

Department of
Instructional Technology

College of Education

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Professors *J. Nicholls Eastmond, Jr.*, theory and evaluation; *Andrew S. Gibbons*, instructional design, simulations; *Alan M. Hofmeister*, research; *M. David Merrill*, instructional design; *Barbara A. White*, distance education; **Professors Emeriti** *Don C. Smellie*, foundations; *Ron J. Thorkildsen*, research and interactive learning; *R. Kent Wood*, theory, foundations; **Associate Professors** *Mimi Recker*, cognitive modeling, interactive learning; *J. Steven Soulier*, message design, computer applications; *Linda L. Wolcott*, distance education, library media, and foundations; **Assistant Professors** *Joanne P. Bentley*, learning theory and evaluation; *David A. Wiley*, learning objects, instructional design theory; **Research Assistant Professor** *Charles G. Stoddard*, school library media, technology education; **Adjunct Instructors** *Val W. Dawson*, instructional development; *JaDene M. Demiston*, school library media; *Thomas M. Risk*, multimedia development; *Nathan M. Smith, Jr.*, computer applications; *Marilyn Taylor*, school library media; **Temporary Instructor** *Thomas B. Nickel*, distance education

Degrees offered: Master of Education (MEd), Master of Science (MS), Educational Specialist (EdS), Doctor of Philosophy (PhD) in Instructional Technology

Graduate specializations: *MEd*—Educational Technology, School Library Media Administration; *MS and EdS*—Instructional Technology; *PhD*—Instructional Technology

Undergraduate Programs

Objectives and Requirements

There is no major in instructional technology at the undergraduate level because of the need for those preparing in the field to have especially strong general education knowledge as well as depth in a specialized field of study. The minors include School Library Media or Multimedia Development. The objectives and requirements of these minors are as follows:

School Library Media Minor Objectives

1. Provides students with library media skills.
2. Prepares students to receive a Utah Library Media Certificate.
3. Prepares students for employment as a School Library Media Specialist.

School Library Media Minor Requirements

This minor is available only through distance education. Those persons wanting to certify for positions in the public schools must complete a teaching certificate and the prescribed School Library Media minor. A 2.7 grade point average is required for admission and certification as a school library media specialist at the bachelor's level. For detailed requirements, contact the department.

Multimedia Development Minor Objectives

1. Provides students with design skills.
2. Develops students' multimedia production skills.
3. Prepares students for employment in the multimedia field.

Multimedia Development Minor Requirements

Persons not seeking a public school position may elect the minor in Multimedia Development, in conjunction with a major in other fields. The Multimedia Development minor is especially appropriate for fields which require computer-based instruction, such as business, computer science, engineering, communications, and others. For detailed requirements, contact the department.

Graduate Programs

Instructional technology is a systematic way of designing, developing, implementing, and evaluating the processes of learning and teaching with specific objectives based on research in human learning and communication. It employs a combination of human and nonhuman resources to bring about more effective instruction. Instructional technology includes aspects of instructional design, product development, interactive learning technologies, multimedia, distance education, and library and information literacy. Each aspect of the field has unique contributions to make to the teaching-learning process.

The department offers specializations in Educational Technology, Information Technology and School Library Media Administration, Instructional Development for Training and Education, and Interactive Learning Technologies. A program emphasis in online learning communities in education and training is also offered.

Graduates are in demand in business and industrial settings, as well as in education, because of their preparation in training and instructional design. Admission to the graduate program is open to all students regardless of their undergraduate preparation.

Admission Requirements

See general admission requirements, pages 72-73. The MS and MEd admission requirements include a 3.0 GPA for the last 60 semester credits (90 quarter credits) and an MAT score or GRE verbal and quantitative scores at or above the 40th percentile. In addition, the department requires that those applying for the EdS program have a master's degree, and a score at or above the 40th percentile on the verbal/quantitative tests of the GRE or 46 percent or above on the MAT. Those applying for the PhD program must have GRE verbal and quantitative test scores at or above the 40th percentile. Demonstrated writing and computer proficiency is required of all applicants. A minimum score of 550 on the TOEFL is required for all prospective international students.

Applications for all degree programs must be submitted to the School of Graduate Studies by January 31. Space permitting, additional qualified candidates will be considered until the beginning of summer semester. Students who wish to be considered for financial aid must submit applications by March 15 for the coming academic year. All graduate students are expected to begin their programs in the fall semester.

Applicants for the EdS and PhD programs who do not hold a master's degree in Instructional Technology must complete additional course requirements.

No applications will be considered until all required information is received by the School of Graduate Studies.

Degree Programs

Master of Science (MS). This degree emphasizes instructional design and development, and prepares the graduate with skills to apply principles of instructional systems design to education and training. The program prepares instructional developers to take positions in corporate training programs in business and industry. It also leads to careers in public and higher education, development of interactive learning technologies, telecommunications, distance education, and adult education.

The MS degree is available to qualified students with bachelor's degrees from any field. Undergraduate students planning in advance for an MS in Instructional Technology should consider the department's Multimedia Development minor as part of their bachelor's program.

Master of Education (MEd). This master's program is only available through extension and distance education via EDNET (a two-way audio/video system). The MEd degree is a two-year cohort rotation (i.e., students proceed as a group through the two-year program). To be successful in this master's degree program, students should own or have access to a personal computer. They will also need an e-mail address and internet access in order to communicate with faculty members and other students in the program. Persons choosing the MEd have two specializations available: Educational Technology and School Library Media Administration.

The **Educational Technology** specialization is directed at public school educators and administrators who are interested in applying the principles of educational technology to the teaching/learning process. This specialization may lead to a position as a district-level or building-level educational technology specialist responsible for technology integration and in-service training related to computers and other technologies.

The **School Library Media Administration** specialization is directed at persons seeking employment in a school library media center. Students seeking this specialization must complete the

School Library Media minor (available only through extension and distance education) and apply for a Utah State Library Media Certificate. This specialization may lead to a position as a district-level or building-level school library media specialist (K-12). The library media specialist is prepared to apply principles of library and information technology to help students and teachers. The library media specialist also understands the effective use of learning resources in the teaching/learning process.

Educational Specialist Degree (EdS). The Educational Specialist degree is intended for students interested in acquiring advanced skills in instructional technology beyond those of the master's degree. This program involves coursework, independent study, practicum experiences, and a culminating experience. The degree requires a minimum of 30 credits beyond the master's degree, providing the master's degree was received in the instructional technology field. For students with a master's degree in a field other than instructional technology, a minimum of 40 credits is required.

Doctoral Degree (PhD). The doctor of philosophy degree emphasizes research and theory building in instructional design and development. The degree offers advanced preparation for graduates seeking a career in higher education, research centers, or corporate training and development.

Course Requirements. Course requirements for all degrees are dependent upon the area of emphasis and are individually planned by the student and the supervisory committee. For planning materials and program details, contact the department.

Financial Assistance. Fellowships, assistantships, and other financial support are available and awarded on a competitive basis. Apply through the department.

Instructional Technology Courses (InsT)

InsT 1000. Information Literacy. Designed to develop ability to locate, evaluate, and use information. Develops competencies needed for lifelong pursuits of information through the use of libraries and electronic resources. Includes preparation for University Studies computer information literacy examination. (3 cr) (F,Sp)

InsT 4010. Principles and Practices of Technology for Elementary Teachers. Integrated experience for pre-service elementary teachers to apply instructional design principles in their instruction. Hands-on experience using a wide variety of technological tools in practical learning environments. Application of technology as both process and product. Prerequisite: Admittance to teacher education. (3 cr) (F,Sp,Su)

InsT 4300. Clinical Experience in School Library Media. School library media clinical observation experience. Students involved in observing management and assisting in middle and secondary library media centers, arranged by department. Minimum of 40 hours of observation experience required. (1 cr) (Sp)

InsT 4910. Undergraduate Research and Creative Opportunity. Cooperative process of discovery, investigation, research, or creativity between faculty and one or more students. (1-3 cr) (F,Sp,Su) ®

InsT 5000 (d6060).¹ Foundations of Library Media Programs. Introduction to historical and philosophical foundations of library media programs for teachers, administrators, and media specialists. Examines role of library media programs in schools and their contributions to the curriculum. Taught off campus through Utah Education Network. (3 cr) (F)

InsT 5010 (d6110). Information Organization and Management. Explores functions of information technology including circulation, cataloging, automation tools, and technical services within school library media program. Also considers policies and techniques for facilitating access to information in a school library media center. Taught off campus through Utah Education Network. (3 cr) (F)

InsT 5020 (d6020). Collection Development. Focuses on building and maintaining collections for library media programs. Discusses policy development for selection, protecting intellectual freedom, and reviewing, evaluating, and maintaining materials in all formats. Evaluation of school library collections also investigated. Taught off campus through Utah Education Network. (3 cr) (Sp)

InsT 5030 (d6030). Information Access. Introduction to finding information and resources using print and electronic sources. Emphasizes reference services, knowledge of basic reference/information sources, and resource sharing; and teaching information retrieval strategies within a school library media program. Taught off campus through Utah Education Network. (3 cr) (Sp)

InsT 5040 (d6040). Library Media Center Administration. Includes study of organization, personnel, budgets, programs, and management of a library media center. Students define their role within a school setting and in relation to that of the principal and teachers. Prerequisite: InsT 5000/6060 or approval of instructor. Taught off campus through Utah Education Network. (3 cr) (Su or Arr)

InsT 5050 (d6050). Library Media Programs. Presents a wide variety of activities which are integral to a school library media program, including reading guidance, instructional development, curriculum development, media skill instruction, and information literacy. Prerequisite: InsT 5040/6040 or approval of instructor. Taught off campus through Utah Education Network. (3 cr) (Su or Arr)

InsT 5100 (d6100). Management and Maintenance of Information Technologies. Introductory course in basic operation of technology tools used in school setting. Includes operation of video equipment, video cameras, Internet sites, CD-ROM, satellite receiving equipment, computer scanners, computer networks, and computer presentation systems. Taught off campus through Utah Education Network. (1 cr) (Arr)

InsT 5190 (d6190). Library Media Practicum. Observation and guided field experience in a library media center under professional library media specialists and instructional technology professionals. Bridge of theory into practice for students seeking certification. This course is required for those having limited or no school library media experience, as evaluated by their faculty advisor. Prerequisites: InsT 5040/6040, 5050/6050; or approval of instructor. (1-6 cr) (F,Sp,Su) ®

InsT 5200. Principles and Practices of Technology for Secondary Teachers. Integrated experience for pre-service secondary teachers to apply instructional design principles in their instruction. Hands-on experience using a wide variety of technological tools in practical learning environments. Application of technology as both process and product. Prerequisite: Admittance to teacher education. (2 cr) (F,Sp)

***InsT 5210. Digital Audio-Video Production.** Fundamental theories and practice in camera and computer-based audio and video production, including recording, editing, and digitizing audio and video segments for education and training applications. (3 cr) (F,Su)

***InsT 5220. Computer-Based Instruction Authoring Using Toolbook.** Fundamentals of programming computer-based instruction using the Toolbook authoring system. Prerequisite: Basic computer competencies. (3 cr) (F,Su)

***InsT 5230. Instructional Graphic Production.** Fundamental practices of using the computer to design and produce a wide variety of instructional graphics and animations. (3 cr) (F,Su)

****InsT 5240. Producing Distance Education Resources.** Focuses on production of Internet-based instructional resources for use in distance, flexible, and open learning. (3 cr) (Sp,Su)

****InsT 5250. Computer-Based Instruction Authoring Using Authorware.** Fundamentals of programming computer-based instruction utilizing the Authorware authoring system. Prerequisite: Basic computer competencies. (3 cr) (Sp,Su)

InsT 5260. Learning and Applying HTML. Asynchronous on-line course, teaching web publishing using HTML (Hyper-Text Markup Language). Explores current web technologies and includes design and evaluation. (3 cr) (F,Sp,Su)

InsT 5270. Multimedia Special Topic Studio 1. Selected special topics related to the development of multimedia products for instruction and training. (3 cr) (F,Sp,Su) ®

InsT 5280. Multimedia Special Topic Studio 2. Selected special topics related to the development of multimedia products for instruction and training. (3 cr) (F,Sp,Su) ®

InsT 5300. Multimedia Production for Instruction and Training. Students use knowledge acquired in prerequisite courses to design, produce, and master a multimedia instructional product. Prerequisites: InsT 5210, 5220, 5230, 5240. (3 cr) (Sp)

InsT 5400. Computer Applications for Instruction and Training. Introduction to use of computer applications, with special emphasis on software used in instruction and training. (3 cr) (F,Sp,Su)

InsT 5520. Learning and Teaching at a Distance. Focuses on issues and methods of teaching and learning in distance education. Students develop strategies for effectively integrating technologies and facilitating learning at a distance. (3 cr) (Sp)

InsT 5550. Practicum in Distance Learning. Students demonstrate effective practice by applying instructional development principles for designing, implementing, and evaluating instruction for distant learners. Prerequisite: InsT 5520. (3 cr) (Su)

InsT 5600. Designing Instruction for Students At-Risk. Participants use information technologies for ongoing problem solving during and after the course. Competencies emphasized include the design, implementation, and evaluation of specific effective instructional practices appropriate for all students, and particularly for students at risk of academic failure. (1-4 cr) (F,Sp,Su) ®

InsT 5750. Instructional Technology Workshop. Special training and experience in latest concepts and innovations in instructional technology. Content changes to reflect most recent topics and problems facing the profession. (1-4 cr) (Su) ®

InsT 5900. Independent Study. Individually directed study and projects. Prerequisite: Departmental permission. (1-4 cr) (F,Sp,Su) ®

InsT 6000. Foundations of Instructional Technology. Considers the present, past, and future of instructional technology, while helping individual student to develop personal understanding of and orientation to the field. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (F)

InsT 6010. Technology and its Role in the Transformation of Education. Explores the critical role of educational technology as one tool in the transformation of education. Involves students in change-related projects in the local environment. Taught off-campus through EDNET. (1-3 cr) (F)

InsT 6020 (d5020). Collection Development. Focuses on building and maintaining collections for library media programs. Discusses policy development for selection, protecting intellectual freedom, and reviewing, evaluating, and maintaining materials in all formats. Evaluation of school library collections also investigated. Taught off campus through Utah Education Network. (3 cr) (Sp)

InsT 6030 (d5030). Information Access. Introduction to finding information and resources using print and electronic sources. Emphasizes reference services, knowledge of basic reference/information sources, and resource sharing; and teaching information retrieval strategies within a school library media program. Taught off campus through Utah Education Network. (3 cr) (Sp)

InsT 6040 (d5040). Library Media Center Administration. Includes study of organization, personnel, budgets, programs, and management of a library media center. Students define their role within a school setting and in relation to that of the principal and teachers. Prerequisite: InsT 6060/5000 or approval of instructor. Taught off campus through Utah Education Network. (3 cr) (Su or Arr)

InsT 6050 (d5050). Library Media Programs. Presents a wide variety of activities which are integral to a school library media program, including reading guidance, instructional development, curriculum development, media skill instruction, and information literacy. Prerequisite: InsT 6040/5040 or approval of instructor. Taught off campus through Utah Education Network. (3 cr) (Su or Arr)

InsT 6060 (d5000). Foundations of Library Media Programs. Introduction to historical and philosophical foundations of library media programs for teachers, administrators, and media specialists. Examines role of library media programs in schools and their contributions to the curriculum. Taught off campus through Utah Education Network. (3 cr) (F)

InsT 6100 (d5100). Management and Maintenance of Information Technologies. Introductory course in basic operation of technology tools used in school setting. Includes operation of video equipment, video cameras, Internet sites, CD-ROM, satellite receiving equipment, computer scanners, computer networks, and computer presentation systems. Taught off campus through Utah Education Network. (1 cr) (Arr)

InsT 6110 (d5010). Information Organization and Management. Explores functions of information technology including circulation, cataloging, automation tools, and technical services within school library media program. Also considers policies and techniques for facilitating access to information in a school library media center. Taught off campus through Utah Education Network. (3 cr) (F)

InsT 6150. Communication, Instruction, and the Learning Process. Examination of learning theory and communication theory, and their implications for instruction. Taught off-campus through EDNET. (3 cr) (Sp)

InsT 6190 (d5190). Library Media Practicum. Observation and guided field experience in a library media center under professional library media specialists and instructional technology professionals. Bridge of theory into practice for students seeking certification. This course is required for those having limited or no school library media experience, as evaluated by their faculty advisor. Prerequisites: InsT 6040/5040, 6050/5050; or approval of instructor. (1-6 cr) (F,Sp,Su) ®

****InsT 6210. Digital Video Disc Design and Production.** Fundamental theories and practice in the design and development of Digital Video Disc (DVD) based instructional resources (3 cr) (F,Su)

InsT 6240. Instructional Analysis. Introduces front-end analysis state of instructional design and development. Examines processes for conducting instructional needs assessment, audience analysis, learning environment analysis, and instructional task analysis. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (F)

InsT 6250. Instructional Design. Examines theory and practice of designing instruction. Emphasizes practical applications of design principles and techniques for creating instructional materials. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (F)

InsT 6260. Learning Theory. Detailed study of communication and learning theories as applied to the instructional design process. Examines principles and research upon which instructional design and instructional technology are based. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (F)

InsT 6270. Implementation and Management of Instruction. Focuses on techniques and methods for putting well-designed instruction and training into use in both traditional and nontraditional settings. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (Sp)

InsT 6280. Instructional Evaluation. Examines theories and implementation of both formative and summative evaluation of instruction. Includes expert and learner feedback, rapid prototyping, and cost analysis. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (Sp)

InsT 6300. Professional Development Seminar. Geared toward assisting master's students in completing their degrees. Provides continuity from the first semester and encourages continued professional development in the discipline. (1 cr) (F,Sp,Su)

InsT 6350. Instructional Design Process. Examines key techniques in design of instruction. Applies principles to specific design problems. Introduces techniques for

developing instructional products according to completed designs. Taught off-campus through EDNET. (3 cr) (F)

InsT 6360. Computers in Education for In-service Teachers. Introduction to microcomputer applications in education for in-service teachers. Includes hands-on experiences with range of software tools for design, production, and administration. Taught off-campus through EDNET. (3 cr) (Sp)

InsT 6370. Design and Development of Computer-Based Instruction. Overview of computer-based design issues, including interface/screen design, instructional strategy and interaction, and computer program logic. Includes hands-on experience with authoring systems. Taught off-campus through EDNET. (3 cr) (F)

InsT 6380. Distance Learning—K-12. Designed for classroom teachers. Discusses technologies and applications of distance education to elementary and secondary school settings. Focuses on instructional strategies for effective teaching and learning at a distance. Taught off-campus through EDNET. (3 cr) (Sp)

InsT 6390. Planning and Implementation for Technology. Principles and practice of implementing innovations into real-world settings and evaluating their effectiveness. Taught off-campus through EDNET. (3 cr) (Sp)

InsT 6400. Resources for Technology. Acquisition and management of resources for technological innovation: proposal writing, financing of technological change, management of technology resources, and conduct of resource-related projects. Taught off-campus through EDNET. (3 cr) (Sp)

InsT 6450. Instructional Development. Application of theory, principles, and practice of instructional technology to the design of instructional products. Prerequisite: Matriculation into Instructional Technology master's program. (2 cr) (F)

InsT 6460. Distance Education. Application of theory, principles, and practice, providing instruction to learners separated from the instructor by distance and/or time. Addresses characteristics, technologies, and current issues of distance education. (3 cr) (Sp)

InsT 6470. Performance Systems. Application of theory, principles, and practice of organizational systems and human competence in designing performance support systems, job aids, and just-in-time instruction. (3 cr) (F)

InsT 6480. Instructional Simulations. Application of theory, principles, and practice of instructional technology in designing model-centered experiential instruction. (3 cr) (F)

InsT 6490. Instructional Technology in Adult Education. Application of theory, principles, and practice of instructional technology in providing instruction to adult learners. (3 cr) (Sp)

InsT 6500. Instructional Development Tools. Detailed study of processes, tools, and techniques for guiding and aiding the instructional design process. Emphasizes tools for project management, analysis, and design. (3 cr) (Sp)

InsT 6510. Research and Evaluation in Instructional Technology. Detailed study of methodologies for needs assessment, product evaluation, validation, and research. Includes methodological models, data collection, and data interpretation for both formative and summative evaluation. (3 cr) (F)

InsT 6750. Instructional Technology Workshop. Special training and experience in the latest concepts and innovations in instructional technology. Content changes reflecting the most recent topics and problems facing the profession. (1-4 cr) (Su) ®

InsT 6770. Practicum in the Improvement of Instruction. A field-based program focused upon characteristics of effective teaching methodologies, teaching performance, curriculum decision making, value guidelines, and the characteristics of the learner. Taught on demand. (1-4 cr) ®

InsT 6780. Instructional Technology Programs. Designed primarily as an in-service experience for teachers, trainers, administrators, and instructional technology personnel to improve local programs and services. Taught on demand. (1-3 cr) ®

InsT 6790. Instructional Technology in Education and Training. Offered on request to instructional designers, teachers, administrators, and media personnel who

have special needs related to instructional technology and seek assistance in improving their local programs. (1-3 cr) ®

InsT 6800. Projects in Instructional Technology. Guided experience in design and development of instructional products. Includes project management. Prerequisite: InsT 6250 and matriculation into Instructional Technology master's program. (2 cr) (Sp) ®

InsT 6810. Research Seminar. Provides opportunity for exchange of ideas by Instructional Technology master's students pursuing a Plan A option. Includes discussion of publications and products. (1 cr) (F,Sp,Su) ®

InsT 6820. Instructional Technology Design and Development Studio 1. Provides students with opportunity to work in teams with clients and leaders in the field on cutting-edge design and development projects. Students should plan to spend at least 20 hours per week working on the assigned project. Prerequisite: InsT 6800. (6 cr) (F,Su) ®

InsT 6870. Current Issues Seminar. Allows exploration of new cutting-edge topics in the field. Topics vary and are announced the semester prior to registration. Topics may be theory or practice based. (1-3 cr) (arranged) ®

InsT 6900. Independent Study. Individually directed study and projects. Prerequisite: Departmental permission. (1-6 cr) (F,Sp,Su) ®

InsT 6910. Independent Research. Individually directed research. Prerequisite: Departmental permission. (1-6 cr) (F,Sp,Su) ®

InsT 6940. Internship. An on-site experience in which the student applies knowledge and skills in a work environment. Used as culminating experience for the MS, Plan C. (1-6 cr) (F,Sp,Su) ®

InsT 6960. Creative Project. Individual experience in instructional product development. May be used as the culminating experience for the MEd and MS Plan C. (1-6 cr) (F,Sp,Su) ®

InsT 6970. Thesis. Individual work in MS thesis and Plan B report writing with guidance and criticism. (1-6 cr) (F,Sp,Su) ®

InsT 6990. Continuing Graduate Advisement. Allows students access to faculty and facilities to complete graduate thesis, project, and papers. (1-8 cr) (F,Sp,Su) ®

InsT 7000. Pro-seminar I in Instructional Technology. Lectures and discussions on advanced topics in instructional technology and related disciplines. Required for Instructional Technology EdS and PhD students. (3 cr) (F)

InsT 7010. Pro-seminar II in Instructional Technology. Continuation of InsT 7000. Lectures and discussions on advanced topics in instructional technology and related disciplines. Required for Instructional Technology EdS and PhD students. Prerequisite: InsT 7000. (3 cr) (Sp)

InsT 7150. Advanced Seminar in Instructional Technology. In-depth study of various topics including learning theory, instructional design, instructional theory, instructional development tools, production techniques, and instructional applications

in different cultures. Specific topics for each semester will be announced. (3 cr) (F,Sp,Su) ®

***InsT 7200. Quantitative and Design Research in Instructional Technology.** Examines current trends, applications, methods, and research questions that are appropriate to the use of quantitative and design research within the field of instructional technology. (3 cr) (F)

InsT 7300. Qualitative and Interpretive Research in Instructional Technology. Examines current trends, applications, methods, and research questions that are appropriate to the use of qualitative and interpretive research within the field of instructional technology. (3 cr) (Sp)

InsT 7450. Internship in Program Evaluation. Experience in practical aspects of program evaluation through planned, supervised evaluation project. Participation must be approved by student's supervisory committee. (1-4 cr) (F,Sp,Su) ®

InsT 7460. Internship in Research. Experience in conducting research through planned, supervised evaluation project. Participation must be approved by student's supervisory committee. (1-4 cr) (F,Sp,Su) ®

InsT 7820. Practicum in Instructional Technology. Preparation of project funding proposal for submission to a funding agency. Enrollment limited to Instructional Technology EdS and PhD students only. (2 cr) (F,Sp,Su) ®

InsT 7870. Current Issues Seminar. Allows exploration of new cutting edge topics in the field. Topics vary and are announced the semester prior to registration. Topics may be theory or practice based. (1-3 cr) (arranged) ®

InsT 7900. Independent Study. Individually directed study and projects. Prerequisite: Departmental permission. (1-6 cr) (F,Sp,Su) ®

InsT 7910. Independent Research. Provides for individually directed research. Prerequisite: Departmental permission. (1-6 cr) (F,Sp,Su) ®

InsT 7920. College Teaching Seminar. Develops skills and knowledge necessary for college teaching. Activities are designed to help participants in a variety of areas, including instructional development and presentation skills development. (1-3 cr) (arranged)

InsT 7960. Practicum, Educational Specialist. Culminating project/externship in partial fulfillment of the Educational Specialist degree. (1-9 cr) (F,Sp,Su) ®

InsT 7970. Dissertation. Individual work on research problems in the PhD program. (1-18 cr) (F,Sp,Su) ®

InsT 7990. Continuing Graduate Advisement. Allows graduate students access to faculty and facilities to complete graduate dissertation. (1-9 cr) (F,Sp,Su) ®

*Taught 2002-2003.

**Taught 2003-2004.

¹Parenthetical numbers preceded by *d* indicate a *dual* listing.

® Repeatable for credit. Check with major department for limitations on number of credits that can be counted for graduation.