This handbook describes general requirements and options to be considered during completion of certificates and Master of Science degree programs of study in the Instructional Design, Development and Evaluation Department at Syracuse University. Exceptions to the processes outlined within this guide must be approved by an advisor in the IDD&E faculty. These guidelines apply to ALL students who have matriculated into the certificate or Master of Science programs as of August 2014.
The Syracuse University Compact*

We the students, faculty, staff, and administrators of Syracuse University will:

- support scholarly learning as the central mission of the University
- promote a culturally and socially diverse climate that supports the development of each member of our community
- uphold the highest ideals of personal and academic honesty, and
- maintain a safe and healthy environment for each member of our community.

In all aspects of university life, we will work together to reach these goals.

* Cited from http://students.syr.edu/judicial/docs/handbook.doc
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>i</td>
</tr>
<tr>
<td>PREFACE</td>
<td>iii</td>
</tr>
<tr>
<td>1. ADMISSIONS TO IDD&amp;E CERTIFICATE AND DEGREE PROGRAMS</td>
<td>1</td>
</tr>
<tr>
<td>2. MASTER STUDENT PROGRESS CHECKLIST</td>
<td>2</td>
</tr>
<tr>
<td>3. CERTIFICATES</td>
<td>4</td>
</tr>
<tr>
<td>Required Courses</td>
<td>5</td>
</tr>
<tr>
<td>Certificate of Educational Technology Course Requirements (15 credits)</td>
<td>5</td>
</tr>
<tr>
<td>Certificate of Professional Practice in Educational Technology (24 credits)</td>
<td>5</td>
</tr>
<tr>
<td>Certificate in Instructional Design Foundations (12 Credits)</td>
<td>5</td>
</tr>
<tr>
<td>4. MASTER’S PROGRAM OF STUDY PLAN – IDD&amp;E</td>
<td>6</td>
</tr>
<tr>
<td>Required (R) Core Courses</td>
<td>7</td>
</tr>
<tr>
<td>Other Requirement for graduating with an IDD&amp;E Master of Science degree</td>
<td>7</td>
</tr>
<tr>
<td>Course Waiver and/or Substitution Request Process</td>
<td>8</td>
</tr>
<tr>
<td>5. MASTER’S PROGRAM OF STUDY PLAN – MSIT (NYS Teacher Cert.)</td>
<td>9</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>10</td>
</tr>
<tr>
<td>6. IDD&amp;E MASTER’S PORTFOLIO REQUIREMENTS</td>
<td>11</td>
</tr>
<tr>
<td>Portfolio Definition and Purpose</td>
<td>11</td>
</tr>
<tr>
<td>Required Contents</td>
<td>11</td>
</tr>
<tr>
<td>Portfolio Submission and Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Tips for Creating Your IDD&amp;E Portfolio</td>
<td>14</td>
</tr>
<tr>
<td>7. ADDITIONAL IDD&amp;E INFORMATION</td>
<td>15</td>
</tr>
<tr>
<td>Student Works Policy</td>
<td>15</td>
</tr>
<tr>
<td>Class Recording Policy</td>
<td>15</td>
</tr>
<tr>
<td>SU Email Account</td>
<td>15</td>
</tr>
<tr>
<td>Travel Funding for IDD&amp;E Master’s Students</td>
<td>15</td>
</tr>
<tr>
<td>8. IDD&amp;E FACULTY AND STAFF</td>
<td>16</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>24</td>
</tr>
<tr>
<td>Appendix A. Certificate and Master’s Program of Study forms</td>
<td>25</td>
</tr>
<tr>
<td>Appendix B. Petition to the Faculty</td>
<td>27</td>
</tr>
<tr>
<td>Appendix C. Portfolio Cover Page &amp; Checklist (IDD&amp;E AND MSIT)</td>
<td>28</td>
</tr>
<tr>
<td>Appendix D. Guidelines for Creating /Evaluating Master’s Portfolio Scenario</td>
<td>30</td>
</tr>
<tr>
<td>Appendix E. Example Scenarios</td>
<td>31</td>
</tr>
<tr>
<td>Appendix F. Request for Master’s Exam or Portfolio Presentation</td>
<td>34</td>
</tr>
<tr>
<td>Appendix G. Instructional Designer Competencies references and MSIT Dispositions for Professional Educators</td>
<td>35</td>
</tr>
</tbody>
</table>
PREFACE

Congratulations! It is most likely that you are reading this handbook because you have been accepted into one of the IDD&E programs. Welcome. We hope this handbook is helpful.

The Instructional Design, Development and Evaluation Department (IDD&E) offers a variety of programs to help students develop the competencies required to identify and evaluate learning and performance problems and to design, develop, and implement appropriate instructional solutions to these problems. Students develop competencies to conduct instructional analysis, make appropriate design decision, develop instructional materials, implement and evaluate instructional programs, and assess learning. The curriculum includes courses that blend soft technologies (thinking models and theories, strategic planning, IDD&E processes, interpersonal communications, and software) and hard technologies. Through practical projects, students develop competencies to design, create, implement, and evaluate non-technology and technology-supported instructional solutions for a variety of educational and professional settings. Certificates are offered in educational technology and instructional design fundamentals; a Master of Science degree is offered in Instructional Technology for NYS K-12 professional certification, and Master of Science, Certificate of Advanced Studies, and Ph.D. degrees are offered in Instructional Design, Development and Evaluation.

IDD&E has high expectations for all pre-master certificate and master degree students whether they decide to pursue initial training in the basics of instructional design and educational technologies through our pre-master certificate programs or a Master of Science degree in Instructional Design, Development and Evaluation or Instructional Technology for K-12 environments. Our three pre-master certificates provide students with basics in theory and practice. The defined certificate courses can build toward the completion of the IDD&E master degrees by helping students develop core competencies. Our two Master of Science degrees consist of required core courses and they development of a professional portfolio. The Instructional Technology Master of Science degree is designed specifically for those teachers with initial NYS teacher certification looking to qualify for New York State’s professional certification as an Educational Technology Specialist.

Abundant opportunities for the development and enhancement of knowledge and skills in analysis, design, development, evaluation, project management, planning, and technology promote successful completion of the multiple program requirements and prepare graduates for various career positions. Pre-master and Master of Science students are expected to excel academically, learn independently and collaboratively, demonstrate integrity, and demonstrate effective communication and cooperation within dynamic groups.

This IDD&E Certificates and Master of Science Degrees Student Handbook has been developed to assist you as you begin, continue, and conclude your program of study. The contents of this handbook reflect current requirements of the Syracuse University Graduate School, School of Education, and IDD&E Department. A suggested timeline for completion of the required tasks and images of required forms can be found in this guide along with explanations of, and guidelines for, the required Master of Science Portfolios. Background and research interests of IDD&E faculty have also been included.
1. ADMISSIONS TO IDD&E CERTIFICATE AND DEGREE PROGRAMS

All applicants for graduate programs at Syracuse University must have a bachelor’s degree from an accredited academic institution. The Instructional Design, Development and Evaluation Department (IDD&E) recommends that applicants have an undergraduate grade point average of 3.0 or better; however, all components (e.g., honors, references, work experience, and statements of academic goals) of the application are carefully considered during the admissions review.

IDD&E requires applicants to submit the materials described in the table below to be considered a candidate for admission. Admissions materials are required for the Certificates, Master of Science degree in IDD&E, and Master of Science degree in Instructional Technology-MSIT (for NYS Educational Technology Specialist Certification). To be considered for the MSIT program you must have completed prior studies in one or more fields of B-12 education and hold (or be eligible to hold) a New York State Initial Teaching Certificate in those fields.

Applications will not be considered for admission until all of the materials below have been submitted online for review. Once an applicant has been admitted, an application for financial assistance is considered.

<table>
<thead>
<tr>
<th>Degree Certification</th>
<th>Graduate Application</th>
<th>Statement of Goals</th>
<th>Letters of Rec</th>
<th>Official Transcripts</th>
<th>GRE Scores</th>
<th>TOEFL (international students)</th>
<th>NYS Initial Teaching Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>YES</td>
<td>YES</td>
<td>Three Letters</td>
<td>YES</td>
<td>Not Required</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>M.S. IDD&amp;E</td>
<td>YES</td>
<td>YES</td>
<td>Three Letters</td>
<td>YES</td>
<td>Not Required</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>MSIT</td>
<td>YES</td>
<td>YES</td>
<td>Three Letters</td>
<td>YES</td>
<td>Not Required</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

♦ The Graduate Record Exam (GRE) is not required, but GRE results help make the case to potential sponsors of assistantships and scholarships.
♦ The TOEFL® test evaluates students’ English proficiency and is required for those students whose native language is one other than English.
♦ MSIT Applicants MUST have provisional NYS teaching certification to be accepted into the Master of Science in Instructional Technology - MSIT.

Available scholarships for MSIT applicants
The School of Education has designated candidates in the MSIT to be eligible to apply for the School of Education “high-needs” fields scholarship. This scholarship covers 33% of the cost of tuition for full-time MSIT students. These scholarships are also available to all qualified full-time and part-time MSIT Degree students who are Syracuse City School District employees.

The Graduate Student Tuition Scholarship Program financially assists students who have graduated from Syracuse University (any degree program) within the last 5 years and who enroll full-time in the MSIT. This tuition scholarship program offers funding covering 33% of the student’s tuition.
# 2. MASTER STUDENT PROGRESS CHECKLIST

*tasks NOT required for certificate students*

<table>
<thead>
<tr>
<th>Recommended Timeline for Task Completion</th>
<th>Component</th>
<th>Scheduled Date</th>
<th>Completed Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before start of the first semester</strong></td>
<td><strong>Obtain and review</strong> the School of Education (SOE) Orange Book requirements and forms at <a href="http://soeweb.syr.edu/current/student_services/orange_handbook.aspx">http://soeweb.syr.edu/current/student_services/orange_handbook.aspx</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong> information on IDD&amp;E web site available at <a href="http://idde.syr.edu">http://idde.syr.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Attend</strong> SU and IDD&amp;E new student orientations. (Notify IDD&amp;E Program Administrator at the end of July if you have not received orientation invitation.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>GET YOUR SU ID</strong> and setup your SU log-in and EMAIL.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At IDD&amp;E student orientation</strong></td>
<td><strong>Discuss</strong> first semester course registration with your academic advisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Schedule</strong> first semester courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Log into</strong> and check SU’s BlackBoard Course Management System (<a href="http://blackboard.syr.edu">http://blackboard.syr.edu</a>) prior to your first class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>During first semester</strong></td>
<td><strong>Attend</strong> and actively participate in all your course(s). ATTEND <strong>first class</strong> session of the semester (the tone and introductory activities in the first class are critical to success, Faculty may drop students who are not at the first session).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>During first semester:</strong> Draft Certificate of Advanced Study (CAS) or Master’s Program of Study</td>
<td><strong>Review</strong> anticipated course schedule and prepare <strong>Program of Study</strong> form for discussion with your academic advisor. (See <strong>Appendix A</strong>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Draft CAS Program of Study (certificate students) for submission beginning of 2nd semester OR Draft Master’s Program of Study for submission beginning of 2nd semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>During first semester: Outline Master’s Portfolio</strong></td>
<td><strong>Prepare</strong> an outline for your Master’s Portfolio for discussion with your academic advisor, complete the following: • <strong>Review</strong> portfolio guidelines (different for MS IDDE and MSIT) • <strong>List</strong> possible items for inclusion in your portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End of first semester &amp; every subsequent semester</strong></td>
<td>• <strong>Consult</strong> your academic advisor, as necessary. • <strong>Petition</strong> to revise Master’s Program of Study as necessary. (<strong>Appendix B</strong>) • <strong>Begin</strong> to create Master’s Portfolio. (no portfolio required for Certificate programs) *</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning of second semester</strong></td>
<td><strong>Meet</strong> with your academic advisor to: • <strong>Finalize and submit</strong> CAS (certificate students) or Master’s Program of Study form • <strong>Confirm</strong> remaining courses / enrollment dates • <strong>Continue</strong> building your Master’s Portfolio *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Recommended timeline for completion**

<table>
<thead>
<tr>
<th>Component</th>
<th>Scheduled Date</th>
<th>Completed Date</th>
</tr>
</thead>
</table>
| **Finalize a full draft of your Master’s Portfolio:**  
  • Complete and document all your courses  
  • Verify you have followed the portfolio guidelines  
  • Create the Section 7 practical application  
  • Review materials with your advisor  
  • Complete the required checklist ([Appendix C](#))  
  *(Due dates for submission will be published, submit by last semester of your course work – see below)* | | |
| **Submit Graduate Diploma Request through MySlice. (MySlice Applications/Student Services/Enrollment/File Diploma Request)**  
  * If graduating in May or August, submit diploma request in January.  
  * If graduating in December, submit diploma request in September. | | |
| **Prepare** your Master’s Portfolio for discussion with your academic advisor. Master’s Portfolio must include:  
  • Portfolio Checklist ([Appendix C](#))  
  • Personal statement/Current Resume/Vita  
  • Course Summary  
  • Practices & Prep: 4-5 work examples  
  • Self-Evaluation of ID Competencies (MSIT also required to include self-evaluation on Dispositions for Professional Educators – from fall and spring semesters of practicum)  
  • Practical Application (See [Appendix D](#) and [Appendix E](#) for guidelines and examples)  
  • MSIT students MUST register for and complete DASA training. | | |
| **Meet** with your academic advisor to review Master’s Portfolio*  
  *(at least one month PRIOR to submission date)* | | |
| **Revise** and **finalize** Master’s Portfolio*  
  **Submit** Master’s portfolio: Submission deadlines*:
  • Spring Semester: no later than March 20  
  • Fall Semester: no later than Nov 1  
  • Summer Semester: semester prior to graduation  
  **Prepare** to graduate  
  • Reserve cap and gown  
  • Graduate and celebrate! | | |

*Aca = academic semester, does *not* include summer semester, *no* portfolio reviews in the summer semester*
3. CERTIFICATES

The Instructional Design, Development and Evaluation (IDD&E) Program at Syracuse University offers three certificate programs:

1. **Certificate of Educational Technology** (15 credits)
2. **Certificate of Professional Practice in Instructional Design, Development and Evaluation** (24 credits; Certificate of Educational Technology plus 9 additional credits)
3. **Certificate in Instructional Design Foundations** (12 credits)

The target group for these certificate programs consists of professional practitioners who have an interest in continuing professional education and who are not currently interested in an advanced degree. Certificate students will participate in key courses of relevance and interest offered as part of the standard Master of Science degree in IDD&E thus can seek to transfer credit towards that degree should they decide to continue on from the Certificates to one of IDD&E’s Master of Science degree programs.

The **Certificate of Educational Technology** provides interested teachers, trainers and other professional practitioners with the opportunity to advance their knowledge and skills in the area of instructional systems, learning, and educational technologies. In many cases, professional practitioners have migrated to positions of educational technology responsibility without complete or formal preparation. This certificate program addresses most of the core competencies involved in a variety of educational technology positions, including professional trainers, training managers, instructional designers, and K-12 educators and technology coordinators. The program requires the completion of 15 semester credits consisting of five graduate courses offered in IDD&E.

The **Certificate of Professional Practice in Educational Technology** provides interested educators, trainers, and other professional practitioners with the opportunity to advance their knowledge and skills in a selected area of specialization within the general area of educational technology. This certificate program requires the successful completion of the Certificate in Educational Technology. Students completing this Professional Practice certificate program will be qualified in a particular educational technology specialty. It may be helpful for those in careers as performance technologists, instructional designers, developers of distance learning and interactive training, or evaluation specialists. This Professional Practice Certificate program requires the completion of 24 graduate semester credits consisting of the Certificate of Educational Technology program plus three additional courses in IDD&E.

The **Certificate in Instructional Design Foundations** provides interested professionals with the opportunity to advance their knowledge and skills in the area of instructional design and learning. There is a growing population of professionals in business and industry, higher education, non-profits and social services organizations, government and military, healthcare and insurance, media, and other contexts who find themselves in positions related to training and professional development, yet have little knowledge about how to design effective and efficient instruction. This certificate will provide students with a foundational knowledge of Instructional Design and help them begin developing competencies to practice. This program requires the completion of 12 graduate semester credits consisting of 4 core courses in IDD&E.

These professional certificates were designed to help those who find themselves in an instructional design or training development position and do not have the competencies to perform these positions well. Students must apply and matriculate into the certificate programs. The **Educational Technology** certificate can be completed within one calendar year (fall, spring, summer) while the **Instructional Design Foundations** certificate can be completed within two semesters (fall and spring). The **Certificate of Professional Practice** takes a little longer. Successfully completing the specified courses is the only requirement for earning a certificate.
No substitutions will be made for the courses listed in the programs. Completion of the Educational Technology certificate is required before entering the Certificate of Professional Practice. There are no prerequisites for the Instructional Design Foundations Certificate.

*Please note,* that courses may only be counted twice toward graduation from Syracuse University. This means, for example, that if you complete two certificates that have shared courses and move onto a master’s degree, the double-counted courses cannot be used toward your Master of Science degree OR if you complete a certificate and a master’s degree with one or more courses counting toward each degree, you cannot use the double-counted courses again in a doctoral degree at Syracuse University... these examples constitute triple counting of courses, which is not allowed.

### Required Courses

*Please note,* you must complete, in collaboration with your advisor, and submit a CAS Program of Study Form by the beginning of the second semester of your study. This form can be found on the School of Education website under Student Forms.

#### Certificate of Educational Technology Course Requirements (15 credits)

(R) IDE 611 Technologies for Instructional Settings (fully online) (3 credits)
(R) IDE 621 Principles of Instruction and Learning (3 credits)
(R) IDE 631 Instructional Design & Development I (3 credits)
(R) IDE 641 Techniques in Educational Evaluation (3 credits)

Plus ONE of the following courses
   (R) IDE 651 Message Design (3 credits)
   (R) IDE 656 Computers as Critical Thinking Tools (fully online) (3 credits)

#### Certificate of Professional Practice in Educational Technology (24 credits)

(R) Certificate in Educational Technology (15 credits)
(R) IDE 632: Instructional Design and Development II (3 credits)

Plus TWO courses in one of the following specialty areas

(E) Interactive Technology and Distributed Learning
   IDE 611: Technologies for Instructional Settings (fully online) (3 credits)
   IDE 656: Computers as Critical Thinking Tools (fully online) (3 credits) **OR**
   IDE 756: Design and Management of Distance Education (fully online) (3 credits)

(E) Design and Development
   IDE 712: Analysis for Human Performance Technology Decisions (3 credits)
   IDE 737: Advanced Instructional Design (fully online) (3 credits)

(E) Evaluation
   IDE 741: Concepts & Issues in Educational Evaluation (3 credits)
   IDE 742: Introduction to Survey Research (3 credits)

(E) Management and Human Resource Development
   IDE 761: Strategies in Educational Project Management (3 credits)
   IDE 764: Planned Change & Innovation (3 credits)

#### Certificate in Instructional Design Foundations (12 Credits)

(R) IDE 621 Principles of Instruction and Learning (3 credits)
(R) IDE 631 Instructional Design & Development I (3 credits)
(R) IDE 632 Instructional Design & Development II (3 credits)
(R) IDE 641 Techniques in Educational Evaluation (3 credits)
4. MASTER’S PROGRAM OF STUDY PLAN – IDD&E

(See copy of form in Appendix A)

During your first semester, you should create a Master’s Program of Study form. This form should be submitted the end of your first semester or beginning of the second semester, especially if it contains any transfer credits. The purpose of your Master’s Program of Study is to ensure you have planned for all the required coursework. Since every course is not offered each semester, it is your responsibility to plan for and select the schedule in which you will complete desired courses; however, you should meet with your advisor to guarantee that all coursework requirements are met and that the sequence of coursework is appropriate. Your academic advisor, in consultation with you, will determine if previous courses are appropriate to replace core courses in this program.

The appropriate form for the Master’s Program of Study must be accessed and completed by you (in consultation with your advisor) and returned to the department Administrative Assistant who will secure an official signature by your advisor. Please request a copy of the signed Master’s Program of Study for yourself to include in your portfolio.

Once the Master’s Program of Study form is submitted, it may be modified if necessary, as you move through the program, by submitting a Petition to the Faculty form. See Appendix B.

Elements of an Acceptable Master’s Program of Study

1. A minimum of thirty credit hours including the 10 required IDD&E core courses
2. Portfolio completion date
**Required (R) Core Courses**

The 10 required core courses listed below were designed to develop your skills and knowledge in all of the defined instructional design competencies. These courses are aligned with the Instructional Designer professional competencies as defined and validated by the International Board for Standards for Training, Performance, and Instruction (ibstpi). See Appendix G

The following courses constitute the curriculum for the IDD&E Master’s degree:

<table>
<thead>
<tr>
<th>Required Core Course Number and Name</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDE 552 Digital Media Production</td>
<td>Fall</td>
</tr>
<tr>
<td>IDE 611 Technologies for Instructional Settings</td>
<td>Fall</td>
</tr>
<tr>
<td>IDE 621 Principles of Instruction and Learning</td>
<td>Fall</td>
</tr>
<tr>
<td>IDE 631 Instructional Design &amp; Development I</td>
<td>Fall</td>
</tr>
<tr>
<td>IDE 632 Instructional Design &amp; Development II</td>
<td>Spring</td>
</tr>
<tr>
<td>IDE 641 Techniques in Educational Evaluation</td>
<td>Spring/Maymester</td>
</tr>
<tr>
<td>IDE 712 Analysis for Human Performance Technology Decisions</td>
<td>Spring</td>
</tr>
<tr>
<td>IDE 761 Strategies in Educational Project Management</td>
<td>Spring</td>
</tr>
<tr>
<td>IDE 737 Advanced Instructional Design (capstone course)</td>
<td>Summer</td>
</tr>
<tr>
<td>IDE 772 Educational Technology in International settings</td>
<td>Summer</td>
</tr>
</tbody>
</table>

In general, a typical core course enrollment sequence starts with IDE 552, continues through a series of 600-level and 700-level courses, and finishes with IDE 737 as a final synthesis, capstone experience. A full-time student, taking 4 courses in fall and spring, and 2 in summer, can complete the course work in 1 calendar year through the following sequence:

**Fall Semester:** IDE 552, IDE 611, IDE 621, IDE 631

**Spring Semester:** IDE 632, IDE 641, IDE 712, IDE 761

**Summer Semester:** IDE 772, IDE 737

Although there is a recommended order for taking the courses, the courses do operate independently and can be taken in any order with the exception of the IDE 737 which is a capstone course and should be taken at or near the end of your course work.

Part-time students should plan their course sequences and schedule with their advisor.

**Other Requirement for graduating with an IDD&E Master of Science degree**

(R) ___ Present final Master’s portfolio for review

**NOTE:** An IDD&E core course requirement may be waived or substituted for based on prior or other graduate-level courses. It is possible to substitute another course at Syracuse University or another higher education institution for an IDD&E core. The course must include similar course work and meet learning standards and experiences as defined by the IDD&E faculty member who teaches the course you are requesting be waived. You must provide information (e.g., syllabus, examples of work completed, etc.) on the course you are requesting to be a substitute and negotiate with the faculty member responsible for the IDD&E core course. The Department Chair must also approve substitutions. If accepted you must initiate a petition. See: Course Waiver and/or Substitution Request Process (next section).
Course Waiver and/or Substitution Request Process
(See copy of form in Appendix B)

The Petition to the Faculty form has many uses including submitting a request to waive or substitute courses. If you have taken a graduate-level course at another institution and feel that it is comparable with one of the required courses for the department, you should meet with the instructor of that course to discuss a possible waiver or substitution. If the professor feels that a waiver or substitution is appropriate, you must complete the Petition to the Faculty form and submit the form to the department Administrative Assistant who will obtain the required signatures. University Policy dictates that at least 50% of your courses must be from Syracuse University for you to earn a degree from Syracuse University.

The same form is also used to make changes to a submitted Master’s Program of Study form. Once the Master’s Program of Study form is submitted, the Petition to the Faculty form must be completed by you in consultation with your academic advisor and submitted to the department Administrative Assistant who will secure required signatures, if you decide to take a different course(s) than the ones listed on your original Master’s Program of Study.

The Master’s Program of Study form can be found online in the School of Education website under Student Forms. The Petition to the Faculty form can be found on the Syracuse University Registrar’s website.
5. MASTER’S PROGRAM OF STUDY PLAN – MSIT (NYS Teacher Cert.)

Master of Science in Instructional Technology (MSIT)

The Master of Science in Instructional Technology (MSIT) is for teachers who have completed prior studies in one or more fields of PreK-12 education and who already hold or are eligible for a New York State Initial teaching certificate in those fields.

This 30-credit hour program will prepare you to enhance teaching and integrate technology into school settings for all learners including those with disabilities. You will also be prepared as a leader who works with school and district personnel to support overall technology initiatives.

Upon successful completion of the MSIT program, you will be eligible for:

- NYS initial certification - Educational Technology Specialist (PreK-12)
- NYS professional teacher certification in the area of your initial NYS teaching certification

Degree Requirements

In addition to coursework, graduation from the MSIT program requires the completion of a portfolio, NYS DASA training, and a practicum. For Educational Technology Specialist (ETS) certification in New York State, the Educational Technology Content Area Test is required.

Portfolio

A Master's Portfolio is required for completion of the program. The Master's Portfolio synthesizes a candidate's accomplishments and is comprised of materials that demonstrate a candidate's competencies in the Instructional Technology program of study.

Practicum and Seminar

The practicum and seminar consists of three 1-credit courses that occur over three semesters beginning in the fall semester and concluding in the summer semester. This is comprised of a minimum 50-hour Practicum in a school setting, and 12–18 seminar sessions. This experience offers students opportunities to engage in various educational technology experiences and implement practical theories throughout the school year.

New York State Required Competency Test

In order to be certified as an Educational Technology Specialist (ETS) in New York State, candidates are required to take the Content Area Test (71) for ETS. A practice test with objectives and strategies is available at: http://www.nystce.nesinc.com/PDFs/NY_fld071_prepguide.pdf

Elements of an Acceptable MSIT Program Plan

1. Minimum of 30 credit hours total through 10 required core courses (see below)
2. DASA training (0 credits)
3. 50-hours of practicum experience
4. Portfolio completion
5. NYS competency test
Course Requirements

The following program outline identifies the courses and experiences around which the program is built, and the assigned credit hours of study. Mark the courses and indicate dates you intend to take them as you discuss your program plan with your advisor. [(R) = required course]. You are also required to complete a Master’s Program of Study form in consultation with your advisor. See 4. Master’s Program of Study Plan–IDD&E for more on Master’s Program of Study form.

Learning, Design, Curriculum, and Technology (FALL courses)

(R) ___ IDE552 Digital Media Production (T)
(R) ___ IDE611 Technologies for Instructional Settings (T)
(R) ___ IDE621 Principles of Instruction and Learning (LRN, D, C)
(R) ___ IDE631 Instructional Design and Development I (D, C)

Evaluation, Research, Leadership, and Technology (SPRING courses)

(R) ___ IDE641 Techniques in Educational Evaluation (E, R)
(R) ___ IDE/SPE652 Assistive Tech. for Integrating Students with Special Needs (T)
(R) ___ IDE761 Strategies in Educational Project Management (LEAD)
(R) ___ Research methods (EDU 647 or 603) OR IDE 742 in summer (R)

Learning, Design, and Technology (SUMMER courses)

(R) ___ IDE656 Computers as Critical Thinking Tools (LRN, D, T)

Practicum – Seminar (THREE required 1-credit courses, consecutive Fall-Spring-summer semesters)

(R) ___ IDE681 Instructional Technology K-12 Practicum I (Fall)
(R) ___ IDE682 Instructional Technology K-12 Practicum II (Spring)
(R) ___ IDE683 Instructional Technology K-12 Practicum III (Summer)

Other Requirements

(R) ___ Present final Master’s portfolio for review (See MSIT version)
(R) ___ Complete DASA training
(R) ___ Arrange to take NYS competency test

Full-time students intending to complete the courses (30 credits) within 1 year will follow the schedule sequence below:

| Fall Semester: | IDE 552, IDE 611, IDE 621, IDE 631, (DASA training) | IDE 681 Practicum (1 credit) |
| Spring Semester: | IDE 641, IDE 652, IDE 761, Research methods course | IDE 682 Practicum (1 credit) |
| Summer Semester: | IDE 656 | IDE 683 Practicum (1 credit) |

Note that DASA training is required in the fall semester. This is a 0 credit workshop.

Part-time students should plan their course sequences and schedule with their advisor. Please note that the IDE 681/682/683 is required to be taken consecutively within one calendar year beginning the fall semester and should be scheduled after completing a majority of the other courses in the program.
6. IDD&E MASTER’S PORTFOLIO REQUIREMENTS

(See copy of forms in Appendix C and Appendix F)

Portfolio Definition and Purpose

The portfolio is a synthesis of materials, created primarily during your studies in the IDD&E Master of Science degree programs that showcase your development of core and specialty area competencies.

The purpose of the portfolio review is to provide one way in which to assess your growth in competencies as a result of participating in the Master’s degree programs. Therefore, materials developed prior to enrollment in the program are typically limited to one exemplar sample as long as it has been reflected on or modified based on your learning during this program.

The portfolio should be designed to allow faculty to assess (i) what you have learned during your enrollment in IDD&E and (ii) how you are applying your new competencies in your chosen field or domain. You must be able to state that the bulk of materials in the portfolio are a result of the knowledge and skills acquired as a result of participation in the IDD&E program.

Although the Portfolio is viewed as an assessment vehicle by IDD&E faculty, this product should be viewed by you as a placement portfolio to be shared with prospective or current employers and/or supervisors. It should demonstrate to them your competencies and accomplishments in ways that a transcript or resume alone falls short.

Required Contents

1. Portfolio Cover Page & Checklist
2. An autobiographic personal statement (post-graduate plans, career goals, personal characteristics that make you unique, etc.)
3. Current Resume/Vita
4. Course Summary (titles, descriptions, grades for all courses taken to earn your degree)
5. Practices & Preparation: Four to five examples of work related to your practice context. Together, these examples should show your competencies in all phases of the instructional systems design process (ADDIE), particularly related to your area of interest (e.g., design, evaluation, interactive technologies) and context (e.g., K-12, higher education, business, healthcare, etc.). (MSIT projects have specific requirements)

You must include at least one example of the following:
   ○ product or deliverable from work completed in your desired context (e.g., K-12, higher education, business, healthcare, etc.)
   ○ product in your primary area of interest (e.g., design, evaluation, technology, etc.) that were developed during your studies in our program.
Examples *may* include:

- Class projects (e.g., papers, instructional media products, etc.)
- Internship and practicum documents and products
- Instructional materials you created for workshops, seminars, etc.
- Instructional projects completed during employment for graduate assistantships or off-campus employment

Each example *must* be accompanied by a short written project summary (**1-page**) that includes the following information:

- Project / product title (if a course activity, for which course?)
- Context of the project work (e.g. courses, work-related activity, etc.)
- Author/list of contributors (If product was a result of a team effort, clearly state your role in the team and the component(s) of the product that was/were a direct result of your work.)
- Description of which component(s) of IDD&E this product represents (e.g., needs analysis, design, evaluation, etc.)
- A short reflection and self-assessment of the product

6. *Self-Evaluation:* A list of the *Instructional Design Competencies* *must* be included in your portfolio. You must indicate the level of competency you believe you have acquired for each competence and performance statement on the list (e.g., L-low, M-medium, H-high). Your list *must* be accompanied with

- A **1-page** self-evaluation of your own level of competencies in the field indicating (i) which competencies you have strongly developed during your studies and experiences in the IDD&E Program, (ii) which you feel you will continue to develop, and (iii) why tracking your competencies is or is not important to your professional development.

7. *Practical Application:* IDDE Master of Science program synthesis essay on the practical application of your competencies. This essay provides students an opportunity to demonstrate their ability to (i) apply what they have learned in the IDD&E/MSIT master’s program to solve practical instructional and learning problems in their field, (ii) reflect on their learning experiences and the role that ID professionals play in the world of human performance, and (iii) define and clarify their professional identities. This piece can also serve as a work example to illustrate to current and potential employers how your ID expertise can help resolve performance problems in their contexts.

To complete the essay, please do the following:

- Create a scenario in your desired working context in which you are asked to solve a performance issue related to a gap in knowledge, skills, or attitude, e.g., a practical problem that can be resolved with an instructional solution. (See Appendix D and Appendix E)
- Apply the knowledge and skills that you have learned in the IDD&E/MSIT Master of Science program to describe how you would go about resolving this performance problem. You are not being asked to recall everything you have learned, rather you are being asked to apply the most important aspects of your new instructional designer competencies to the defined performance problem in your scenario.
In the summary of your paper, describe how your knowledge gains from your courses helped you in your thinking, planning, and acting to resolve the performance problem in your scenario.

End the essay with a short reflection on how you would define your professional identity as an IDD&E graduate and why your new competencies are important to your chosen professional context.

This essay should be no longer than 5 pages (approximately 2,500 words), 12pt font, single spaced, 1” margins. The scenario should be no longer than ½ page of the 5 pages. Graphics and tables can be useful. Citations for references should be in APA format. References are in addition to the 5-page limit.

Evaluation guidelines are included in the Appendices to help in preparing your portfolio.

**Portfolio Submission and Evaluation**

When you and your academic advisor agree that your portfolio is ready for review you will also complete and present to your advisor for signature a *Request for Portfolio Presentation* form. It is preferred that you submit your portfolio in an electronic format; however, supplementary hard copies of components may be submitted as well.

Two portfolio reviews will be scheduled every year. Students who intend to graduate must submit their completed portfolios according to the following schedule:

- Spring graduation—no later than **March 20**
- Fall graduation—no later than **November 1**
- Summer graduation—**semester prior to graduation**.

Students can submit their completed portfolios as early as the semester prior to the semester they intend to graduate.

The graduating student’s academic advisor will review his/her portfolio. The advisor may engage another faculty member in an additional review when there are uncertainties about the portfolio meeting the provided guidelines and quality requirements.

Each student, upon review of their portfolio, will be given a (i) **Pass**, (ii) **Not yet pass**, or (iii) **Fail**. To achieve a “**Pass**,” you must adequately address all criterion included in the guidelines. If you receive a “**Not Yet Pass**,” you will be given two weeks from the time of being informed of the results to submit a revised portfolio based on review feedback and suggestions provided. If you do not re-submit in the given time line or do not receive a “**Pass**” after your revisions, the portfolio will be scored as “**Fail**” and you will be required to sign up and resubmit the portfolio the next semester. You are permitted **one portfolio resubmission**. However, after a second **failed** attempt, you must take six additional credit hours of coursework prior to any additional attempts. Your advisor is responsible for making the final judgment (with review from other faculty as deemed required) and reporting the review results to the IDD&E department and School of Education. The results of this portfolio review assists faculty in making final decisions regarding the award of the Master of Science degree and provide you with feedback regarding your current level of expertise.
Tips for Creating Your IDD&E Portfolio

This list of tips was generated during a recent student brownbag session on preparing the master’s and doctoral portfolio.

- **The Portfolio represents our journey as IDD&E students.** Therefore everything included should demonstrate our competencies as a professional in the field. Showcase what you have learned, your thinking and how your ideas and knowledge of concepts have progressed over time. Tell the “story” of your journey in IDD&E.

- **Show how IDD&E is applied to your own context** (k-12, higher ed, business and industry etc.) through your work. Meaning that the projects, papers, graphics etc. should be a reflection of the context you’re looking to actually work in.

- **Don’t view the portfolio as a requirement; view it is a tool with two purposes:** 1. For a potential job. Bring your portfolio with you to interviews and show off your work. 2. Reflection tool for IDD&E-ers

- **Be creative**, use graphics, images, multimedia, and color … with purpose! With all the technology available, use it to showcase your skills and competencies. When creating an electronic portfolio be sure that everything (links, pop-ups, sounds etc.) works properly before submitting.

- **Feedback! Revise, Review, Finalize.** Your advisor should know when you’re planning to submit your portfolio for review. Schedule an appointment to review your portfolio and the process so your advisor can track your progress. The more complete your portfolio is, the more constructive feedback your advisor can give you prior to submitting the final version. Though your final version should include all of the stated requirements, the work examples included do not have to be finished projects. For example if you want to include a narrative of models of what a program, application or product might look like then do so… you do not have to include only finished items in the portfolio. Also, including graded work with instructor’s comments is effective in showing your thinking, designing/developing processes, and how you use comments to enhance your final work.

- **Organize your Resume/CV** using categories: for example, scholarship, teaching, service, products developed etc. Be sure everything is up-to-date and accurate.

- **You are probably NOT an EXPERT in ALL of the Instructional Design Competencies and the faculty are not expecting you to be**…Therefore, choose your self-ratings carefully (high, medium, low) and provide rationale for L and H ratings … your work should reflect your ratings.

- **For the scenario component, keep these questions in mind:** 1. What do you think your position or career will be in the future? 2. How does IDD&E prepare you for this career? 3. Which IDD&E competencies prepare you for this career and future? 4. How are these competencies demonstrated in your portfolio?

- **Be familiar with the grading process: pass, not yet pass, and fail.** Understand that a grade of “not yet pass” is not failing, your advisor and/or faculty think more material needs to be added into your portfolio to really display and showcase your skill set.

- **DON’T WAIT!!** Begin your portfolio now… get it started in your first semester, and add throughout all your courses…
7. ADDITIONAL IDD&E INFORMATION

Student Works Policy
Work produced by students will be used in class for educational purposes. Under the federal Family Educational Rights and Privacy Act, it is understood that registration and continued enrollment in this course constitutes permission by the student for such use. After this course is completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured.

Class Recording Policy – From Syracuse University Academic Integrity Policy
Classes, advising sessions, or other types of meetings may NOT be recorded (audio or video) unless all involved have consented to the recording and the disposition of the recorded materials. You are also NOT allowed to upload or sell any recordings or materials from any courses for public consumption. Courses are the intellectual property of the course instructors and Syracuse University. Violating this policy will result in an academic integrity policy violation. For more information and the complete policy, see: http://academicintegrity.syr.edu

SU Email Account
All IDD&E students are required to use an SU email account (username@syr.edu). All IDD&E news and events, group mailings, announcements, distance education course logins, etc. will be posted only to your SU email address. Faculty will use your SU email account for course and advising communications.

If you wish to use an email address provided by another institution or commercial Internet service provider, you can set up your SUMail account to forward to your preferred email account. It is your responsibility to check and maintain your SU email account. Notify IDD&E’s Administrative Assistant of your SU email account immediately.

Student email accounts are available to all SU students and are usually distributed to new students prior to their arrival. If you have not received your email account visit the Information Center at 116 Hinds Hall.

Travel Funding for IDD&E Master’s Students
A very limited amount of travel funds may be available for IDD&E master’s students who are presenting at relevant IDD&E conferences. Students who have had presentations accepted may request travel funding 1 time per year. It is highly recommended that students review their proposal with a faculty member BEFORE submitting. Requests for travel funding should be made to the department chair after receiving notification of acceptance of your paper and prior to the conference. Funding decisions will be made based on available IDD&E funds.

Your request must include (1) information on the conference (e.g., which conference, location, and travel dates) (2) evidence of acceptance, (3) the monetary request, and (4) indications of how you intend to spend the money (e.g., airfare, housing, conference fees, etc.).

Travel funding is provided to only one student for each single presentation, e.g., only one student who co-authors a paper will be funded. This process is competitive. The faculty will consider your request and notify you of the outcome prior to the conference.

As a condition for receiving this funding you must arrange to present your paper to the IDD&E community at a brown bag, poster session, class, etc. prior to or immediately following the conference.
8. IDD&E FACULTY AND STAFF

Tiffany A. Koszalka, Professor and Chair
Ph.D., The Pennsylvania State University

E-mail: takoszal@syr.edu
Office: 335 Huntington Hall, Syracuse, NY 13244-2340
Phone: (315) 443-5263

Background and Interests:
Dr. Koszalka began working in instructional design and technology integration in the early 1980’s. She earned both a master’s degree in Instructional Technology (1985) and a doctorate in Instructional Systems with a minor in Cultural Anthropology (1999).

She spent over a decade designing and managing large-scale business and industry training projects that integrated leading-edge technologies into instructional solutions. In the mid-1990’s she shifted her attention to technology integration in K-12 and higher education environments. Her interests focus on the integration among instructional design, learning and technology and the factors that affect adoption of technology. These interests are driven by her curiosity about how to use technology to enhance instructional and learning environments; thus designing instruction to better support learning.

She has often serves in assessment and research roles as well as consulting on instructional design and technology integration for agencies such as NASA, NSF, NIH, DOE, private industry, and K-12 school districts. Most recently she has been collaborating with a large school system (2,000+ educators, 50,000+ students) in Thailand on instructional technology matters and teacher professional development.

Dr Koszalka has published widely, presented papers at international conferences, and serves on an international design board and editorial boards for several well respected journals. She advises doctoral and master’s students and teaches graduate-level courses both in the classroom and at a distance.

Courses she teaches:
IDE 621 Principles of Instruction and Learning
IDE 631 Instructional Design and Development I
IDE 656 Computers as Critical Thinking Tools
IDE 737 Advanced Instructional Design
IDE 756 Design and Management of Distance Education
IDE 830 Doctoral Seminar in Design & Development
IDE 850 Advanced Studies in ID and Emerging Technologies
Jing Lei, Associate Professor
Ph.D., Michigan State University

E-mail: jlei@syr.edu
Office: 336 Huntington Hall, Syracuse, NY 13244-2340
Phone: (315) 443-1362

Background and Interests:
Dr. Lei completed her Ph.D. at Michigan State University (MSU) in the Learning, Technology, and Culture Program. She graduated from the Graduate School of Education at Peking University in China with a M.A. in Higher Education and from Henan University with a B.A. in School Education.

Dr. Lei's scholarship focuses on how information and communication technology can help prepare a new generation of citizens for a globalizing and digitizing world. Specifically, her research interests include technology integration in schools, social-cultural and psychological impact of technology, technology in informal learning settings, emerging technologies for education, and technology supported subject learning.

Her research papers appear in such journals as Teachers College Record, Journal of Educational Computing Research, British Journal of Educational Technology, Journal of Computing in Teacher Education, and Computers and Education. Her recent publications include The Digital Pencil: One-to-One Computing for Children (2008, Lawrence Erlbaum Associates publishers). Her research has been featured in influential media including USA Today, US News and World Report, and Education Week. For more information about Dr. Lei’s research, please visit http://faculty.soe.syr.edu/jlei/.

Courses she teaches:
IDE 201 Integrating Technology Into Instruction I (1 credit)
IDE 301 Integrating Technology Into Instruction II (1 credit)
IDE 401 Integrating Technology Into Instruction III (1 credit)
IDE 611 Technologies for Instructional Settings
IDE 712 Analysis for Human Performance Technology Decisions
IDE 772 Educational Technology in International Settings
IDE 853 Media Theory and Research
Nick L. Smith, Professor  
Ph.D., University of Illinois

E-mail: nsmith@syr.edu  
Office: 333 Huntington Hall, Syracuse, NY 13244-2340  
Phone: (315) 443-3703

Background and Interests:  
With training in psychology and social science research methodology, Nick L. Smith, has conducted numerous evaluation and applied field research studies in such areas as community change, teacher education, special education, and medical education. For several years, he directed a research and development effort to create alternative methods for evaluators in local school districts and state departments of education.

Nick's primary interest in the methodology of inquiry is reflected in the courses he teaches in evaluation methods and theory, sample survey methods, and research and dissertation design. His more recent research and writing are on topics in evaluation theory and practice, and inquiry design.

His advice to students: Successful completion of the IDD&E master’s program requires an extended journey of focus, commitment, and hard work. This journey is made possible through the personal support of a nationally and internationally known faculty dedicated to maximizing the growth and future contributions of IDD&E students. The journey is made enjoyable through a supportive community of staff, faculty, adjunct professors, and fellow students who share mutual interests, professional resources, collaborative projects, and celebratory social events. Welcome to our community.

Courses he teaches:

IDE 641 Techniques in Educational Evaluation  
IDE 741 Concepts and Issues in Educational Evaluation  
IDE 742 Introduction to Survey Research  
IDE 841 The Nature and Design of Inquiry  
IDE 843 Dissertation Research Seminar
**ADJUNCT / AFFILIATED FACULTY**

Laurel Chiesa, Practicum Seminar Coordinator

- **E-mail:** lchiesa@fmschools.org  
- **Office:** Fayetteville/Manlius Schools  
- **Title:** Instructional Technology Specialist for F-M Schools  
- **Responsibilities:** Supervises MSIT students in practicum experiences.

**Courses she coordinates/facilitates:**
- IDE 681 Instructional Technology K-12 Practicum I (fall)  
- IDE 682 Instructional Technology K-12 Practicum II (spring)  
- IDE 683 Instructional Technology K-12 Practicum III (summer)

Gerald S. Edmonds, Adjunct Professor  
Ph.D., Syracuse University

- **E-mail:** gedmonds@syr.edu  
- **Office:** Syracuse University Project Advance, 400 Ostrom Ave., Syracuse, NY  
- **Telephone:** (315) 443-2404

**Background and Interests:**  
Emerging technologies & qualitative methods. He serves on dissertation committees.

**Courses he teaches:**
- IDE 632 Instructional Design and Development II  
- IDE 651 Message Design for Digital Media

Jerry Klein, Research Professor  
Ph.D., Florida State University

- **E-mail:** jwklein@syr.edu  
- **Office:** 337 Huntington Hall, Syracuse, NY 13244-2340  
- **Phone:** (315) 443-3703

**Background and Interests:**  
Jerry Klein is a Research Professor at Syracuse University. His main experiences are in designing and developing eLearning courses for the telecommunications industry.

**Courses he teaches:**
- IDE 831 Knowledge Management in Instructional Design

Rob Pusch, Adjunct Professor  
Ph.D., Syracuse University

- **E-Mail:** rpusch@syr.edu  
- **Office:** Syracuse University Project Advance, 400 Ostrom Ave., Syracuse, NY  
- **Telephone:** (315) 443-2404

**Background and Interests:**  
Dr. Pusch is an Associate Director and instructional designer for Project Advance. He is responsible for the development of online materials and courses. His research interests include computer and instructional technologies, instructional design, learning and teaching, online instruction. He serves on dissertation committees.

**Courses he teaches:**
- IDE 736 Motivation in Instructional Design
Alexander Romiszowski – Technical Director, Training Systems Institute
Ph.D., Loughborough University

E-Mail: ajromisz@syr.edu
Office: 330 Huntington Hall, Syracuse, NY 13244-2340
Telephone: (315) 443-3703

Background and Interests:
Dr. Romiszowski's research and development interests include instructional design and distance education and their application in education. He has worked as consultant to many private and public organizations, including United Nations' projects in Spain, Italy, Hungary, and Brazil. Before coming to Syracuse, he taught instructional technology at universities in England, Brazil, and Canada. He has published extensively in the field, including the trilogy *Designing Instructional Systems, Producing Instructional Systems,* and *Developing Auto-Instructional Materials.*

Courses he teaches:
IDE 771 Methods and Techniques for Teaching and Teaching Adults

Scott Shablak, Research professor
Ed.D., Syracuse University

E-Mail: sshablak@syr.edu
Office: Huntington Hall Syracuse University
Telephone: (315) 443-1362

Background and Interests:
Dr. Scott Shablak, has 35 years experience in educational leadership as a teacher, school administrator, faculty member, assistant dean for professional development, and executive director of the School Study Council at Syracuse University. His areas of expertise include: professional development in educational settings; best technology and leadership practices research; program and training assessments and evaluation; and curriculum and instruction redesign.

Chuck Spuches, Associate Dean, Outreach Instructional Quality & Technology, SUNY-ESF
Ed.D., Instructional Design, Development & Evaluation; Syracuse University

E-Mail: cspuches@esf.edu
Office: SUNY-ESF, 219 Bray Hall, Syracuse, NY 13210
Telephone: (315) 470-6810

Background and Interests:
Responsibilities and current projects include ESF Educational Outreach, including ESF in the High School; instructional quality and instructional technology efforts; and ESF's strategic planning initiative, *Daring to Dream.*

Courses he teaches:
IDE 764 Planned Change and Innovation
IDD&E ADMINISTRATIVE STAFF

Linda Tucker, IDD&E Administrative Assistant

E-mail: ltucker@syr.edu
Office: 330 Huntington Hall
Phone: (315)443-3703

Responsibilities: Linda knows everything about the operation of IDD&E and should be consulted on all administrative matters from admissions through graduation … and everything in between!
Philip Doughty, Executive Director, Training Systems Institute, Emeritus
Ph.D., Florida State University

**E-mail:** pldought@syr.edu

**Background and Interests:** Phil Doughty filled the role of IDD&E senior citizen with three decades of experiences in the program. Each of those thirty years he has directed and collaborated on an average of six research, development, evaluation, and front-end planning projects. These projects, some internal to SU and others involving local schools and organizations, national government agencies and corporations as well as international organizations, have provided opportunities to try out new interventions, practice what the field (and IDD&E) professes, and other practical experience to master’s and doctoral students. The projects also have served as case examples in Phil's graduate courses, which focus primarily on front-end analysis, instructional development.

Donald P. Ely, Emeritus Professor
Founding Director of the ERIC Clearinghouse on Information and Technology; Ph.D., SU

**E-mail:** dely@ericir.syr.edu

**Background and Interests:** Instructional Design, Development and Evaluation, and Founding Director, ERIC Clearinghouse on Information and Technology, Syracuse University; Visiting Professor of Instructional Systems, Florida State University; Adjunct Professor, Faculty of Educational Science and Technology, University of Twente (The Netherlands). He studied conditions that facilitate the implementation of educational technology innovations; cross-cultural transfer of media; history and philosophy of the field of educational technology; trends in educational technology.

Roger Hiemstra, Emeritus Professor
Ph.D. University of Michigan

**E-mail:** hiemstra@mailbox.syr.edu

**Field/Interests:** Dr. Hiemstra is the past president of the Commission of Professors of Adult Education and former editor of *Lifelong Learning: The Adult Years* and *Adult Education Quarterly*. Dr. Hiemstra has focused much of his scholarship on the identification of teaching implications and resources related to adults and self-directed learning and is the author of numerous articles and book chapters. He is also the co-author of several books, including *Overcoming Resistance to Self-Direction in Adult Learning; Professional Writing: Processes Strategies and Tips for Publishing in Educational Journals; Creating Effective Learning Environments; Self-Direction in Adult Learning*; and *Individualizing Instruction*. 
David Tiedemann - Director, Faculty Computing and Media Services (retired)
Ed.D., Educational Leadership, University of San Diego

E-mail: tiedeman@syr.edu
Office: Faculty Computing and Media Services, 164 Newhouse II, Syracuse, NY
Telephone: (315) 443-1814

Background and Interests:
David teaches continuing education and graduate courses on videoconferencing. Recent publications include: "An Overview of Distance Learning Development and Delivery Applications," "Designing a Digital Learning Center & the Art of Compromise" (with R. Dow and M. Legaspi), "Bridging Miles and Instructional Paradigms: A Videoconferencing Course Team-Taught by Instructors 325 Miles Apart" (with C. Bragg); and a "Video Distribution Systems". He is active in various professional associations in governance and editorial capacities, including: AECT; Consortium of College and University Media Centers; Directors of Educational Technology in California Higher Education; and the Western Cooperative for Educational Telecommunications.

Barbara Yonai – Director, Office of Institutional Research and Assessment (retired)
Ph.D., Syracuse University

E-mail: bayonai@syr.edu
Office: 400 Ostrom Avenue, Syracuse, NY 13244-3250
Phone: (315)443-4572

Background and Interests:
After eight years of teaching in the public schools as a special educator, Dr. Yonai came to Syracuse University to complete her doctorate with an emphasis in evaluation. She worked as an evaluator at the Center for Support of Teaching and Learning for several years and is interested in course and program evaluation. Dr. Yonai has provided workshops on instructional development, formative evaluation, test construction, and assessment for both higher education and public school faculty.
## APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Form</th>
<th>Timing</th>
</tr>
</thead>
</table>
| Appendix A | Certificate and Master’s Program of Study Plan  
Access online in SoE website under Student Forms | First semester                   |
| Appendix B | Petition to the Faculty  
Access online in SU Registrar’s website | As required                      |
| Appendix C | Portfolio Cover pages & Checklist | Semester before last semester    |
| Appendix D | Guidelines For Creating and Evaluating the Master’s Portfolio Scenario Requirement | Semester before last semester    |
| Appendix E | Master’s Portfolio Example Scenarios for Section 7 of the Portfolio | Semester before last semester    |
| Appendix F | Request for Master’s Comprehensive Exam or Portfolio Presentation  
Access online in SoE website under Student Forms | Semester before last semester    |
| Appendix G | Instructional Design Competencies references and MSIT Dispositions for Professional Educators | Throughout the program            |
Appendix A. Certificate and Master’s Program of Study forms

Download from:
http://soe.syr.edu/media/documents/2012/12/CAS_Program_of_Study_form_WEB.pdf

---

| Syracuse University – School of Education |
| Program of Study                             |
| Certificate of Advanced Study               |

Name:  
Address:  
SUID #:  
Email:  
Phone/cell phone:  

Certificate of Advanced Studies Program Name:  

TRANSFER COURSES accepted from other colleges to be used for this certificate program and to be posted to my student record:

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Credits</th>
<th>Institution</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSES TAKEN at Syracuse University to be used in this program:

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Credits</th>
<th>Date Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credit hours:  

I have reviewed AND support the program of study as provided above:

Student signature:  
Date:  

Advisor signature:  
Date:  

Academic Unit Chair signature:  
Date:  

Assistant Dean for Academic and Student Services signature:  
Date:  

---
Download from:
http://soe.syr.edu/media/documents/2012/12/M_S__Program_of_Study_New_WEB.pdf

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Credits</th>
<th>Institution</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TRANSFER COURSES** accepted from other colleges to be used for this degree and to be posted to my student record:

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Credits</th>
<th>Institution</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSES TAKEN at Syracuse University to be used for this degree program:**

<table>
<thead>
<tr>
<th>Course prefix and number</th>
<th>Course title</th>
<th>Credits</th>
<th>Data Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total graduate credit hours:
(Do not add undergraduate credits)

I have reviewed AND support the program of study as provided above:

Student signature: ____________________________
Date: ________

Advisor signature: ____________________________
Date: ________

Academic Unit Chair signature: ____________________________
Date: ________

Assistant Dean for Academic and Student Services signature: ____________________________
Date: ________
Appendix B. Petition to the Faculty

Download from: http://www.syr.edu/registrar/forms/Petition_to_Faculty.pdf
** IDD&E ** Master’s Portfolio Cover Page & Checklist

Date: __________

Student Name:______________________ Advisor:________________________

| 1. Portfolio Cover Page & Checklist | Yes_____ | No_____ |
| 2. Course Summary (titles, descriptions, grades) | Yes_____ | No_____ |
| 3. Resume/Vita | Yes_____ | No_____ |
| 4. An autobiographic personal statement (post-graduate plans, career goals, personal characteristics that make you unique, etc.) | Yes_____ | No_____ |

5. Practices & Preparation: Four to five examples of work

   Each example must be accompanied by a short written project summary (1 page) that includes the following information (check “√” for “Yes”):

<table>
<thead>
<tr>
<th>Components</th>
<th>Examples</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th># 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Project / product title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Context of the project work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Author/list of contributors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Description of which phase(s) of IDD&amp;E this product represents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. A short reflection and self-assessment of the product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Self-Evaluation

   a. Self-evaluation of list of Competencies | Yes_____ | No_____ |
   b. A 1-page overall self-evaluation | Yes_____ | No_____ |

7. Practical Application

   a. Scenario including context description | Yes_____ | No_____ |
   b. Performance issues clearly defined (related to instructional solution) | Yes_____ | No_____ |
   c. Propose instructional and other performance solutions clearly defined | Yes_____ | No_____ |
   d. Application of IDDE principles in practice | Yes_____ | No_____ |
   e. Reflections on your professional identity and importance of your new competencies | Yes_____ | No_____ |
** MSIT ** Master’s Portfolio Cover Page & Checklist

<table>
<thead>
<tr>
<th>Date: ____________________________</th>
</tr>
</thead>
</table>

Specific types of example projects are required in your portfolio. See notes below. You will also include three self-evaluations. See details below.

### 1. Portfolio Cover Page & Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 2. Course Summary (titles, descriptions, grades)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

- a. Core courses
- b. Evidence of DASA training

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 3. Resume/Vita

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 4. An autobiographic personal statement (career goals, personal characteristics that make you unique, etc.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 5. Practices & Preparation: Five examples of work

Each example* must be accompanied by a short written project summary (1 page) that includes the following information (check “√” if included):

<table>
<thead>
<tr>
<th>Components -- 1-6 references NOTES below to indicate project type</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Project / product title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Context of the project work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Author/list of contributors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Description of which phase(s) of IDD&amp;E this product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>represents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Reflection/self-assessment of product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. Self-Evaluation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

- a. Self-evaluation of list of ID Competencies
- b. Self-evaluation of Dispositions for Professional Educators – Fall semester (practicum semester)
- c. Self-evaluation of Dispositions for Professional Educators – Spring semester (practicum semester)
- d. A 1-page overall self-evaluation

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 7. Practical Application

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

- a. Scenario including context description
- b. Performance issues clearly defined (related to instructional solution)
- c. Propose instructional and other performance solutions clearly defined
- d. Application of IDDE principles in practice
- e. Reflections on your professional identity and importance of your new competencies

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

*NOTES: Selected projects must include: (1) Planning technology use/evaluating tech use/programs; (2) Technology-enhanced learning/assessment; (3) Digital learning/communication environments; (4) Technology-related professional development; (5) Lessons that support diversity, cultural understanding, and global awareness; and (6) Demonstrate on-going development in tech skills and abilities. One project may satisfy multiple requirements.
Appendix D. Guidelines for Creating /Evaluating Master’s Portfolio Scenario

See noted text in the three sample scenarios provided in the next few pages of the handbook (underlined with numbered subscripts associated with the points below) as well as the Portfolio Requirements Checklist, Section 7 – Practical Application, Section 7 of your portfolio. This section of your portfolio represents a synthesis and application of your thoughts, experiences, learning, development, and reflections from participating in the IDD&E or MSIT programs. It should represent a synthesis of your knowledge, skills, and attitudes toward practice in your context of work. This section will be rigorously reviewed based on the following:

**Scenario**

1. Indicates a position title related to IDD&E/MSIT (instructional designer, program evaluator, e-learning specialist, curriculum specialist, ed tech specialist, etc.); indicates key responsibilities as related to instructional design field (e.g., instructional design, instructional development, learning / instructional facilitation, program evaluation, learning assessment, e-learning / web design for instruction and learning, teachers, ed tech specialist, etc.)
2. Describes working context (k12, higher ed, business and industry, consulting, non-profit, etc.) and its need for employees with IDD&E competencies.
3. Describes a current work responsibilities or tasks as they relate to IDD&E/MSIT context - - gaps in knowledge, skills, or attitudes; identification of issues discovered that are not related to knowledge, skills, or attitudes; identification of gaps can be resolved through applications of instructional design, development and / or evaluation competencies

**Performance issues clearly defined; Propose instructional and other performance solutions; Application of IDD&E principles in practice**

4. Describes a specific problem being addressed that may be resolved from an instructional design, development, and / or evaluation intervention or approach -- designed and implemented to close a knowledge, skill, or attitude gap; includes a brief description of the approach taken – based in instructional design, development, and / or evaluation foundations; provides evidence in the description of a credible application of the instructional sciences -- training and instruction is NOT a credible application for a problem based in poor working conditions or incentive problems, for example.

**Reflections on your professional identity and importance of your new competencies**

5. Four to five instructional designer, instructor, training manager, or evaluator competencies are described (and cited from ibstpi or other credible references such as AECT, ISTE, ASTD, ISPI, or AEA) in terms of how well the student feels they have developed these competencies and why they are the most important competencies to be applied to this case scenario.
6. Specific descriptions of how these competencies can help to resolve the problem(s) presented in the scenario. There should be a clearly stated relationship between the problems / tasks and these competencies.
7. Reflections on strengths and weaknesses in terms of the student’s competencies and required work tasks and the contributions that the student feels s/he will be able to make to the field, either in their work place or beyond to the larger community of practitioners.
Appendix E. Example Scenarios

These are examples. They are NOT to be duplicated, rather are to be used to reflect on how you will describe your own circumstances and how your journey through the IDD&E or MSIT Master’s programs has informed your thinking and practices as IDD&E/MSIT graduates. Your scenario will be evaluated based on the criteria listed in this handbook. Three example scenarios are outlined below…

EXAMPLE SCENARIO 1:
**Organization:** I am employed in a consulting firm\(^2\) that provides a full range of instructional design, development, and program evaluation services\(^2\). Key areas of consulting include needs analysis services\(^2\), design and development of instructional materials especially focused on e-learning and online learning environments\(^2\), off-the-shelf e-training materials product comparison\(^2\), and program evaluation\(^2\) services. Primary customers include higher education institutions and small industry organizations\(^2\). Some school systems have engaged our firm in investigating the development of online materials to support students with low performance in core classes (e.g., science, math, reading) and preparation for college entrance exams. We have also designed, developed and presented professional development seminars on e-learning and online instruction\(^2\) for teachers and instructional design specialist in a variety of organizations, using our own blended learning facilities.

**Current project:** Our lead consultant is currently working with a local community college to design and plan the implementation of a program evaluation system\(^3\) for the college’s new online course system that was implement in the last academic year. The online program director at the college is being solicited by the college’s president and board to report on progress, successes, and challenges of this new system\(^3\) and provide recommendations on how to use funding to best support\(^4\) its continuation. My role is as the lead instructional designer. I am to develop a well-articulated, reasonably comprehensive but not too detailed plan that can be used to describe program evaluation services\(^4\) we provide, articulating the model we use\(^4\) to help colleges evaluate new online course systems (summative evaluation) and enhance them (formative evaluation) based on data collected. The presentation\(^4\) must demonstrate how evaluative data can be used to identify (1) professional development needs\(^4\) for stakeholders (e.g., professors, students, administrators, etc.) and (2) the barriers (non-instructional)\(^5\) to successful implementation of this online / e-learning system. I also must describe how we use evaluative data to design instructional interventions\(^5\), including the instructional systems development approach we take to resolve learning / knowledge gaps, and the type of learning activities we advocate in our instructional seminars and courses.

**Application of IDDE knowledge and skills to this problem:** The problem\(^4\) I am facing here is… Overall my approach to developing a solution will include…

The most important competencies\(^5\) that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address\(^5\) XYZ and engage in ABC tasks… The second competency…

**Knowledge gains from concentration:** Learning about AAA in my concentration area has helped\(^6\) in my thinking to resolve this problem by…

**Personal reflection on my professional identity:** As a graduate of this program, and as evidenced by the scenario of my work, I feel that\(^7\)…. Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development\(^7\)… my potential contributions\(^7\) to the instructional science community…
EXAMPLE SCENARIO 2:

Organization: I am employed as a technology specialist at a small rural school district. The district includes one secondary school (Grade 9 to 12), and three primary schools (grades K to 8). Each school has one computer lab and numerous computer clusters in the library. Each classroom is equipped with 4 student computers and a teacher computer station with a projector. About half of the rooms include an ELMO unit and one third have SMARTBoards. All math teachers in the secondary school have access to graphing calculator sets (1 for each student). All science teachers (all schools) have access to a variety of probes and computer software packages to support the science curriculum. Students attend 2 computer skills classes each week beginning in grade 1. Skills courses are aligned with the ISTE standards, primarily focused on software uses. All teachers are provided technology skills training at least 2 times per year and through extended summer professional development sessions. Most of the seminars are focused on how to integrate resources into classroom teaching and student learning. About one third of the teachers use the technology in their rooms 1 and 2 times per week. The others use technology less with the exception of the secondary math teachers who use the graphing calculators extensively for regents exam preparation. Most use the computers for presentations and their own record keeping. The student population has a fairly high level of technical skills in regards to using word and PowerPoint. Most students begin to use the internet for searching and writing activities in 4th grade. Uses of other software (e.g., spread sheets, concept mapping, etc.) and technologies (e.g., probes, etc.) is rare. A large part of the student body is, on average, low performing in academic courses. My role is primarily to maintain our technology (e.g., inventory, install, trouble shoot, recommend equipment/software updates); support teachers in the computer labs as requested; provide professional development sessions for teachers (e.g., either teaching session myself, identifying qualified vendors, etc.); support all technology uses.

Current project: An important goal for the school this year is to identify and develop technology-enhanced ways to help students who are performing poorly in science, math, and reading classes. Given that providing extra support by the teacher during class time is a burden, the school administrators and a team of technology savvy teachers and parents have decided that developing technology-based study and tutoring spaces for students in need of extra help is a priority. The concept is that this intervention will include identifying and providing technology tutorial software and self-study/testing packages, sets of accompanying subject matter resources at each station (e.g., science station, math station, reading/writing station, etc.); tutors/monitors to help students engage effectively with technology during self-study, develop study skills, and help to assess their progress; and teacher will have access to the system to monitor their students’ progress. The students in need of tutoring will be scheduled during their study periods and after school, as appropriate, to use these stations, thus this is not to replace classroom activities. The team has asked me to take the lead on crafting a plan to provide this support system for the high school students. Their expectations are that I define the subject matter areas of greatest need, identify or create instructional materials to support students subject matter gaps, design the computer station and identify required resources, determine the number of stations required, and draft an implementation plan.

Application of IDDE knowledge and skills to this problem: The problem I am facing here is…. Overall my approach to developing a solution will include…

The most important competencies that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address XYZ and engage in ABC tasks… The second competency…

Knowledge gains from concentration: Learning about AAA in my concentration area has helped in my thinking to resolve this problem by...

Personal reflection on my professional identity: As a graduate of this program, and as evidenced by the scenario of my work, I feel that… Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development.. my potential contributions to the instructional science community…
EXAMPLE SCENARIO 3:

**Organization:** I am employed as a human performance training developer\(^1\) in the service organization\(^2\) for a large consumer products\(^2\) company. Our department responds to customer questions and complaints about our products. My role is in human resources and I am responsible for the productivity\(^1\) of our customer service representative.

**Current project:** The major issue I am tasked with resolving is to increase the productivity\(^1\) of our customer service reps. The biggest issue is that customer service reps are not satisfactorily responding to customer calls\(^3\). We have identified that the issue is not related to telecommunications equipment, policies or guidelines in responding to customer inquiries, tracking of customer service calls and their resolution, incentive and dis-incentive systems, or hiring issues. Rather it has been determined that with a rather large turn-over rate in customer service reps and emergence of new product every few week, that the customer service reps are lacking the knowledge\(^5\) of how to respond to customers, how to resolve questions and problems related to new products, and how to communicate with irate customers. Thus, my role is to design training\(^1\) to be used during orientation of new customer service rep, on-the-job reference materials to support reps just-in-time while taking customer calls, and a program evaluation\(^4\) system to track success of the training.

**Application of IDDE knowledge and skills to this problem:** The problem\(^4\) I am facing here is… Overall my approach to developing a solution will include…

The most important competencies\(^5\) that I have developed and will apply to this problem include the following …. The first competency is important because it allows me to address\(^5\) XYZ and engage in ABC tasks… The second competency…

**Knowledge gains from concentration:** Learning about AAA in my concentration area has helped\(^6\) in my thinking to resolve this problem by…

**Personal reflection on my professional identity:** As a graduate of this program, and as evidenced by the scenario of my work, I feel that\(^7\)…. Regarding my competencies… regarding my area/context of work… my strengths and areas for ongoing professional development\(^7\).. my potential contributions\(^7\) to the instructional science community…
Appendix F. Request for Master’s Exam or Portfolio Presentation

Download from:
http://soe.syr.edu/media/documents/2012/8/Request_for_Master_Exam_or_Portfolio_Presentation_NEW.pdf
Appendix G. Instructional Designer Competencies references and MSIT Dispositions for Professional Educators

IDD&E Core Course Competencies: Instructional Designer Competencies

The Instructional Designer Competencies and Performance Standards are those identified and validated by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) from the text:


Students will purchase the Instructional Designer Competences books and will be provided with a table of the competencies and performance statements in IDE 631 Instructional Design and Development I. During IDE 631 students will review the competencies and use the provided template to identify a baseline level of competence in the standards. Throughout the entire MS program students should continue to evaluate their progress in developing these competencies. At the completion of course work students will complete a final self-evaluation, using the table from IDE 631, and include it in their portfolio with an overall narrative summary of their progress in mastering the competencies of an instructional designer.

Dispositions for Professional Educators – MSIT PROGRAM REQUIREMENT

In addition to a self-assessment and narrative of the ID competencies, the MSIT students will also conduct a self-assessment of their Dispositions for Professional Educators at the end of fall and spring semesters in which they are completing their practicum experiences (IDE 681/IDE 682). These self-assessments are to be included in the portfolio (see portfolio checklist section 6 b & 6 c.). Students should also include a short section reflecting on their growth in the dispositions in their ID competencies narrative summary (see paragraph above). During the practicum experiences MSIT students will review and assess themselves on the dispositions. They will also receive ratings and feedback from their supervisor on their demonstration of the disposition during their practicum course activities.

NYS Dispositions for Professional Educators

Demonstrates a clear and consistent commitment to:

1. the development of personal maturity
2. one’s own professional growth and accountability
3. diversity and equity
4. subject matter excellence
5. professional ethics and integrity, professional standards of practice, and the profession at-large

Full details describing each disposition will be provided to MSIT students in IDE 681 and they will be prompted to complete their self-assessment (online) at specific times in their studies.

The Scale for Use in Rating Candidates’ Dispositions

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The evidence is markedly inconsistent with the values of this disposition</td>
</tr>
<tr>
<td>2</td>
<td>There is little or no evidence of a commitment to the values of this disposition</td>
</tr>
<tr>
<td>3</td>
<td>There is clear evidence that reflects a commitment to the values of this disposition</td>
</tr>
<tr>
<td>4</td>
<td>There is clear and consistent evidence of a commitment to most or all of the values of this disposition</td>
</tr>
</tbody>
</table>