PURDUE
UNIVERSITY

Educational Technology

Guide to Graduate Degree Programs

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Introduction

Purpose of this Guide
The purpose of this guide is to assist you, a graduate student in Educational Technology, in understanding and managing your graduate program of study. This guide includes key information about the M.S. and Ph.D. graduate programs, requirements, and timelines. You should become familiar with the information in this guide that is relevant to your degree program, and you should work closely with your graduate advisor/chair, as well as the members of your graduate committee once it has been constituted, to insure that you are making satisfactory progress and getting the most out of your degree program.

Mission of our Ed Tech Graduate Programs at Purdue University
Graduate programs in Educational Technology at Purdue University prepare students to design effective learning experiences and environments that incorporate technology with a special emphasis on inquiry-based, authentic practices in traditional and distributed learning settings.

Educational Technology and Career Options
Educational Technology is an interdisciplinary field of study. The aim of this field of study is to promote learning through the application of systematic principles of instructional design and appropriate uses of educational technologies including computers and media. Educational technology, although often associated with computers and other hardware, goes beyond any particular medium or device. It is a systematic way of designing, developing, implementing, and evaluating the total process of teaching and learning in terms of specific objectives, learning activities, and evaluation to bring about more effective learning. Computers and allied technologies play a key role in support of teaching and learning and so are important aspects of educational technology in today's world. Specialists in this field design and develop instruction, often computer-based, and implement and evaluate educational technology in a variety of settings including K-12 schools, universities, business/industry training, and the military. If you are interested in obtaining information related to the Indiana Computer Licensure program, please contact Aggie (aggie@purdue.edu or 765-494-5669) or consult our website: http://www.edci.purdue.edu/et/license_prg.html.

How to Succeed in Your Graduate Studies
To succeed in your graduate studies, you must become an active participant in the process and work in close collaboration with your faculty advisor/chair and the members of your graduate committee. Although the faculty will endeavor to assist you and provide guidance, ultimately it is your responsibility to ensure that you are adhering to all requirements and timelines and getting what you need/want out of the program. It is important that you thoroughly familiarize yourself with the information in this guide as well as other graduate guides. If you are uncertain about rules and requirements, consult with your faculty advisor or the Graduate Office. ***Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor.***

Part of completing a graduate degree involves enculturation into the Educational Technology field. This cannot occur in isolation. *Get to know other graduate students and collaborate with them*. The most successful students are often those who belong to a mutual support group. If you are off-campus, it is especially important that you establish connections with other graduate students so that you can become a part of the Educational Technology community.

The relationship with your advisor/chair is very important. At the graduate level, degrees are not awarded based on time and effort expended, but on the achievement of appropriate scholarship as evaluated by the faculty. It is your advisor/chair who will act as your primary mentor and guide during your graduate studies. When you are first admitted to graduate study in Educational Technology, you will be assigned a temporary advisor. Your temporary advisor will work with you and provide preliminary guidance, but he or she may not be best suited to guide you throughout your graduate studies. Get to know all of the faculty members, and approach the one that you believe is best suited to work with you to be your major advisor and committee chair. The selection of the major professor/chair is a mutual decision between you and the faculty member based upon compatibility of your interests, work habits, personalities, goals, and the faculty member's availability. Once you have a major professor/chair, work closely with that individual to plan your studies and to evaluate your progress. Always confer with your major professor/chair before enrolling in classes or making any changes to your plans. In general, any written work that is to be presented to your entire committee (e.g., Master's integrated project, dissertation proposal, dissertation chapters) should be approved by your major professor/chair first. Throughout your graduate studies, if you maintain good communication and a close working relationship with your major professor/chair, your problems are likely to be minimized.

M.S. Program in Educational Technology (minimum 32 credits)

Core M.S. Educational Technology Requirements: (17 credits)

All Students

- EDCI 513, Foundations of Educational Technology
- EDCI 591T, Learning Theory for Instructional Designers
- EDCI 572, Introduction to Instructional Development
- EDCI 561, Computer Assisted Instruction
- EDCI 660, Educational Technology Seminar (2 or more credits)

Business/Industry Track

- EDCI 573, Instructional Development Practicum

Education Track

- EDCI 564, Integration and Management of Computers in Education

M.S. students will complete all core courses (exceptions may be made on a case-by-case basis for prior experience) *in roughly the order shown*. This will provide a cohesive set of sequenced experiences for students. Business/industry oriented students will be required to complete EDCI 573, while education oriented students must complete EDCI 564.

- **Note**: EDCI 560, Educational Technology for Teaching and Learning, the introductory graduate level class addressing basic computer applications, is offered as a service course but is treated as a prerequisite for incoming Ed Tech students who lack these basic skills.
- **Note:** Individual may need to take additional courses as determined by graduate committee.

Research, Development, and Exit Requirements: (6-9 hours)

All Students

- EDPS 533, Introduction to Educational Research
- Master's competencies portfolio (addresses required graduate competencies, as well as Educational Technology specific competencies in both instructional design and computer use)
- Master's written exit examination

Non-Thesis Track

- EDCI 670, Educational Technology Integrated Project (3 credits)

Thesis Track

- EDCI 697, M.S. Thesis (6 credits)

Electives: (6-9 hours)

Non-thesis track students may take 3 electives (9 hrs); while thesis track students may take 2 electives (6 hrs).

• Design

EDCI 672, Advanced Instructional Development and Systems Technology
EDCI 673, Issues and Methods in Educational Technology Research
EDCI 674, Advanced Instructional Design Theory and Models
EDCI 591D, Assessment / Evaluation
EDCI 675, Instructional Strategies
EDCI 591C, Current Topics Seminar

• Development

EDCI 566, Educational Applications of Hypermedia
EDCI 571, Production of Instructional Materials
EDCI 591N, Instructional Design and Motivation
EDCI 575, (formerly EDCI 591Z), Foundations of Distance Learning
EDCI 662, Instructional Development Management Applications of Microcomputers
EDCI 663, Interactive Video and Multimedia
EDCI 664, Courseware Design for Computer-Based Instruction

• Performance Improvement

EDCI 591B, Introduction to Human Performance Technology
Performance System Design (proposed new course)

Timeline for Major M.S. Reviews and Evaluations

Following is a timetable that should be used as a guide to accomplishing needed tasks for the master's degree in Educational Technology. It includes dates for major reviews and evaluations by the faculty, the exit exam, and recommendations for submitting the Plan of Study.

Review/Evaluation	When
Planning Course Work	Initially, meet with your temporary faculty advisor to begin planning the course work that you will pursue for your degree. You will meet with your advisor/committee chair prior to the beginning of each semester to plan course work.
Annual Review	A yearly progress review will be conducted by the faculty each May. Student Progress Reports should be submitted ***by the end of Spring semester*** (pgs. 10-13).
Portfolio Review	You must complete the process of satisfying the graduate competencies by developing a portfolio on or before the middle of the term in which you intend to graduate. (See pgs. 14-16 for specific information.) Your portfolio will be reviewed by your advisor/committee chair when it is completed.
Graduate Committee and Plan of Study	Formulate your graduate committee and create a Plan of Study to be filed with the Graduate School when ***about a third of the course work has been completed.*** The Plan of Study is first approved by your graduate committee and then by the Graduate School. The Plan of Study is on the SSINFO site. After entering the site, click on "academics" then "grad student database" and then "plan of study generator".
Integrated Project/Thesis	Prepare a proposal for either your integrated project or your thesis. Your graduate committee must approve the proposal before you can proceed. After approval, proceed with the project or thesis study. Prepare your final report. Present your integrated project or defend your thesis to your committee (pgs. 17-18).
Comprehensive Exam	The Comprehensive Exam will be offered on two successive days during the week prior to Fall and Spring semesters. You must attend both days in a session. Students must notify their advisor **one month** before taking the exam.

Ph.D. Program in Educational Technology
(minimum 60 credits)

Prerequisites: (15 hours)

- Introduction to educational technology (e.g., EDCI 513)
- Introduction to computer-based instruction development (e.g., EDCI 561 or equivalent)
- Introduction to instructional design (e.g., EDCI 572 or equivalent)
- Introduction to learning theory (e.g., EDCI 591T or equivalent)
- Introduction to educational research (e.g., EDPS 533 or equivalent)
- Graduate competencies (if any) in addition to those addressed above
- Application of Educational Technology (e.g., EDCI 573 or EDCI 564)

It is expected that students will enter the Ph.D. program having satisfied these basic requirements in advance. If they have not, students will complete these courses at the beginning of the program *in addition to* other requirements. No more than one of these courses (3 credits) may be applied toward the 60 credits required for the Ph.D. program. Incoming Ph.D. students who have not previously satisfied graduate competencies at Purdue will also be expected to produce a portfolio to meet the graduate competencies requirements.

Core Ph.D. Educational Technology Requirements: (15 hours)

- EDCI 660, Educational Technology Seminar (3 or more hours)
- EDCI 672, Advanced Instructional Development and Systems Technology
- EDCI 674, Instructional Design Theory and Models
- EDCI 673, Issues and Methods in Educational Technology Research
- EDCI 695, Internship in Educational Technology

Ph.D. students will complete all core courses (if not taken previously) *in roughly the order shown*. This will provide a cohesive set of sequenced experiences for students.

Electives in Educational Technology: (12-15 hours)

- **Educational Foundations**
  - EDPS 530, Adv Educational Psychology
  - EDCI 585, Multicultural Education
  - EDPS 531, Introduction To Measurement And Evaluation
- **Design**
  - EDCI 675, Instructional Strategies
  - EDCI 591D, Assessment / Evaluation
  - EDCI 591C Current Topics Seminar
- **Development**
  - EDCI 566, Educational Applications of Hypermedia
  - EDCI 571, Production of Instructional Materials
  - EDCI 591N, Instructional Design and Motivation
  - EDCI 575, (formerly EDCI 591Z), Foundations of Distance Learning
  - EDCI 662, Instructional Development Management Applications of Microcomputers
  - EDCI 663, Interactive Video and Multimedia
  - EDCI 664, Courseware Design for Computer-Based Instruction
- **Performance Improvement**
  - EDCI 591B, Introduction to Human Performance Technology
  - Human Performance System Design (proposed new course)

Students will construct a cohesive program of electives in educational technology and related areas of interest.

Outside Electives: (6 hours)

Students will take at least two cohesive courses in an outside related area such as Adult Education, Educational Psychology, Management, Psychology, Educational Administration, Supervision, Technology, Technical Writing, Computer Science, or another field of interest.

Educational Research: (12 hours)

In addition to completing an introductory research course (e.g., EDPS 533) as part of prerequisite requirements, students will complete the required Ph.D. research sequence.

- Introductory Statistics (e.g., STAT 501)
- Qualitative Research (e.g., EDCI 615)
- Advanced Research (e.g., STAT 502 or EDCI 616)
- Research Seminar (e.g., EDPS 630) **or** equivalent**??**

Dissertation Research: (12 - 15 hours)

A typical program will have 12-15 hours of dissertation research

TOTAL PHD PROGRAM HOURS = 60 hours excluding prerequisites

For graduate policies see:
http://www.gradschool.purdue.edu/gradschool/indexFlash.cfm

Timeline for Major Ph.D. Reviews and Evaluations

Following is a timetable that should be used as a guide to accomplishing needed tasks for the Ph.D. Degree in Educational Technology. It includes dates for major reviews and evaluations by the faculty, the qualifying exam, preliminary exam, proposal, and dissertation.

Review/Evaluation	When
Planning Course Work	Initially, meet with your temporary faculty advisor to begin planning the course work that you will pursue for your degree. You will meet with your advisor/committee chair prior to the beginning of each semester to plan course work.
Annual Review	A yearly progress review will be conducted by the faculty in May. Student Progress Reports should be submitted ***by the end of Spring semester.***
Portfolio Review (if necessary)	If you did not satisfy the graduate competencies prior to entering Ph.D. study, you must develop a portfolio to demonstrate these competencies. (See pgs. 14-16 for specific information.) Your portfolio will be reviewed by your advisor/committee chair when it is completed.
Graduate Committee and Plan of Study	Formulate your graduate committee and create a Plan of Study to be filed with the Graduate School when about a third of the course work has been completed. The Plan of Study is first approved by your graduate committee and then by the Graduate School.
Comprehensive Qualifying Exam	The Qualifying Exam assesses your mastery of content from core M.S. Educational Technology courses. The exam will occur on **two** days. It will be held before or at the beginning of Fall or Spring semester. Students must notify their major professors of their plans **ONE MONTH** prior to the schedule date. You must attend both days of the test session.
Preliminary Exam	The purpose of the preliminary examination, integrating both written and oral components, is to assess your readiness to proceed with the independent research and writing that will lead to the completion of a satisfactory doctoral dissertation. It is normally taken near the end of course work for the degree. Specifics of the exam and its scheduling are determined in consultation with your graduate committee. At least two semesters must elapse between the preliminary exam and graduation.
Dissertation Proposal	The dissertation proposal is a formal proposal for dissertation work that is presented in writing and then orally to your graduate committee for suggestions and approval. The oral proposal meeting can occur no sooner than two weeks following the preliminary exam meeting.
Dissertation Defense/Final Exam	The dissertation defense is a formal meeting in which you're present and defend your dissertation before your committee. It is scheduled in consultation with your committee when you have completed your dissertation and are prepared to finish the degree. A minimum of three weeks advance notice is required to schedule the defense date.

. *Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor.

Faculty Reviews and Evaluations

Description
There are two types of reviews: semester and annual. Refer to the Timeline for details about the semester and annual review schedule.

Semester Advisor Review

Your temporary or major advisor will review your semester progress including:

- Educational Technology Graduate Competencies
- Plan of Study
- Portfolio (if completed)
- Committee Composition
- Course Work
- Exit/Qualifying Exam
- Integrated Project Activity (MS non-thesis only)
- Preliminary Exam (PhD only)
- Dissertation Proposal (MS thesis/PhD only)
- Dissertation Progress (MS thesis/PhD only)

Once the advisor has reviewed your progress, the advisor will determine if the progress is satisfactory or not. The advisor will complete the student progress report by commenting on your strengths, weaknesses, and by suggesting/recommending a progress strategy.

In order for the advisor to complete the review process at each semester review meeting, you must submit the Student Progress Report form.

Annual Faculty Review

The Ed Tech faculty will meet as a committee to review your accumulated semester Student Progress Reports. The annual review is intended to verify and validate your competencies as well as provide programmatic feedback and guidance. The faculty will review your progress annually considering all of the semester progress reports. This review is intended to comprehensively assess your annual performance. The faculty will assess:

- Overall program progress
- Portfolio— overall composition, when completed
- Professional goals

Following faculty review of your progress, the faculty will complete the annual progress review by commenting on your strengths, weaknesses, and by suggesting/recommending a progress strategy.

In order for the faculty to complete the process, you must submit Student Progress Report forms as well as your portfolio, when it is completed.

Student Progress Report for Master's Degree Year _____

Student Name:			**Student I.D. Number:**
Year Accepted in Program:			**Temporary Advisor:**
Plan of Study Submitted (Date)*:			**Plan of Study Accepted (Date):**
Integrated Project	**Proposal (Date):**	**Final Write-Up (Date):**	**Final Presentation (Date):**
Exit Exam	**1st Attempt (Date):** ☐ **Pass** ☐ **Fail**	**2nd Attempt (Date):** ☐ **Pass** ☐ **Fail**	**3rd Attempt (Date):** ☐ **Pass** ☐ **Fail**
Portfolio Completed (Date):			
Committee Members			
		Chair	

* Student responsibility to follow-up.

Fall Semester		**Spring Semester**		**Summer Term**	
Course(s)	**Grade**	**Course(s)**	**Grade**	**Course(s)**	**Grade**

Advisor Comments/Suggestions on Progress

Fall Semester	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	**Portfolio Reviewed:** ☐
Spring Semester	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	**Portfolio Reviewed:** ☐
Summer Term	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	**Portfolio Reviewed:** ☐
Presentations/Publications:		

Yearly Faculty Review	
Date of Review:	**Reviewed By (Signature):**
Strengths of the Student:	
Needed Areas of Improvement:	

Student Progress Report for Ph.D. Degree Year _____

Student Name:			**Student I.D. Number:**
Year Accepted in Program:			**Temporary Advisor:**
Plan of Study Submitted (Date)*:			**Plan of Study Accepted (Date):**
Qualifier Examination	**1st Attempt (Date):** ☐ **Pass** ☐ **Fail**	**2nd Attempt (Date):** ☐ **Pass** ☐ **Fail**	**3rd Attempt (Date):** ☐ **Pass** ☐ **Fail**
Preliminary Examination (Date):			
Proposal Defense (Date):			
Dissertation Defense (Date):			
Committee Members			
	Chair		

* Student responsibility to follow-up.

Fall Semester		**Spring Semester**		**Summer Term**	
Course(s)	**Grade**	**Course(s)**	**Grade**	**Course(s)**	**Grade**

Advisor Comments/Suggestions on Progress		
Fall Semester	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	
Spring Semester	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	
Summer Term	**Date:**	**Progress:** ☐ **Satisfactory** ☐ **Unsatisfactory**
	Reviewed By (Signature):	
Presentations/Publications:		

Yearly Faculty Review	
Date of Review:	**Reviewed By (Signature):**
Strengths of the Student:	
Needed Areas of Improvement:	

Educational Technology Graduate Competencies and Portfolio

The Importance of the Competencies for the Educational Technology Graduate Degree

Specific competencies, listed below, must be demonstrated by all graduate students in the Educational Technology program. The faculty of the Educational Technology program uses a portfolio as the primary vehicle for demonstration of student attainment of the graduate competencies. The aim of the graduate competencies is to help each student to develop his/her ability to create and synthesize knowledge, think critically and reflectively, master written and oral communication skills, engage in professional development, participate actively in our professional field, apply instructional design principles, and apply the use of computers and media appropriately. By meeting these competencies, students also demonstrate the competencies embodied in the five core propositions of the National Board for Professional Teaching Standards (NBPTS).

C&I General Graduate Competencies

1. Synthesize Knowledge - The graduate will read and synthesize educational literature related to his/her discipline; describe fundamental theories of human learning; and apply knowledge of human learning, diversity, and effective pedagogy to the solution of practical problems in his/her discipline.

2. Create Knowledge - The graduate will describe common research methods in his/her discipline, read and evaluate educational research, and apply research findings to the solution of practical problems in his/her discipline.

3. Communicate Knowledge - The graduate will communicate effectively in oral and written formats including the ability to communicate content from his/her discipline through the design and delivery of effective teaching/learning activities that integrate content and pedagogy, adapt instruction and support services to the needs of diverse learners, and assess appropriately learning outcomes.

4. Think Critically and Reflectively - The graduate will develop a personal vision of inclusive educational practice, identify the relationship of his/her discipline to the broader field of education, and critically evaluate theory and practice.

5. Engage in Professional Development - The graduate will demonstrate the disposition for life-long learning and continuous professional development.

6. Participate Actively in Their Profession - The graduate will identify communities of practice within his/her discipline and participate within these communities.

Educational Technology Specific Competencies

7. Apply Instructional Design Principles - The graduate will analyze learning problems and, when appropriate, design, develop, implement, and evaluate appropriate instructional solutions to those problems.
    a. Identify and analyze learning and performance problems
    b. Design plans and develop instructional interventions using appropriate strategies and techniques
    c. Implement and evaluate instructional interventions

8. Apply Computer-Based Technologies and Media to the Solution of Instructional Problems - The graduate will demonstrate sound understanding of technology operations and concepts and apply technology to the design, development, implementation, and evaluation of teaching and learning interventions.
    a. Plan and design effective learning environments and experiences supported by technology
    b. Apply technology to facilitate a variety of effective assessment and evaluation strategies
    c. Understand the social, ethical, legal, and human issues surrounding the use of technology and apply that understanding in practice

Faculty Assessment of Student Competencies

All graduate students who entered the Educational Technology program after Spring 2001 meet with their faculty advisors each semester to review their progress in the program. Beginning Fall 2002, faculty instituted the use of a Progress Report Form (see pages 10-11 for the Masters Review Form and pages 12-13 for the PhD review form) to guide them during this review process. Semester reviews tend to occur mid-way through each semester.

Beginning Spring 2003, the Ed Tech faculty instituted the use of an Annual Review process (see page 9) in which they meet as a committee to review students' accumulated semester Student Progress Reports. The annual review is used to verify and validate students' competencies as well as provide programmatic feedback and guidance. This review is intended to comprehensively assess students' annual performance. The faculty assesses students':

- Overall progress in the program
- Professional goals
- Overall composition of the portfolio, when completed

Following review of students' progress, the faculty completes the annual review process by commenting on students' strengths, weaknesses, and by suggesting/recommending a progress strategy. Feedback from this process, then, is fed into future program revisions.

Portfolio

A portfolio is the means by which you will demonstrate to the Educational Technology faculty that you have mastered the Graduate Competencies for the Educational Technology Program. The eight competencies are listed on the following page along with specific course assignments/experiences that satisfy each competency. As you complete your course work/experiences, compile the relevant assignments, either in electronic format or in a binder, and organize them according to the eight competencies. Incoming Ph.D. students who have not previously satisfied Purdue's competencies should select relevant works/materials from previous course work/experiences in place of the specified Purdue course assignments where necessary; a brief narrative explanation should be included to address how these works/materials address the specific competencies. When you have completed the portfolio, submit it to your advisor/major professor for review. You must submit the portfolio for review no later than the middle of the semester in which you intend to graduate.

Portfolio Requirements and Relevant Course Assignments

Competencies	Relevant Assignments
Synthesize Knowledge	
• Demonstrates ability to read and understand educational literature related to Educational Technology	EDCI 513 - Individual Research Paper or EDCI 670 - Integrated Project Proposal
• Demonstrates ability to describe fundamental theories of human learning	EDCI 591T – Final Paper
• Applies knowledge of human learning, diversity, and effective pedagogy to solution of problems	EDCI 572 – Major Project or EDCI 561 – Major Project
Create Knowledge	
• Demonstrates ability to describe common research methods in Educational Technology	EDPS 533 – Final Project: Research Proposal *
• Demonstrates ability to read and evaluate Educational Technology research	EDPS 533 – Final Project: Research Proposal*
• Applies research findings to the solution of common problems in Educational Technology	EDCI 670 – Final Integrated Project or EDCI 673 – Final Paper
Communicate Knowledge	
• Communicates effectively in oral and written formats	EDCI 513 – Paper; Group Presentation or EDCI 670 – Final Presentation
• Effectively communicates content through the design and delivery of teaching/learning activities that integrate content and pedagogy	EDCI 572 –Task Analysis IDA or EDCI 561 – Task Analysis IDA
• Demonstrates the ability to adapt instruction and assessment techniques to the needs of diverse learners	EDCI 572 – Learner Analysis IDA or EDCI 561 – Learner Analysis IDA or EDCI 564 – Integrated Instructional Project
Think Critically and Reflectively	
• Develops a personal vision of inclusive educational practice	EDCI 513 – Personal definition/vision assignment
• Describes the relationship between Educational Technology and the broader field of Education	EDCI 513 – Personal definition/vision assignment
• Critically evaluates theory and practice	EDCI 591T – Final Paper
Engage in Professional Development Participate Actively in the Profession	
• Demonstrates the disposition for life-long learning and continuous professional development	EDCI 660 –Reflection Papers or EDCI 564 – Field Based Activity or EDCI 573 – Practicum Final Report
• Identifies and participates in communities of practice within the field of Educational Technology	EDCI 513—Prof Organization Assignment
Apply Instructional Design Principles	
• Identifies and analyzes learning and performance problems	EDCI 572 – Task Analysis IDA or EDCI 561 – Task Analysis IDA
• Design, plans, and develops instructional interventions using appropriate strategies and techniques	EDCI 572 – Major Project or EDCI 561 – Major Project
• Develops an evaluation plan for a project based on stated goals and recognized standards	EDCI 572 –Evaluation Report or EDCI 561 –Evaluation Report
Apply Computer-Based Technologies and Media to the Solution of Instructional Problems	
• Plans and designs effective learning environments and experiences supported by technology	EDCI 564 – Integrated Instructional Project or EDCI 561 – Major Project
• Applies technology to facilitate a variety of effective assessment and evaluation strategies	EDCI 564 – Integrated Instructional Project or EDCI 561 – Evaluation Plan
• Demonstrates understanding of social, ethical, legal, and human issues surrounding the use of technology and applies it in practice	EDCI 561 – Major Project EDCI 564 – Instructional Plan

***Proposal should relate to Ed Tech**

EDCI 670 — Integrated Project Guidelines for Non-Thesis Master's Degree Students in Educational Technology

Purpose:
The Educational Technology (Ed Tech) program area of the Department of Curriculum and Instruction has adopted the use of an integrated project as an exit requirement for all non-thesis master's degree students. The intent of the integrated project is to allow you to demonstrate the knowledge and skills that you have obtained during your master's program of study through a project of some sort. You are expected to propose, plan, and conduct a project, approved by your graduate committee, that synthesizes what you have learned in your master's program in a way that is consistent with your own interests. The exact nature of the project is a joint decision between you and the members of your graduate committee; most students complete either a small-scale research project or an instructional design and development project. As part of the formal requirements, you will: a) prepare a proposal for the project, b) conduct the project, c) prepare a formal written report of your project, d) make an oral presentation of your project, and e) defend your project before your graduate committee. Typically, the integrated project spans the final two semesters of the master's program of study. It is the capstone of your academic program.

Although your project can be on any topic that meets the approval of your graduate committee, it cannot be the outcome of a previous class, internship, or work experience.

Sequence of steps:

Preliminary Steps

1. Before you begin proposal development and the integrated project, explore potential ideas with your major advisor, committee members, and other graduate students. Review examples of previous integrated projects.
2. Through informal discussions with members of your graduate committee, identify a faculty member with whom you wish to work. In most cases, this will be your major advisor, but it could be another member of your committee. Settle on a tentative topic for your integrated project.

EDCI 670 – 1 Credit (Phase 1)

3. No later than the next to the last semester of your program of study, enroll in EDCI 670, Educational Technology Integrated Project, for 1 hour of credit. This is the proposal development phase of the project.
4. During the semester in which you are enrolled in one credit hour of EDCI 670 (the proposal development phase) you are to create a proposal for your project. The proposal must include the following components:

    • Statement of the purpose of the project
        Write an abstract or synopsis that describes the purpose of your proposed project and an overview of what it will entail.

    • Review of the literature
        Briefly review the literature that is most pertinent to your proposed project. While this is clearly crucial for a research-oriented integrated project, even instructional developmental projects should have a relevant literature base addressing the topic and the proposed instructional approach.

    • Project plan
        Describe in detail exactly what it is you plan to do. For a research-oriented project, describe the methodology. For a development project, describe your systematic instructional design process including planning, implementation, and evaluation activities.

    • Timeline and Budget
        Outline the timeline of events that you will follow in completing your project. Identify any costs associated with your project.

    • References
        Include a bibliography of all cited references in APA format.

5. Submit a printed copy of the proposal to the faculty member with whom you are working for preliminary approval. Following preliminary approval of your faculty advisor, submit copies of your proposal to all members of your graduate committee. In order to give your committee members adequate time to review your proposal and to give you time to make revisions, you should submit it no later than the end of the 12th week of the semester (or the end Module 2 during the Summer Session).

6. Schedule a meeting to present and defend your proposal to the members of your graduate committee no later than the end of the 14th week of the semester (or the end Module 2 during the Summer Session). The proposal phase of your integrated project is not considered completed, and a grade for EDCI 670 will not be awarded, until all committee members have approved and signed your proposal. You will not be permitted to register for Phase 2 until Phase 1 is complete.

Note: Proposal development is time-consuming, requiring one or more cycles of review and revision. Do not wait until the last minute to begin and to submit work. Failure to meet these deadlines may result in failure to complete the course and failure to graduate on schedule.

. *Note: You may be asked to hire a professional editor/writer to review your work. This should be completed in consultation with your advisor.

EDCI 670 – 2 Credits (Phase 2)

1. No later than the semester in which you expect to complete your degree, enroll in EDCI 670, Educational Technology Integrated Project, for 2 hours of credit. During this phase of the project, you will complete your proposed activities and present the results. **Note**: Phase 1 must be successfully completed before you can register for Phase 2.

2. Conduct your project as planned. If your project changes from what was approved by your committee in your proposal, consult with and obtain the approval of all committee members regarding the necessary changes and the rationale behind the changes.

3. Prepare a formal written report of your project. Follow departmental formatting guidelines for preparation of graduate theses. In most cases, your final report will include: a cover page (with signature blanks for committee members), abstract, and introduction, review of the literature, methods and procedures, results (i.e., research findings for a research study or development products) and appropriate evaluation information for a development project, conclusions (i.e., what you learned), and references. Be sure to use APA format.

4. No later than the 8th week of the semester (or end of Module 1 in the summer), contact your faculty advisor to schedule an oral presentation (30 minutes) and committee defense (60 minutes) of your project. It is your responsibility to work with your advisor to arrange for any equipment needed for your presentation and defense.

5. Submit a printed copy of your written report to the faculty member with whom you are working for preliminary approval. Following preliminary approval of your faculty advisor, submit copies of your project report to all members of your graduate committee. The written report must be submitted to all members of your committee no later than 2 weeks prior to the scheduled date of your oral presentation and committee defense. [**Note**: deadlines may have to be moved up significantly during the summer. If committee members are unavailable, it may not be possible to complete during the summer. Please plan accordingly.]

6. Make your public oral presentation as scheduled. A typical oral presentation should be approximately 25 min. in length with another 5 min. for questions. The presentation is a factor in the project evaluation.

7. Following your oral presentation, meet with your graduate committee to present and defend your project and final report. Your integrated project is not complete until all members of your committee have approved the final draft of your project report. When all final corrections are completed, submit a printed and electronic copy of your final report to your major advisor.

Evaluation:

You will be evaluated on the quality of your:

a) proposal,
b) written report,
c) oral presentation, and
d) committee defense.

Last revised: May, 2005

The Ed Tech Comprehensive Exam

Purpose	The purpose of the comprehensive exam is to assess your general knowledge of the Ed Tech field, including major concepts, models, procedures, and principles. In addition, we will assess your ability to apply these concepts, models, procedures, and principles.
Components	Questions for the test are based on the core courses of the program including: 1. Foundations of Educational Technology EDCI 513 (formerly EDCI 591E) 2. Learning Theory for Instructional Design EDCI 591T 3. Instructional Design (572) 4. Computer-Based Instructional Development (561) 5. Educational Research (533) 6. Integration of Computers in Ed or business-related practicum (564/573)
Format	The exam will be in the form of a written test, taken in a closed classroom, with no outside references except a *printed* dictionary. The test will be taken over ***two consecutive days, from 8:00 a.m. to noon each day***. There will 3 questions on each day, with a mix of knowledge and application questions on each. The testing time will end promptly; additional time will not be allowed.
Who	The Ed Tech Comprehensive Exam will serve as an exit exam for Master's students and as a qualifying exam for PhD students (to be taken prior to Prelims*). NOTE: If you completed the exam as part of your Master's program, you do not need to take it again if you continue on in the PhD program.*
When	The exam will occur on ***two consecutive days*** during the week before the semester begins (Fall and Spring semesters only). Students must notify their major professors of their plans to take the exam ***ONE MONTH prior to the scheduled date*.**
Preparation Guidelines	A list of sample questions is available on the Ed Tech website. Sample questions are based on the content of the core courses listed above and include questions that assess both general knowledge of, and ability to apply, course content.
Feedback	Faculty will evaluate responses to questions based on their areas of expertise. Feedback will be provided no later than 4 weeks after the exam date and will indicate whether the student has achieved a pass or no pass on each question. In order to pass the comps, students must pass a total of 6 questions (one for each core course). If students receive a "no pass" on any question, feedback will be provided to indicate additional steps to take to increase mastery of this area (specific courses, books).
Written Retakes	***One written retake*** is allowed for specific questions not yet passed. The earliest time that students can retake the test is the following semester, during the normally scheduled time. No additional testing times will be scheduled.
Oral Defense	In cases where students have successfully passed ***at least four questions*** after the 2nd written attempt, they will have the opportunity to ***orally*** defend their knowledge of the concepts related to the 1 or 2 remaining courses in front of a faculty panel. A successful oral defense means the student passes the comp exam.
Failure	If a student does not pass at least 4 of the 6 questions after two written attempts or does not successfully pass all questions defended during the oral, he/she does not pass the comprehensive exam. Failure to pass the comprehensive exam means that a master's degree student will not be granted the degree; a Ph.D. student will not be allowed to proceed in the program.