

*Student Handbook  
For  
Instructional Technology*

*Written by Faculty Members in the Program of  
Instructional Technology  
Southern Illinois University Edwardsville*

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## *What's in this Handbook and Why Do You Need It?*

Congratulations on your admission to the Master's Degree in Instructional Technology (IT). This student handbook contains useful information about policies to help make your trip through the graduate program easier and more rewarding. Also, this handbook contains suggestions that might help you as a graduate student in IT. Please note that this handbook supplements the *SIUE Graduate Catalog*. Where conflicts in information occur, the graduate catalog serves as the "final word" on university policies.

<b><i>CHAPTER 1: YOU'VE BEEN ACCEPTED INTO THE GRADUATE PROGRAM IN IT; SO, NOW WHAT SHOULD YOU DO?</i></b> .....	<b>3</b>
Get Organized .....	3
Explore Course Content.....	3
Communicate Proactively.....	4
Checklist for You As You Enter the Program .....	6
<b><i>CHAPTER 2: WHAT SHOULD YOU CONSIDER WHILE CHOOSING PROGRAM-AREA OPTIONS AND SELECTING COURSES?</i></b> .....	<b>7</b>
Overview of Each Program-Area Option.....	7
Understanding and Choosing Courses .....	9
Program Planning Sheet: Educational Technologies .....	12
Program Planning Sheet:.....	13
Instructional Design and Performance Improvement .....	13
Program Planning Sheet: Interactive MultiMedia Technologies.....	14
Program Planning Sheet: Library Information Specialist .....	15
Program Planning Sheet:.....	16
Post Baccalaureate Certificate in Web-Based Learning Certificate.....	16
<b><i>CHAPTER 3: WHAT ARE JURIES AND THE SYMPOSIUM? HOW DO YOU PREPARE FOR THEM?</i></b> .....	<b>17</b>
Jury #1 .....	17
Jury #2 .....	20
Symposium Presentation.....	22
<b><i>CHAPTER 4: WHAT FACTORS SHOULD YOU CONSIDER AS YOU MOVE TOWARD THE END OF YOUR MASTER'S DEGREE?</i></b> .....	<b>25</b>
Next to Last Semester .....	25
Prior to First Day of Last Semester .....	25
Semester in which you Intend to Graduate.....	26
Symposium Night.....	26
<b><i>CHAPTER 5: FREQUENTLY ASKED QUESTIONS</i></b> .....	<b>27</b>
What computer labs and other resources do I have access to? .....	27
What happens if I don't finish all graduation requirements on time? .....	27
What's a Graduate Student Request Form, where can I find it, and how do I use it? ...	28
What's inactive status? How did I become inactive? How do I become active again? .	28
What credits can I transfer into the program?.....	28

## ***CHAPTER 1: YOU'VE BEEN ACCEPTED INTO THE GRADUATE PROGRAM IN IT; SO, NOW WHAT SHOULD YOU DO?***

The advice offered here comes from both faculty members in the Instructional Technology (IT) program and students who have graduated from the program. At the end of this chapter, you will find a checklist of things that you should do during your first semester in this program.

### ***GET ORGANIZED***

Graduate students regularly say that they wish that they had gotten organized early in their degree program. Why? The further you go into your degree, the more ideas, papers, and notes you will accumulate. You are better off managing your own records and paperwork than you are depending on others to do it for you.

What types of organizing should you do? For one thing, you should establish a folder of communications between you and the university. This folder might contain your acceptance letter into the program, a list of your advisory committee members, course grade reports, and other information that will provide useful information about your status in the program.

You also might keep a list of courses that you've completed, the semester that you completed them in, and the faculty member who taught each course. These records might be useful to you as you work with your advisor to move towards graduation.

Finally, you will receive feedback on your jury portfolios. (See chapter 3 of this handbook for more information about juries.) You also will receive course syllabi, written feedback on assignments, handouts, and other resources in your classes. Create a filing system so that you can put your hands on these resources. You never know when you'll need them.

### ***EXPLORE COURSE CONTENT***

What content in the field of IT do you want to explore? Putting together your portfolio for Jury #1 is closer than you think, and your participation in the design studios/field experiences will require you to find some topics that interest you. (See chapter 2 of this handbook for more information on design studios and field experiences.) So, be proactive. Stretch your thinking and your understanding of the field.

### ***KEEP AN IDEA JOURNAL***

IT is a broad field that encompasses many ideas and disciplines, like psychology, communications, education, computer science, anthropology, sociology, and others. Some graduate students find it helpful to keep a journal of ideas, thoughts, and questions that they may have about the field. Your journal might also include a list of ideas that can help you develop

your jury portfolio and prepare for the job market. Such activities will help you begin to make sense of the broad array of ideas that you will encounter as a graduate student in the IT program.

### ***VOLUNTEER TO HELP ON PROJECTS***

As you participate in your courses, you will work on projects with real world implications. But, you also should consider working on other projects, as well. The professors in the program often are looking for students to help with research or to help with the design and development of products. Volunteering to help on such products has two benefits. First, you will be enhancing your own resume (not to mention your own education). Second, you will be developing relationships with professors that will allow them to write specific letters of recommendation for you when you finish your degree and begin looking for a better job in the field.

### ***REVIEW SOME MEDIA BASICS***

In your day-to-day life, you probably use the various kinds of software that make up an office suite, like Microsoft Office or AppleWorks. If not, though, you should spend some time and effort catching up by developing your skills with this type of software. Word processing (such as Word or WordPerfect), spreadsheets (such as Excel or StarOffice's spreadsheet), and presentation software (such as PowerPoint) are essential tools for professionals in any field, but particularly in a field like IT. Faculty members in the IT program will assume that you have some basic understanding of how (and when) these tools can be useful.

You also should be comfortable with navigating the World Wide Web. You don't necessarily need to be able to find data sources located in the dark corners of the Web. You should be able to use a browser (like Internet Explorer or Mozilla Firefox) and find information through directories (such as [www.yahoo.com](http://www.yahoo.com)), search engines ([www.lycos.com](http://www.lycos.com), or [www.askjeeves.com](http://www.askjeeves.com), for example), or metasearch engines (like [www.dogpile.com](http://www.dogpile.com), [www.google.com](http://www.google.com), or [www.ixquick.com](http://www.ixquick.com)). You also should be comfortable using e-mail as a communication tool.

### ***COMMUNICATE PROACTIVELY***

Clear communication can make the difference between success and failure in any endeavor; graduate school is no different. You should follow the advice below to make sure that you are receiving all useful information.

### ***OBTAIN AN E-ID***

With your IT acceptance letter, you should have received a brochure that offered detailed instructions for obtaining your E-ID, which will allow you to have access to SIUE e-mail, the course management system that is used for many of our courses, and the program-area listserv. Follow the instructions listed within that brochure. In short, you activate your E-ID by visiting the following website: [www.siue.edu/e-id](http://www.siue.edu/e-id). Select "I want to get an e-ID" button and click "continue."

### ***JOIN THE PROGRAM-AREA LISTSERV***

A listserv is an electronic mail list. The program-area listserv provides a way for IT faculty to communicate with you via e-mail and is used to distribute official communications from the program administrators and faculty members to you. To make sure that you don't miss important information, you should sign up for the program-area listserv.

Point your browser to the following website to subscribe (or unsubscribe) to the listserv: <https://lists.siue.edu/listinfo/idlt-listserv>. Messages to the list serve are sent via the e mail address [idlt-listserv@lists.siue.edu](mailto:idlt-listserv@lists.siue.edu).

### ***NETWORK WITH OTHER GRADUATE STUDENTS AND FACULTY***

A large amount of your work during your graduate program will require you to collaborate with other students in the IT program. The better you know them, the more productive and successful you are likely to be as a student in the IT program.

Networking with others is important for another reason: The person sitting next to you in a class today may be the director of training and development at a large corporation who will be hiring twenty instructional designers in the next five years. Perhaps the person sitting in front of you in class will be a principal at a well-respected high school in two years. Your potential in the job market after you finish your degree may depend on your willingness to network now.

### ***GET TO KNOW YOUR ADVISOR AND MEMBERS OF YOUR ADVISORY COMMITTEE***

When you received your letter of acceptance to the IT program, you were assigned an advisory committee of three faculty members. The faculty member listed first in the letter is your advisor. Your advisor can be a valuable resource in helping you understand the IT program. Your advisor also can be a valuable counselor who can help you determine your own goals so that you will be able to make decisions that will best advance your career. So, get to know your advisor.

Advisors can only be helpful, though, if they know that you exist and are interested in their help. You always can make an appointment with your advisor if you think one would be helpful; at a minimum, introduce yourself to your advisor through a short e-mail. You can find faculty members' e-mail addresses at [www.siue.edu/education/edld/faculty.shtml](http://www.siue.edu/education/edld/faculty.shtml). Your advisor wants to get to know your career goals and your reasons for entering the program.

If you learn that your advisor will not be available for a significant length of time (due to sabbatical or illness, for example), the second faculty member on your advisory committee becomes your advisor. Therefore, you also might want to introduce yourself to your other advisory committee members. You will be working with these faculty members as you put together your juried portfolios (see chapter 3 of this handbook).

## ***CHECKLIST FOR YOU AS YOU ENTER THE PROGRAM***

Make sure that you . . . .

- Establish a file of personal records about your status in the program.
- Complete a “Graduate Student Request Form” if you are trying to transfer into the program courses that you took at another university or courses that you completed at SIUE prior to being admitted to our program. (You can only transfer in a maximum of 12 hours, and these transfers must be in accordance with the *SIUE Graduate Catalog* and program requirements.) Graduate Student Request Forms are located under the “forms” link on the Graduate School’s website: [www.siu.edu/graduate/](http://www.siu.edu/graduate/).
- Read the Graduate Catalog for information regarding graduate programs.
- Read through this handbook to get an idea of where you are heading in the program.
- Obtain an E-ID.
- Join the program listserv.
- Contact your advisor to begin the process of registering for your first semester of classes. Your advisor will give you a Personal Identification Number (PIN) that you will need when registering.

## ***CHAPTER 2: WHAT SHOULD YOU CONSIDER WHILE CHOOSING PROGRAM-AREA OPTIONS AND SELECTING COURSES?***

This chapter has several purposes. First, this chapter provides an overview of each option within the IT program. These overviews should help you decide what option best fits your needs. Second, this chapter provides some guidelines for helping you select courses that you need to take. Third, at the end of this chapter, you will find a planning sheet for each program-area option. These planning sheets can serve as job aids to help you decide which courses you should take and the order in which you should take them. (A graphical form of this job aid can be found at the following website: [www.siue.edu/education/edld/it/outline.shtml](http://www.siue.edu/education/edld/it/outline.shtml).)

### ***OVERVIEW OF EACH PROGRAM-AREA OPTION***

Within the Instructional Technology Program, four options are available for complete Master's degrees. In addition, the program offers a Post-Baccalaureate certificate in web-based learning. Below is an overview of each option and the certificate, including an explanation of the type of career each option will afford you and a description of each option's coursework.

#### ***EDUCATIONAL TECHNOLOGIES***

Information, communication, and productivity technologies are transforming K-12 education as they are transforming our world. Effective integration of media in education requires a thorough understanding of Educational Technologies (ET).

***WHAT CAN YOU DO WITH AN OPTION IN ET?*** The option in ET is designed for educational professionals who want to learn how to integrate current and emerging technologies into K-12 settings to enhance student learning. Professionals who select this option will learn how to create authentic, media-rich learning experiences. If you want to integrate your K-12 classroom with computers, hand-held devices, the Internet, or other media-rich tools or if you are considering becoming a technology coordinator for a school or a school district, then this option will be valuable to you.

***WHAT TYPE OF COURSES WILL YOU TAKE?*** Courses emphasize the application of current and future learning technologies, and the coursework is designed to meet the Illinois State Board of Education Technology Specialist requirements. If you select this option you will learn how to design and develop effective materials and experiences for K-12 students, as well as how to evaluate hardware, software, and facilities.

#### ***INSTRUCTIONAL DESIGN & PERFORMANCE IMPROVEMENT***

Professionals in IT often are called upon to solve training and human performance problems. If you want to be one of these professionals, you should consider an option in Instructional Design and Performance Improvement (ID&PI). Carefully analyzing environments and implementing

strategies for solving problems can improve an organization's productivity and financial bottom line.

***WHAT CAN YOU DO WITH AN OPTION IN ID&PI?*** An option in ID&PI will prepare you for careers in businesses, corporations, hospitals, and other organizations. For example, accounting firms often hire instructional designers, and manufacturing firms often employ performance improvement specialists. You also will be prepared to work as a technologist in the instructional support centers of colleges, universities, and other educational institutions. Special education teachers in K-12 schools often say that an ID&PI option improves their skills in designing Individualized Educational Plans. Many professionals with an emphasis in ID&PI are involved in the design and development of online learning programs, as well.

***WHAT TYPE OF COURSEWORK WILL YOU TAKE?*** You will take courses that emphasize the systematic design of instruction and the creation and implementation of performance improvement initiatives. These courses emphasize both technology and media. Your coursework also may focus on the design and development of online learning and other performance improvement strategies.

### ***INTERACTIVE MULTIMEDIA TECHNOLOGIES***

Are you interested in learning about the design and development of interactive multimedia tutorials or simulations? Do you like the thought of creating three-dimensional animation? Do you want to design World Wide Web sites that promote interactive learning experiences? If so, then perhaps the Interactive Multimedia Technologies (IMT) option is for you.

***WHAT CAN YOU DO WITH AN OPTION IN IMT?*** By earning an option in IMT, you will be preparing for careers with publishing and production companies, consulting firms, and other organizations that produce engaging multimedia applications. Also, teachers in both K-12 and college classrooms might benefit from the IMT option. Imagine being able to design multimedia-based environments that help students experience the ways that erosion can change landscapes, understand how action verbs can make a text more readable, or solve quadratic equations.

***WHAT TYPE OF COURSEWORK WILL YOU TAKE?*** Course work focuses on theories and methods for designing compelling user experiences, skills in using multimedia tools, and project management strategies. Your coursework also will focus on real world applications; you will be involved in creating dynamic computer-based learning environments.

### ***LIBRARY INFORMATION SPECIALIST***

The role of libraries has changed radically in the Information Age. Contributing to student learning through the Library Information Specialist (LIS) option requires a thorough understanding of resources and library-based research.

**WHAT CAN YOU DO WITH AN OPTION IN LIS?** You can be a school media specialist working within a library. If you want to learn how to assist students and teachers with library-based research, then this option will be useful to you.

**WHAT TYPE OF COURSEWORK WILL YOU TAKE?** Those of you who earn the LIS option will take courses in the areas of literacy skills and library systems. The coursework is designed to meet the requirements for the ISBE's Library Information Specialist endorsement.

### ***POST-BACCALAUREATE CERTIFICATE IN WEB-BASED LEARNING***

Are you interested in creating teaching and learning environments through the World Wide Web? Both private industry and educational institutions search for professionals who know how to design and deliver learning via the web. You can prepare to be one of those professionals.

**WHAT CAN YOU DO WITH THE POST-BACCALAUREATE CERTIFICATE?** You will be qualified to design and develop online courses in a variety of settings.

**WHAT TYPE OF COURSEWORK WILL YOU TAKE?** Coursework combines instructional design skills with multi-media development skills. Coursework also focuses on the theories for designing compelling online user experiences.

## ***UNDERSTANDING AND CHOOSING COURSES***

Each semester, you will contact your advisor to receive a personal identification number (PIN) that will allow you to register for courses. Your PIN changes each semester. This semesterly-change is purposeful—to make sure that you and your advisor are communicating about your status in the program.

As you can see from the program planning sheets located at the end of this chapter, not only are individual courses outlined for you, but also a plan for the order in which these courses should be taken is outlined, as well. You may be wondering about the content of each course; reading course descriptions from the graduate school catalog can help. Course descriptions can be found at [www.siu.edu/graduate/catalog/ch3/it.shtml](http://www.siu.edu/graduate/catalog/ch3/it.shtml).

### ***THE NATURE OF IT COURSES***

IT courses are hybrid in format. This means that they combine face-to-face class meetings with online assignments and activities. The individual professor has discretion regarding how often the class should meet in classrooms or through synchronous communication tools (such as chat). Most every class meets at least once near the start of a semester. Some classes meet additional times, while others do not meet again in a face-to-face format.

### ***THE NATURE OF CORE COURSES***

There are three categories of courses that constitute the School of Education Core. You will find a few sections of these courses that are designated as online or hybrid courses. Most often, though, the Core courses meet face-to-face once per week:

- Educational Psychology (EPFR 515)
- Educational Research (EPFR 501)
- Analysis of Educational Issues: Philosophy/History (EPFR 520) OR Socio Culture (EPFR 521)

These courses are required for completion of the Instructional Technology Master's degree. They are not required for the Post-Baccalaureate Certificate in Web-based learning. These courses will help build solid foundations in issues related to education, design, and training. Register early for these courses; because students across the School of Education must take them, these courses tend to fill up quickly.

### ***ELECTIVES***

Two of our emphases require electives. What electives should you take? In general, when you are selecting an elective, you should select courses that focus on the "How To's" of various software and multimedia. You are strongly encouraged to select from the following list: Video Production (IT450); Special Topics Courses (IT490 & IT590); Distance Education (IT540); and Developing Interactive Learning Environments (IT582). If there are certain tools or media that you want to use, you might pitch the idea to your advisor. If enough students want to learn a certain tool, it's possible that a special topics course (IT490 and IT590) could be created based on that tool. You also can use independent study hours to develop skills with various tools.

### ***THE DESIGN STUDIO / FIELD EXPERIENCES***

Design studios and field experiences are unique features of the Instructional Technology program at SIUE. If you are earning an emphasis in either Interactive Multimedia or Instructional Design & Performance Improvement, then you will enroll in three design studio experiences during your coursework. If you are earning an emphasis in Educational Technologies or Library Information Systems, you will enroll in three field experiences.

***DESIGN STUDIO.*** The studio model is used successfully in many fields to organize and manage creative activities that require extensive production, such as movies, television programs, music recording, architectural design, and the graphic arts. Studios support learning and skill development for students, such as in art, dance, music, drama, and creative writing. Studios are highly collaborative in nature, with many people interacting to share ideas and critique products as they are designed and developed. SIUE's design studio courses (IT596, IT597, and IT598) are built around the notion that effective learning occurs when people engage in design activities. The IT Design Studio exists as both a real and virtual "place" to be creative about the design of learning experiences, and to learn to use the "tools of the trade" through participation in real-world projects. It is also a place to collaborate and share ideas, and to help each other in various

supportive ways. Design Studio activities might include multimedia project development or the creation of other IT products. Regardless of the specific project, you will be expected to reflect on your own design processes, critique the work of others in professional ways, demonstrate your skills and competencies in using media, and serve as a project manager.

***FIELD EXPERIENCES.*** The field experience courses (IT 571, IT572, and IT573) are integral components of the program of studies for students earning the Educational Technologies and Library Information Systems Options. Field experiences will provide you with the opportunity to apply theory and content gained through course work as well as explore possible career options. The Field Experience instructor can provide suggestions for appropriate placements.

**PROGRAM PLANNING SHEET: EDUCATIONAL TECHNOLOGIES**

**PHASE #1**

**REQUIRED COURSES:** IT481 Computers in Education  
IT486 Web Design for Instruction  
IT500 Principles of Instructional Technology  
IT571 Design Studio #1 (Field Experience I)

**EXIT FROM PHASE #1:** Successful completion of (a) required courses and (b) Jury #1 Portfolio

**OPTIONS:**

- By the end of Phase #3 coursework, you must have completed the educational Core. You can take these courses during any phase of the program.

This Core consists of three courses: EPFR501 or 502 Research Methods or Qualitative Inquiry  
EPFR515 Educational Psychology  
EPFR 520 or 521 Analysis of Educational Issues

**PHASE #2**

**REQUIRED COURSES:** IT435 Producing Instructional Materials  
IT550 Emerging Technologies in Education  
IT560 Leadership in Educational Technology  
IT565 Managing Technology Resources for Education  
IT572 Design Studio #1 (Field Experience II)

**EXIT FROM PHASE #2:** Successful completion of (a) required courses and (b) Jury #2 Portfolio

**PHASE #3**

**REQUIRED COURSES:** IT 573 Design Studio #3 (Field Experience III)  
[Requires successful completion of design project or Thesis before credit is issued.]

**EXIT FROM PHASE #3:** Successful completion of (a) all courses and (b) semester-end symposium presentation

**PROGRAM PLANNING SHEET:  
INSTRUCTIONAL DESIGN AND PERFORMANCE IMPROVEMENT**

**PHASE #1**

**REQUIRED COURSES:** IT486 Web Design for Instruction  
IT500 Principles of Instructional Technology  
IT510 Instructional Systems Design  
IT596 Design Studio #1 (Field Experience I)

**OPTIONS:**

- By the end of Phase #3 coursework, you must have completed the educational Core. You can take these courses during any phase of the program.

This Core consists of three courses: EPFR501 or 502 Research Methods or Qualitative Inquiry  
EPFR515 Educational Psychology  
EPFR 520 or 521 Analysis of Educational Issues

**EXIT FROM PHASE #1:** Successful completion of (a) required courses and (b) Jury #1 Portfolio

**PHASE #2**

**REQUIRED COURSES:** IT520 Performance Technology  
IT530 Managing Instructional Development  
IT597 Design Studio #2 (Field Experience II)

**OPTIONS:**

- By the end of your Phase #2 coursework, you must have completed six hours of electives. These six hours must be taken after IT486, IT500, and IT510.  
[Strongly Recommended: Interactive Learning Environments (IT580)]

**EXIT FROM PHASE #2:** Successful completion of (a) required courses and (b) Jury #2 Portfolio

**PHASE #3**

**REQUIRED COURSES:** IT 598 OR IT599 Design Studio #3 (Design Project or Thesis)  
[Requires successful completion of design project or Thesis before credit is issued.]

**EXIT FROM PHASE #3:** Successful completion of (a) all courses and (b) semester-end symposium presentation

## ***PROGRAM PLANNING SHEET: INTERACTIVE MULTIMEDIA TECHNOLOGIES***

### ***PHASE #1***

***REQUIRED COURSES:*** IT486 Web Design for Instruction  
IT500 Principles of Instructional Technology  
IT580 Design of Interactive Learning Environments  
IT596 Design Studio #1 (Field Experience I)

***OPTIONS:***

- By the end of Phase #3 coursework, you must have completed the educational Core. You can take these courses during any phase of the program.

This Core consists of three courses: EPFR501 or 502 Research Methods or Qualitative Inquiry  
EPFR515 Educational Psychology  
EPFR 520 or 521 Analysis of Educational Issues

***EXIT FROM PHASE #1:*** Successful completion of (a) required courses and (b) Jury #1 Portfolio

### ***PHASE #2***

Required Courses: IT430 Computer-Based Publishing and Instruction  
IT510 Instructional Systems Design  
IT530 Managing Instructional Development  
IT597 Design Studio #2 (Field Experience II)

***OPTIONS:***

- By the end of your Phase #2 coursework, you must have completed three hours of electives. These three hours must be taken after IT486, IT500, and IT510.

***EXIT FROM PHASE #2:*** Successful completion of (a) required courses and (b) Jury #2 Portfolio

### ***PHASE #3***

***REQUIRED COURSES:*** IT 598 OR IT599 Design Studio #3 (Design Project or Thesis)  
[Requires successful completion of design project or Thesis before credit is issued.]

***EXIT FROM PHASE #3:*** Successful completion of (a) all courses and (b) semester-end symposium presentation

**PROGRAM PLANNING SHEET: LIBRARY INFORMATION SPECIALIST**

**PHASE #1**

**REQUIRED COURSES:** IT 442 Media Selection  
IT 443 Instructional Media for Children  
IT 481 Computers in Education  
IT 500 Principles of Instructional Technology  
IT 571 Design Studio #1 (Field Experience I)

**OPTIONS:**

- By the end of Phase #3 coursework, you must have completed the educational Core. You can take these courses during any phase of the program.

This Core consists of three courses: EPFR501 or 502 Research Methods or Qualitative Inquiry  
EPFR515 Educational Psychology  
EPFR 520 or 521 Analysis of Educational Issues

**EXIT FROM PHASE #1:** Successful completion of (a) required courses and (b) Jury #1 Portfolio

**PHASE #2**

**REQUIRED COURSES:** IT542 Advanced Reference  
IT448 Introduction to Cataloging and Classification  
IT560 Leadership in Educational Technology  
IT572 Design Studio #2 (Field Experience II)

**EXIT FROM PHASE #2:** Successful completion of (a) required courses and (b) Jury #2 Portfolio

**PHASE #3**

**REQUIRED COURSES:** IT 573 Design Studio #3 (Field Experience III)  
[Requires successful completion of design project or Thesis before credit is issued.]

**EXIT FROM PHASE #3:** Successful completion of (a) all courses and (b) semester-end symposium presentation

***PROGRAM PLANNING SHEET:  
POST BACCALAUREATE CERTIFICATE IN WEB-BASED LEARNING CERTIFICATE***

***REQUIRED COURSES***

Principles of Instructional Technology (IT 500)

Instructional Systems Design (IT 510)

Performance Technology (IT 520)

Managing Instructional Development (IT 530)

Distance Education (IT 540)

Design of Interactive Learning Environments (IT 580)

## ***CHAPTER 3: WHAT ARE JURIES AND THE SYMPOSIUM? HOW DO YOU PREPARE FOR THEM?***

For those who are pursuing the Master's in the Instructional Technology (IT) program, you will participate in two juries and a symposium presentation. *Juries* involve the processes of developing an online portfolio and submitting the portfolio to faculty members for assessment. The symposium involves a process of developing and delivering a presentation about your final project.

This chapter provides you with details about the juries and symposium. As you read this chapter, you should recognize two broad ideas that run as a theme throughout the chapter. First, juries are exit requirements from the program, not assignments within individual courses. This chapter will note that juries and the symposium are listed as requirements in specific course syllabi; but, this was done to identify exactly when each jury should take place within your program of study. In short, to continually guide you toward graduation. The juries and the symposium should represent your thinking about your achievements in the program more holistically—how all the courses fit together in your mind to create a substantive learning experience.

The second theme that will run throughout this chapter is related to process. As this chapter describes juries and the symposium, you will see that you are not alone to complete the process. Your advisor is a valuable resource throughout the process. Specifically, your advisor will serve as a teacher, counselor, and critic. Your advisor will review drafts of your jury portfolio and guide you as you prepare for your symposium presentation. Your advisor will help you determine when you should submit your juries to your review committee and when you are ready for the symposium presentation. A large part of your learning will occur through the interaction with your advisor.

So far, this chapter has provided you with a broad overview of juries and the symposium. The remainder of this chapter will guide you through the specifics of each jury and the symposium.

### ***JURY #1***

Jury #1 is listed as a completion requirement for your first field experience (IT571 for those in the Educational Technologies and Library Information Specialist options) or for your first design studio (IT596 for those in the Interactive Multimedia and Instructional Design and Performance Improvement options). The connection to these courses is for timing purposes—as a reminder to you that you should begin the Jury #1 process. As you read this section, you will see that your portfolio for Jury #1 should be based on a variety of courses that you have taken.

This section will provide you with needed information about Jury #1. Specifically, you will learn about the Jury #1 portfolio. You also will learn about the process of completing Jury #1.

## ***JURY #1 PORTFOLIO: GOALS & CONTENT***

You will create a web-based *portfolio*. The portfolio is a website, typically located at your university-provided web space, which provides you with 10 megs of space. However, other options exist: You could consider housing your portfolio on a social networking site or as a blog. You also have the option of using the Instructional Technology server. Using that server might be particularly useful, if some of your electronic products are too large for your SIUE web space. Your advisor can give you more information about how to access the Instructional Technology server.

The audience for your portfolio is the faculty members of the IT program, though a secondary audience for your portfolio might be other graduate students in the IT program. All of the content within your portfolio serves as an argument from you to the faculty members of the IT program that you are meeting the program goals. Specifically, your portfolio should provide evidence that you . . .

- understand various theories and concepts that inform the practice of IT.
- employ appropriate approaches for envisioning, designing, producing, and evaluating a variety of design projects.
- demonstrate critical, reflective, and metacognitive thinking.
- contribute productively to group-based design projects.
- demonstrate a plan for continued professional development.

These goals initially may seem difficult to understand. Notice, though, that these goals are the basis of the jury guide that faculty members will use to assess your portfolio. The jury guide includes a description of each goal and criteria for meeting each goal. The jury guide is located under “Student Resources” on the Department of Educational Leadership’s website. It can be found at the following address: [www.siu.edu/education/edld/it/pdf/jury\\_guide\\_11.pdf](http://www.siu.edu/education/edld/it/pdf/jury_guide_11.pdf).

Importantly, you should recognize that these goals are not referring to your achievement within a single course. After all, individual professors have already assessed your achievement within a single course. Rather, your portfolio should discuss the ways that you have met these goals across courses. No goal should be discussed within the confines of any single course.

You should find an organization that best uses your narratives as a discussion of your progress toward becoming an “expert” with each goal. Certainly, in determining the organization of your portfolio, you must consider usability. Make it easy for your audience to navigate and find needed information. Regardless of how you organize your Jury #1 portfolio, though, you should include the following elements:

***NARRATIVE(S)***. The heart of your portfolio will be your narratives (or a single narrative). The narratives are defenses, discussions, explanations, and reflections that serve as an argument from you to the faculty members in the IT program. Namely, you are arguing that you are moving toward proficiency in meeting the above-listed program goals. Your narratives should include links to your supporting artifacts, and the content of your narratives should refer specifically and directly to those artifacts in ways that demonstrate how the artifact has helped you achieve a goal. It is this specificity and directness that makes narratives the most effective. Notice how the

following example weaves together supporting artifacts, language from the jury guide (in this case about goal #1), and the student's experiences within the program.

One concept that I have embraced within this program is the idea of using media as a tool, not as a delivery device. This concept relates to my coursework within IT481, as the NTeQ model promotes the idea of computers as tools. This concept also relates to the media/method debate (Clark and Kozma) that I considered as a part of my coursework in IT500. I used these theories within my design practices. Specifically, consider this link to a project that I completed in IT486. Within this artifact, I note on page 4, paragraph three that my students will use Microsoft Excel to input data, create a graph, and analyze the results of their data collection. While Kozma might be disappointed because I bypassed opportunities for allowing students to allow computers to shape the way that they learn, this application would be pleasing to Morrison and Lowther because I employed the NTeQ model and required students to use the computer to support their problem-solving efforts.”

**SUPPORTING ARTIFACTS.** To support the arguments that you make within your narrative, you will include a collection of carefully-selected artifacts from your various courses. The artifacts serve the purpose of providing evidence and support for the claims that you make within your narratives. Artifacts can come in many forms, including (but not limited to) work that you've produced within a course, email exchanges with classmates or professors, and discussion board conversations in which you participated. While artifacts are important, they serve only as support for your narratives. You should not assume that simply including an artifact is sufficient for helping your audience understand the degree to which you've met a goal. (In fact, some faculty members never even open your artifacts; they just read your narratives.)

**COURSE DESIGN AND DEVELOPMENT PROJECT.** In many of your courses (e.g., IT481, IT510, or IT580), you will have to complete major design and development projects. A course design or development project is one required artifact within your portfolio. Your narratives should discuss that project, and you should include the project itself, documentation supporting the design/development, and/or documentation of the management of the project. If the project is something that cannot be included in your portfolio (a 3-D object, for example), you can offer an executive summary, photographs, video, or other written documentation.

### ***JURY #1: PROCESS***

You should begin compiling items for your portfolio while you are taking Phase #1 coursework. Some students find it helpful to keep a flexible folder of documents that you might want to scan and include; you also might consider starting a folder on your desktop that you call “My Portfolio.” (Back up that folder regularly and multiple times. Computers die.) Getting organized during your Phase #1 coursework will allow you to be more efficient in creating your portfolio.

Early in your coursework (and certainly at the start of IT571 or IT596) you should begin writing your narratives and developing your portfolio. During this process, you should regularly read and use the jury guide.

To help you develop strong narratives, you might consider forming peer-editing relationships with other students in the IT program. For example, you could upload drafts of your portfolio for others to view and critique. Both the jury guide and your graduate-student colleagues should serve as a valuable part of the process.

As you write your narratives and develop your portfolio, you should consult with your advisor. Ask questions of your advisor when you hit stumbling blocks, need clarification, or want advice. You can rightly expect that your advisor will be willing to review drafts of narratives and provide you with feedback. Some advisors may be comfortable doing this through electronic communications, while other advisors may require phone calls or face-to-face meetings. Regardless of the specific approach that your advisor takes, you should view your advisor as a teacher and counselor within this process.

In fact, not involving your advisor in the process can slow down your process toward graduation. Your advisor has a responsibility to not move your jury #1 portfolio forward to other faculty members until she/he agrees that you have met a standard of “beginning” for each goal. That is, your advisor will not allow you to leave any goal as “unaddressed.”

Once you and your advisor are convinced that your portfolio has met at least a standard of “beginning” for each of the goals, your advisor will either send your portfolio to the rest of your advisory committee or ask *you* to send your portfolio to the rest of your advisory committee. (Your advisory committee members are listed on the acceptance letter that you received when you were admitted into the program.)

Within two weeks of the fall and spring semester (not including week-long breaks, such as Spring Break and Thanksgiving) or three weeks of a summer semester (some faculty members are not under contract with the university during parts of the summer), your advisory committee will assess your portfolio using the jury guide. While some of this feedback might be based on qualities of your portfolio, such as professionalism and usability, most of the feedback that you receive will directly address the degree to which you have provided evidence of meeting program goals.

Jury #1 is complete when your advisory committee agrees that you have at least addressed each program goal—you meet a standard of “beginning.” If a faculty member feels that one of your goals is “not addressed,” you will be asked to revise the narratives and/or artifacts related to that goal.

## ***JURY #2***

Jury #2 is listed as a completion requirement for your second field experience (IT572 for those in the Educational Technologies and Library Information Specialist options) or for your second design studio (IT597 for those in the Interactive Multimedia and Instructional Design and Performance Improvement options). The connection to these courses is for timing purposes—as a reminder to you that you must complete Jury #2 as a pre-requisite to your IT symposium

presentation (discussed later in this section) and graduation. You should diligently consider the timeline for completing this jury in light of intended graduation dates. It is your responsibility to stay on schedule, and not staying on schedule can delay your graduation date. (See Chapter 4 of this handbook to get a snapshot of this timeline.)

### ***JURY #2: PORTFOLIO CONTENT***

Do not think of your portfolio for Jury #2 as a different portfolio from what you submitted as Jury #1. That is, the ultimate point of the Jury #2 portfolio is the same as the Jury #1 portfolio—to address the program goals. You should think of your Jury #2 portfolio as *expanded and broader in scope*.

Because you will have received feedback from faculty members that was very specific to your Jury #1 portfolio, portfolios for Jury #2 will vary more widely from student to student than did portfolios for Jury #1. In considering the content that you should include in Jury #2, it is of utmost importance for you to consider the feedback that you received from faculty members on Jury #1. This feedback can serve as a starting point for expanding and broadening your portfolio.

Jury #2 should go beyond simply making those revisions, though. Your Jury #2 narratives (and thus your supporting artifacts) should contain clear references to coursework that you have taken since Jury #1. Furthermore, your Jury #2 should be *improved in quality*. You will see that in order to pass Jury #2, you must meet a higher standard than you had to meet on Jury #1.

### ***JURY #2: PROCESS***

It is your responsibility to develop your Jury #2 portfolio on time. To not meet this responsibility is to risk your graduation date. As soon as you receive feedback on Jury #1, you should begin revising, planning, and consulting with your advisor toward the goal of completing Jury #2.

As with Jury #1, you should consult regularly with your advisor. You will likely find, in fact, that in order to complete Jury #2 successfully, you will have to engage in a more iterative and cyclical process with your advisor. After all, the standard for a successful Jury #2 is higher than the standard for a successful Jury #1. Thus, the process might necessarily require more deliberations. Furthermore, because you are using feedback from other faculty members to improve your portfolio, you may need to set up meetings with your advisor and other committee members to clarify feedback and/or request guidance. During this process, your advisor has the right (and, indeed, the responsibility) to ask you to revise as many times as necessary *before* your Jury #2 portfolio is forwarded to the rest of your advisory committee. In Jury #2, your advisor's role shifts toward being a counselor and critic. If your advisor does not believe that you have demonstrated proficiency in each goal, then she/he would be remiss to allow you to send your portfolio forward to your committee.

Once your advisor has approved your portfolio, she/he will either forward your portfolio to your advisory committee (or ask you to forward it to your advisory committee). As with Jury #1, your

committee will respond within an appropriate time (two weeks of classes during a fall or spring semester and three weeks of classes during a summer semester). In Jury #1, your committee was more focused on providing you with useful feedback that would prompt revision; in Jury #2, your committee members will focus more on providing you a summative judgment about the quality of your portfolio in light of the program goals and rubric descriptions. If faculty members do not rate you as at least “proficient” in each goal, that faculty member will provide you with feedback that will guide you in revising.

Jury #2 is complete when, on average, your advisory committee agrees that you have met a standard of proficient for each program goal. If the advisory committee feels that you have not met that standard, you will be asked to revise before Jury #2 is considered complete. Successfully completing Jury #2 is a prerequisite to having discussions with your advisor about your symposium presentation.

### ***SYMPOSIUM PRESENTATION***

Once you have successfully completed Jury #2, you will enroll in your final field experience (IT573), final design studio (IT598), or your thesis (IT599). Within that course, you will complete a final project. Your symposium presentation will share your final project to an audience of IT professors and graduate students.

This section of the handbook tells you about the process of preparing for your symposium presentation and the logistics of presenting at the symposium. You should clearly see that your advisor must approve your presentation plan as a prerequisite to you being allowed to present at the symposium; presenting at the symposium is a prerequisite for degree completion. Both the process of preparing to present and the presentation itself provide you with opportunities to demonstrate communication skills that are a necessary part of the IT profession.

### ***SYMPOSIUM PREPARATION PROCESS***

You should begin preparing for the symposium while you are working on your final project. In fact, once you have a project idea and a plan, you might consider contacting your advisor to begin discussions about your symposium presentation.

Though your advisor will be evaluating the ideas that you will present, your advisor also can serve as a useful sounding board for you as you plan the presentation. Think of your advisor as a trusted colleague who is interested in hearing about your experiences within the program and how you will address those experiences within your symposium presentation.

Before your advisor will schedule your symposium presentation, she/he must ensure your presentation will address the following questions:

- How did you address the life cycle of your project?
- What connections have you made from your final exit experience back to prior course content, projects, theories, etc.?

- What critical critique have you offered about your own final project both in terms of its strengths and its weaknesses?

Sometimes several meetings, phone calls, and/or email exchanges are necessary in order to allow your advisor to completely understand your answers to the above questions; so, do not wait until late in the semester during which you hope to present to begin working with your advisor. Once you have addressed the above-listed criteria questions sufficiently, your advisor will schedule you to present at the symposium.

### ***SYMPOSIUM PRESENTATION***

The symposium occurs during the final exam week of the spring and fall semesters. It occurs during the last week of summer classes during the summer semester. All IT students are expected to attend the symposium.

Each student will have approximately fifteen minutes to present his/her project. The presentations will be followed by feedback from IT professors and students. Often, one of the IT professors will moderate the feedback session to ensure that both positive feedback and critical analysis of the presentation and project are offered.

Faculty members will assess the presentation. Part of the assessment simply involves the faculty members considering the degree to which you made a professional presentation. Professional presentations are ones that meet the following criteria:

- Was your presentation organized?
- Were your supporting materials appropriate and well-done (which includes a consideration of grammar, spelling, and so forth)?
- Were you able to articulate your ideas clearly?

Faculty members also will assess the content of your presentation. Specifically, the three bulleted criteria listed in the previous section of this chapter serve as presentation criteria. Of particular note is the criterion that asks you to offer a critical critique of your final project. Meeting the criterion of a critical critique requires you to address questions such as these:

- What worked well in your design and/or development and/or implementation?
- What could have been done better?
- What opportunities within this project did you seize upon or bypass? Why?
- What made the project problematic?
- Next time you are faced with a similar project, what will you do differently?

The morning following the symposium, presenters will receive an email from their advisors. This email will communicate the results of the symposium. (Make sure your advisor has your email address.) If, as a result of the presentation, you have not met the criteria, a follow-up meeting will be held later in that week to allow you to further elaborate. You are obligated either to attend that meeting or to know that your graduation might be delayed. The purpose of that

meeting would be to either give you a chance to better explain your project and offer a critical analysis or to develop a plan that will provide you with opportunity for meeting the project.

While the faculty of the Instructional Technology program fully values the symposium celebration, in some cases, a student may be allowed to make their presentation through alternative means. For example, international students who currently reside in other countries might present through audio and video conferencing.

## ***CHAPTER 4: WHAT FACTORS SHOULD YOU CONSIDER AS YOU MOVE TOWARD THE END OF YOUR MASTER'S DEGREE?***

The purpose of this chapter is to give you a suggested timeline as you think about moving toward graduation. Please note that holidays and university closure dates can affect your timeline. For example, many professors do not consider Spring Break as a week to be built into the timeline presented below.

The timeline presented here is “last minute.” You should work to get three or four weeks ahead of this timeline. That way, you’ll have some lag time if unforeseen events arise. Not adhering to these timelines can delay your graduation date. You will see that much of this chapter simply encourages proactive communication with your advisor and advisory committee. Different advisors have different approaches to the advising process, so you should communicate proactively and often with your advisor.

### ***NEXT TO LAST SEMESTER***

#### ***FIRST THREE WEEKS OF THE SEMESTER***

Communicate to your advisor your “hopeful” graduation date and initiate a conversation about how realistic that date may be. As a part of this communication, you should discuss your Jury #2 portfolio with your advisor.

#### ***WEEK 6 OF THE SEMESTER***

Aim to have your Jury #2 finished (which includes incorporating any feedback that you received from your advisor during the first three weeks of the semester).

#### ***WEEK 10 OF THE SEMESTER***

Your Jury #2 needs to be completely finished and ready to submit to your advisory committee.

### ***PRIOR TO FIRST DAY OF LAST SEMESTER***

If you and your advisor agree that the end-of-the-semester is a realistic time frame for you to complete all of your requirements, then apply for graduation with the Graduate School. For example, if you hope to graduate at the end of the spring semester (May Graduation), you should apply for graduation prior to the first day of spring classes (in January). It is very important that you observe this deadline for graduation applications. This deadline is set by the graduate school, not by Instructional Technology. Graduation applications can be downloaded from the graduate school’s website: <http://www.siu.edu/graduate/>. From this site, click on the “Forms” link.

## ***SEMESTER IN WHICH YOU INTEND TO GRADUATE***

### ***FIRST THREE WEEKS OF THE SEMESTER***

Communicate to your advisor about your symposium presentation. Part of this communication should include you suggesting to your advisor some “due dates” about when you will complete various aspects of your presentation. The rest of this section provides some tentative dates, but you should consider developing a more aggressive timeline with your advisor. Your advisor should be well aware of your intended deadlines for your presentation preparation, and you should make sure that you are communicating with your advisor as often as necessary.

### ***EIGHT WEEKS BEFORE HOPEFUL GRADUATION***

You should meet with your advisor to share what you perceive to be a final draft of your symposium presentation ideas. Before you submit these ideas, make sure you have addressed the symposium criteria questions as discussed in chapter 3 of this handbook.

### ***ONE WEEK BEFORE SYMPOSIUM NIGHT***

If you do not have confirmation from your advisor that she/he has scheduled you to present at the symposium, then ask your advisor for confirmation. Also, make sure that your advisor has your email address. S/he will need that address to send you the results of your symposium presentation assessment.

## ***SYMPOSIUM NIGHT***

You will present. Enjoy this moment; it should be celebration. See chapter 3 for more information about the symposium presentation. Feel free to arrive at the scheduled room ten or fifteen minutes early and prepare any materials that you may have, such as loading a PowerPoint presentation.

During your presentation, you also will complete the School of Educations’ “Graduate Student Evaluation Form.” Your comments and opinions expressed on this form will in no way impact whether or not you graduate.

## ***CHAPTER 5: FREQUENTLY ASKED QUESTIONS***

Below are numerous questions that faculty members are often asked by students in the IT program. We hope that the answers are useful to you as you move toward the completion of this degree program.

### ***WHAT COMPUTER LABS AND OTHER RESOURCES DO I HAVE ACCESS TO?***

Across campus, there are many labs to which all SIUE students have access. Four of those labs may be particularly convenient for IT students. Close to the Educational Leadership offices, for example, you will find a computer lab in room 1203 of Alumni Hall. Adjoining Alumni Hall is Founders Hall, which has two computer labs—one in room 0301 and another in 2301. There is also a computer lab in Lovejoy Library, room 0033.

Uniquely for students in the IT program, there are two labs. The first is in Alumni Hall, room 1314. There are often courses in this lab during the evenings, but it sometimes is empty and waiting for your use. The second is the Digital Media Zone (DMZ) in room 0408 of Founders Hall. The DMZ has computers, but it also houses a video production lab and audio recording and editing equipment. To use the DMZ, you should make arrangements with one of the IT faculty members.

### ***WHAT HAPPENS IF I DON'T FINISH ALL GRADUATION REQUIREMENTS ON TIME?***

Sometimes it does take longer than expected to finish all of the exit requirements for the program, which include finishing Jury #2; completing; and being approved to present during the symposium. If you do not finish all requirements during the semester in which you are enrolled in your final field experience (IT573), your final design studio (IT598), or your thesis (IT599), you will receive a grade of “DE,” which stands for “deferred.” Receiving a “DE” is a lot like receiving a grade of “Incomplete.”

After the semester in which you received the “DE,” you do not need to continue signing up for IT courses. Instead, you should sign up for UNIV500 in subsequent semesters. For a nominal fee, you will remain “enrolled” as a student in the program, which will keep your Internet benefits active and allow your advisor to work with you, even though you are not enrolled in program courses.

Once you finish all requirements for your degree, your grade will be changed from a “DE” to a “Satisfactory.”

## ***WHAT'S A GRADUATE STUDENT REQUEST FORM, WHERE CAN I FIND IT, AND HOW DO I USE IT?***

The Graduate Student Request Form is a general form that allows you to make official requests. For example, if you exceed the length of time normally allowed for completion of a Master's degree—six years—you can use the Graduate Student Request Form to ask for an extension. As discussed earlier in this student handbook, a Graduate Student Request Form can be used regarding requests to transfer courses into the IT program. The student request form is available under “Forms” on the Graduate School's website—[www.siu.edu/graduate](http://www.siu.edu/graduate).

## ***WHAT'S INACTIVE STATUS? HOW DID I BECOME INACTIVE? HOW DO I BECOME ACTIVE AGAIN?***

A student who is “inactive” is simply a student who has not enrolled in a course within the past three consecutive semesters—one calendar year. If you have not enrolled in a course for one year, then you must submit a new admission application and the accompanying application fee. Essentially, you are applying to the graduate school again. Once the graduate school considers you “active,” the IT program considers you to be active. You should note that once you become inactive, any documents—like your portfolio—that are saved on the university server are deleted. To avoid this problem, you can remain active by registering for UNIV500, even if you aren't actively taking program courses.

## ***WHAT CREDITS CAN I TRANSFER INTO THE PROGRAM?***

You can transfer into the IT program up to twelve hours of credit. The official guidelines for transferring courses in are discussed in the *SIUE Graduate Catalog*. For the sake of convenience, we offer a non-official explanation below. A variety of possible scenarios describe the transfer in of these hours. Consider the following:

- In chapter 2 of this handbook, you learned about electives. While you are encouraged to take IT courses as electives, electives might be graduate-level courses from other programs offered at SIUE. Electives might also be graduate-level courses that you have taken from other universities. You can transfer in a maximum of six hours of these electives.
- Perhaps you have taken courses from another university that are the equivalent of SIUE IT courses. If those courses were completed within six years prior to your graduation date, you can request that those courses be transferred into our program. You can transfer in a maximum of twelve hours of equivalent courses from another university.
- Perhaps you took a course at SIUE that is required for your IT degree, but you took it prior to being admitted into the IT program. You will need to get those courses transferred into the

program. You can transfer a maximum of twelve hours into the program once you have declared IT as your major.

Regardless of which scenario above describes your situation, you can only transfer into the program a total of twelve hours. You could *not*, for example, transfer in a total of fifteen hours, even if six hours of electives were from another university and nine hours of courses were taken at SIUE prior to being accepted into the IT program. Your advisor does have some approval over what courses can and cannot be transferred in, so work closely with your advisor on issues related to transfer.