case basis, depending on the applicant's background and prior work experience in instructional design, teaching, and/or performance improvement.

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A minimum of 42 credits of the 60 credits required for the Ed.D. must be taken from Indiana University (IU Bloomington or IUPUI).

Other Requirements:

- Residency (attendance on the Bloomington campus during at least one IST Colloquium or IST Conference)
- Qualifying exam (proctored written exam on the Bloomington campus, and oral defense)
- Nomination to Candidacy (after completion of all course work - excluding dissertation - and after passing written and oral qualifying exams)
- Dissertation Research Committee Approval
- Dissertation Prospectus (after Nomination to Candidacy and with consultation and approval from Dissertation Research Committee) and Institutional Board Review (IRB) Approval for research involving human subjects
- Dissertation Proposal Defense
- Dissertation Final Defense Announcement (with approval from dissertation chairperson, and at least 30 days prior to final defense)
- Dissertation Final Defense

Note: The planning and approval of a student's doctoral program of study is accomplished with the help of a Program Advisory Committee. The chairperson must be an IST faculty member. There also must be at least one other IST faculty member and a faculty member from the student's minor. Regular online or phone meetings with the chairperson are recommended. The Program Advisory Committee and the IST Chairperson must approve the program of studies.

The student's dissertation research is accomplished with the help of a Dissertation Research Committee, which consists of a minimum of four faculty members. At least two of these faculty, including the chair, must be members of the Graduate School. The chairperson and at least one other faculty member must be from IST. At least one faculty member should be from outside IST.

The Research Committee need not have the same members as the Program Advisory Committee. The student should ask faculty members to serve on these committees whose areas of expertise are compatible with the student's interests.

Prerequisite

Students must have completed the 36-credit master's degree with a major in IST at IU; or they must have completed a comparable master's degree in instructional or performance technology at an accredited institution consisting of a minimum of 30 credits. Other M.S. degrees may be accepted by the IST Department on a case-by-case basis, depending on the applicant's background and prior work experience in instructional design, teaching and/or performance improvement.

IST Core Courses (15 hours required if M.S. is not from IU in IST)

Core I:

- R511 Instructional Technology Foundations I (3 hours)
- R521 Instructional Design and Development I (3 hours)

Core II:

- R541 Instructional Development and Production Process I³ (3 hours)
- R561 Evaluation and Change in the ID Process (3 hours)
- R621 Needs Analysis and Assessment (3 hours)

³ Note: Students can take R547 as an alternative, if R541 competencies have already been attained.

IST Inquiry: Theory and Early Research Experience (6 hours from IST at IU)

- R690 Application of Research Methods to IST Issues (3 hours)
- R711 Readings in IST (3 hours)

IST Electives (12 – 24 hours)

If your 36-credit M.S. in IST was completed at IU, then 24 new credit hours must be taken from IU.

If your M.S. is *not* from IST at IU, but you took courses very similar to the IST Core courses (R511, R521, R541, R561, R621), then a minimum of 24 new credits in IST must be taken from IU as electives as approved by your Program Advisory Committee. Otherwise, you should take a combination of Core courses as recommended by your Program Advisory Committee and IST Electives so as to gain a total of 24 credits, in addition to the 6 credit hours of IST Inquiry courses (R690 and R711).

Inquiry (9 hours)

Education Y520, Strategies for Educational Inquiry (3 hours), or a suitable substitute, is required. The other two 3-hour courses may be from the following areas: 1) intermediate or advanced statistical analysis, (2) quantitative research methods, (3) qualitative research methods, (4) evaluation methods, and (5) testing and measurement.

Inquiry courses must be outside of IST. They may be inside the School of Education or from another School or Department. Comparable inquiry courses may be taken at or transferred from another accredited institution *if approved by your Program Advisory Committee* (but they cannot be courses that were counted as part of your previous 30-credit master's degree).

Learning Theories (3 hours)

A minimum of one 3-hour course is required in theories of learning (P540). If you have an IST master's degree, the required P540 master's course cannot be transferred to the Ed.D. Instead you must take a different course in theories of learning.

A comparable course in learning theories may be taken at or transferred from another accredited institution *if approved by your Program Advisory Committee* (but it cannot be a course that was counted as part of your previous 30-credit master's degree).

Minor (9 hours)

A minimum of 9 credit-hours of course work must be taken from a program or department other than Instructional Systems Technology. The nature and mix of the courses must be structured to support the overall thrust of the student's program of studies, i.e., courses which support the focus and/or setting for which the student is preparing. Typical options include: Business, Computer Science, Curriculum and Instruction, Educational Inquiry Methodology, Educational Leadership, Elementary Education, Library and Information Science, Secondary Education, Telecommunications, etc.

Minor courses may be taken at or transferred from another accredited institution *if approved by your Program Advisory Committee* (but they cannot be courses that were counted as part of your previous 30-credit master's degree).

Dissertation (9 hours)

- R795 Dissertation Proposal Preparation in IST (3 hours) - with a qualified advisor of the student's choice.
- R799 Dissertation in IST (6 hours) - with a qualified advisor and advisory committee of the student's choice.

For the Ed.D., students are required to complete, write, and orally defend a dissertation. The dissertation should demonstrate the student's ability to understand and apply theory to create and

rigorously evaluate an *original* instructional product or a performance improvement intervention. With respect to the instructional product or performance intervention, the dissertation should:

- demonstrate the need for it,
- document the process that was undertaken to create it,
- describe or illustrate it,
- verify its effectiveness—i.e., provide empirical evidence to show how well it works with the intended target audience, and
- justify the worthwhileness of its goal.

The dissertation research committee requires at least four members. Two members, including the chair, must be from IST. One member must be from the minor area. Three members, including the chair, must be regular Education faculty members (not part-time, nor adjunct). Faculty from other universities may sometimes serve, on an exceptional basis.

The digital version of the written dissertation may contain multimedia components, as long as the digital version can be read, viewed and heard according to widely-accepted, extant standards for digital formats.

Other Requirements

Residency

Ed.D. students are required to attend at least once *in person* the annual IST Conference on the Bloomington campus. This Conference has been held annually for 10 years, and is held over 2 or more consecutive days February or March and is primarily intended for presentation and discussion of research and development done by IST doctoral students and faculty. Students must attend at least one of Conference *in person* and bring appropriate identification (such as a valid U.S. driver's license, or a valid passport with one's picture ID).

In addition, an online forum open to faculty advisors and EdD students will be established with regular attendance by faculty members who advise EdD students online for a minimum of one conference each semester, plus the option for 24/7 student-to-student communication. Faculty members will also make themselves available to EdD students at national conferences and strongly encourage students to attend these conferences. The department will arrange for rooms at two of our discipline-specific conferences (AECT and ISPI) for these meetings and make less formal arrangements at others (AERA).

Qualifying Examinations

The Ed.D. student is required to take and pass both a written and oral qualifying examination. The written exam must be taken on the IU Bloomington campus at a scheduled date, over a three-day period (4 hours each day for the IST major, and 4 hours on a third day if a minor exam is required). The oral exam is conducted by the student's Program Advisory Committee at a later date, and can be done through a video conference, so that the Program Advisory Committee and the Ed.D. student can see and hear each other as they interact. During the oral exam, the Program Advisory Committee probes for clarification, justification and further explanation by the student regarding his or her responses on the written exam. The student is also asked to discuss his or her plans for subsequent dissertation research.

The written exam is normally taken when coursework is completed or near completion (excluding the dissertation proposal and dissertation itself). The written exam consists of questions prepared by faculty in order to assess the Ed.D. student's understanding of extant theories and practices in the field. IST written exams are evaluated blindly by IST faculty—i.e., without knowledge of who the student is.

The written qualifying exam may be taken a maximum of two times. If the written exam is not passed by the second attempt, the Ed.D. student's program will be terminated, and the student is provided with the option of receiving an Ed.S. degree—assuming that Ed.S. requirements have been met through prior coursework in the program, which would normally be the case.

Transfer of Credits from other Accredited Institutions

A minimum of 42 credits of the 60 credits required for the Ed.D. must be taken from Indiana University. Up to 18 credits of course work may be transferred from other accredited institutions, *but* these courses must be approved by your Program Advisory Committee *and* none of these courses can be part of the 30-credit master's degree that is a prerequisite to the Ed.D.

**AGENDA
POLICY COUNCIL
SCHOOL OF EDUCATION**

May 6, 2010

noon

School of Education

IUB - Room 2140

IUPUI - Room 3138E

- I. Approval of the Minutes from April 21, 2010 Meeting **(10.54M)**

- II. Announcements and Discussions
Dean's Report

Agenda Committee
Core Campus Retreat – Bradford Woods – September 24, 2010.

- III. Old Business

- IV. New Business
 - a. Reports from Standing Committees
 - b. Master of Science in Education – IST at a Distance—3 tracks **(10.51)**
 - c. Master of Science in Education – IST (onsite) **(10.52)**
 - d. Distance Ed.D Degree Program – IST **(10.53)**
 - e. Change to T2T Program **(10.56)**
 - f. Procedures for Selection of IST Department Chair

- IV. New Courses/Course Changes – Open for Remonstrance

Memo to: Graduate Studies Committee
From: Diana Lambdin (and Jesse Goodman)
 Co-Directors, ET2T-Masters Degree
Re: Request to add 1 credit to the ET2T Masters Degree Requirements
Date: April 17, 2010

We are writing to request GSC approval to add 1 credit to the Elementary Transition-to-Teaching (ET2T) masters program by changing the fall M501 requirement from 2 to 3 credits.

Background

Through a 3-semester, highly structured program, ET2T prepares students who already have an undergraduate college degree for teacher certification K-6. ET2T is offered on the IUB campus in two forms: as a certification-only program or as a certification+masters program. (See requirements as described in program brochure.)

Our request concerns the ET2T masters degree only. We are not proposing any change in credit hours for the certification-only program (its total credits are capped at 24 by state law).

ET2T students study for three semesters – fall, spring, and second-fall. Each semester they have a school-based field experience with an associated professional seminar. The seminars provide both a time when students and their field instructor can reflect together on what is happening in the school placements, and a time for discussions, workshops, and instruction about a wide variety of important topics that have no other place in the ET2T courses. During their first two semesters in ET2T, students currently enroll in M501 for 2 credits each term. This single course number covers their field work and associated seminar. (During their final semester in the program, ET2T students enroll in student teaching for 10 credits, and a 2-credit seminar numbered E594 – which meets for 2 hours each week.)

We propose changing the fall M501 to 3 instead of the current 2 credits. (M501 is already approved for variable credit so, if approved, this will be simple to change in the Schedule of Classes.) We are not proposing any change in credit hours for the M501 that ET2T students take in spring.

Rationale

The M501 field experience and seminar have evolved over the years. For example, the fall ET2T seminar – originally planned to focus primarily on classroom practices -- has come to include instruction in legal issues in education, classroom management and discipline, current events and licensing issues, strategies for adapting lessons for special needs students and gifted and talented students, etc. For a total of 2 credits, students are required to do 7 hours of field work each week plus attend 4 hours of seminar. (The students work in their school placement all day each Wednesday (8:30 am-3:30 pm), go directly to a Wednesday after-school seminar (3:30-5:30 pm), and also attend a seminar on campus each Tuesday from 1-3 pm. Originally the fall M501 seminar met only on Wednesday afternoons. The additional 2 hours of on-campus meeting time was added several years ago when it became apparent that more time was needed to deal with all the important seminar topics. (The after-school seminars generally focus more on what has been happening in the school, or on guest appearances by classroom teachers.) Student evaluations for fall M501 have been strong – but students often comment that they earn rather few credits for the amount of time they are expected to expend.

We propose to require M501 for 3 credits in the ET2T fall semester because 3 credits would more appropriately reflect expectations for students' work in the course as well as the time and effort that faculty expend in supervision and orchestrating the seminar. (Additionally, this change would help with the problem of faculty load that occurs when courses are not offered in multiples of 3 credits. A faculty member who teaches a 2-credit M501 needs to find another course of 1-credit or more to complete his/her load of four 3-credit courses per year.)

Instructional Systems Technology

Guidelines for Department Chair Selection

All tenured faculty, tenure probationary faculty, clinical faculty, half-time faculty, and visiting instructors can participate in the chair selection of the department.

IST tenured faculty (not retired or retiring): Bichelmeyer, Bonk, Boling, Brush, Frick, Reigeluth

Faculty (not retired or retiring) Previously Serving as Chair: Boling, Reigeluth

Nomination Process

- The departmental faculty will meet with the Dean.
- The departmental faculty will have open meetings to discuss possible candidates and procedures. Meetings can occur via e-mail, phone, in-person, or a combination there of.
- The department will nominate a minimum of three candidates (**SEE CANDIDACY**) and proceed with a vote (**SEE VOTING PROCEDURES**).

Candidacy

- Each candidate must be tenured in order to be eligible for the IST Chair position.
- Each candidate can write an optional paragraph detailing his/her strengths as a future leader of the department. This information will be disseminated to voting participants.
- Each candidate can NOT decline nomination.
- The Dean will be sent a list of the candidates as well as each candidate's paragraph detailing his/her strengths as a future leader.

Voting Procedure

- The department will designate a day and a time for all participants to cast their votes.
- Faculty members will vote by secret ballot. A drop box will be placed in a monitored location.
- Voting members will cast their votes by indicating their choice for chair along with a short explanation of the rationale for their vote.

Guidelines for Department Chair Selection

- All participants in the voting process will be asked to place their initials on a roster as they cast their votes. However, participants who are unable to vote in person may vote via e-mail, proxy, or phone.
- Votes will be counted during a department meeting. Each of the top three candidates will be ranked in terms of the number of votes that he or she received.
- The Dean and voting participants will be sent vote totals and summaries of reasons for supporting candidates.

MINUTES
POLICY COUNCIL
SCHOOL OF EDUCATION

May 6, 2010
12:00-1:00 p.m.
IUB – Room 2140
IUPUI – Room 3138E

****What follows is a summary of speaker contributions.****

Members Present: R. Appelman, P. Carspecken, S. Martinez, B. Maxcy, P. Kloosterman, M. Sutton; **Alternates Present:** B. Berghoff, S. Coronel-Molina, P. Magee; **Dean's Staff Present:** J. Cummings, G. Gonzalez, R. Sherwood; **Guests Present:** E. Boling, D. Lambdin.

I. Approval of Minutes

Minutes from the April 21, 2010 Policy Council meeting (**10.54M**) were unanimously approved.

II. Announcements and Discussions

Dean's Report: Dean Gerardo Gonzalez

Budget projections were released early this week and the state has again fallen short of the expected tax revenues. If the trends continue there may be more state cutbacks made over the rest of this year and possibly next. But, the trustees do still have salary raises on their agenda, and bringing back faculty raises is a high priority for the School of Education and the University. More information will be available once the trustees take action on the issue.

It was announced at the spring faculty meeting that, internally, we have instituted a program to provide the faculty with funding for their research accounts. This is a way of recognizing faculty who have had earned outstanding or exemplary ratings over the last two years. Through consultation with the Faculty Affairs Committee, a recommendation has been made that Bloomington faculty who received a rating of outstanding in either of the last two years should receive a \$4000 deposit into their research accounts; faculty who received a rating of exemplary in either of the last two years should receive a \$2400 deposit into their research accounts. Similar details are being worked out for IUPUI faculty.

Announcements:

The core campus retreat will take place at Bradford Woods on September 24, 2010.

III. Old business

None

IV. New business

- a. Reports from Standing Committees: P. Kloosterman announced the reports from the standing committees.

Result: The reports were accepted.

- b. Master of Science in Education—IST at a distance—3 tracks **(10.51)**

R. Appelman presented the program proposal.*

Result: the program was unanimously approved.

- c. Master of Science in Education—IST (onsite) **(10.52)**

R. Appelman presented the program proposal.*

Result: the program was unanimously approved.

- d. Distance Ed.D. Degree Program—IST **(10.53)**

R. Appelman presented the program proposal.*

Result: the program was unanimously approved.

*E. Boling arrived during the presentation of the three IST program proposals (10.51, 10.52, and 10.53) and added further explanation and information for each.

- e. Change to T2T Program **(10.56)**

D. Lambdin presented the changes.

Result: changes were unanimously approved.

- f. Procedures for Selection of IST Department Chair **(10.57)**

E. Boling presented the procedures.

Result: the procedures were unanimously approved.

V. New Courses/Course Changes

None.

Some additional comments were made:

- Jack Cummings thanked Pete Kloosterman for his excellent work as chair of the Policy Council and the Agenda Committee.
- Pete Kloosterman announced that Ginette Delandshere has accepted the nomination to be the chair of the Policy Council for 2010-2011. He also thanked the current Policy Council members for their work during this academic year.
- Dean Gonzalez recognized Don Hossler's work as Executive Associate Dean and his recent appointment as Executive Director of the National Clearinghouse Research Center. He also thanked Jack Cummings for stepping into the Executive Associate Dean position and working so well with Don Hossler in the transition. Finally, he thanked Pete Kloosterman and the Policy Council members for carrying out their work with distinction.

****P. Kloosterman adjourned the meeting at 12:47pm****

