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**GRADUATE STUDY**

**IN**

**INSTRUCTIONAL**

**TECHNOLOGY**

**MASTER of SCIENCE in EDUCATION**

**DOCTOR of EDUCATION**

**SCHOOL LIBRARY MEDIA CERTIFICATION**

**Department  
of  
Educational Technology, Research and Assessment**

**College of Education  
Northern Illinois University**

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## INTRODUCTION

This booklet describes the Instructional Technology Graduate Programs in the College of Education at Northern Illinois University. It provides specific information about the Master of Science in Education and the Doctor of Education degree programs, and Certification in School Library Media. Information within this booklet should be used in conjunction with the current NIU Graduate Catalog, available from the Graduate School.

### **The University**

<http://www.niu.edu>

Northern Illinois University, with about 22,000 students, is located in DeKalb, Illinois, sixty miles due west of Chicago, and about forty miles southeast of Rockford. NIU serves the northern third of the state.

The University consists of seven teaching colleges: Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Law, Liberal Arts and Sciences, and Visual and Performing Arts. The Graduate School (<http://www.grad.niu.edu>) consists of faculty from all colleges.

### **The College**

<http://www.cedu.niu.edu>

The College of Education is a comprehensive teaching and research unit. Its graduate programs account for nearly two thirds of all graduate degrees conferred annually by the University, and its students comprise nearly half of the total graduate enrollment of the University.

### **The Department**

<http://www.cedu.niu.edu/etra>

The Department of Educational Technology, Research and Assessment is one of seven departments in the College of Education. Graduate degree programs in Instructional Technology and Research and Assessment plus programs of study in School Library Media are included in this department.

## INSTRUCTIONAL TECHNOLOGY

### **Definition and Purpose**

The Association for Educational Communications & Technology (AECT), a major professional organization in our field, has defined instructional technology in the following manner:

Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of processes and resources for learning, (Seels and Richey, 1994).

Among the major domains of the field are instructional design, development, and evaluation; performance technology; instructional media; technology; and distance and computer-based learning. All are components of the NIU Instructional Technology degrees. Alumni of the program address critical societal needs for technology leadership from such professional positions as: master teachers and trainers, instructional designers and developers in business and industry, school library media specialists, distance learning specialists (including the Internet), producers of mediated learning materials (including interactive multimedia), technology administrators and policy makers, and performance technologists (including traditional and electronic performance support systems), and college and university faculty members and administrators.

Instructional technology addresses the enhancement of human learning, performance, and potential, especially with the aid of technologies. The setting may be formal, school-based education at any level, or education beyond the schools, especially in business and industry.

Seels, B., & Richey, R. (1994). *Instructional technology: The definition and domains of the field*. Washington DC: AECT.

## Graduate Study

Graduate Study in Instructional Technology draws from educational psychology, communications, learning and instructional theory, and instructional systems to create a field of study designed to assist individuals responsible for improving learning and performance in organizations. Advanced study is offered in instructional design, instructional computing, instructional delivery systems, management of technology facilities and services, research, curriculum development, and media production and utilization.

The Master's program in Instructional Technology began in 1967 and enrollment has grown to well over 100 students. The Doctoral program was added in 1969 and currently also enrolls over 100 students. Nearly 100 other students are pursuing school library media certification or endorsement. A limited number of courses are available for undergraduate students.

Other items of interest include:

- ▶ almost all students attend classes on a part time basis
- ▶ the typical student is between 30 and 50 years old
- ▶ there are many international students, from countries such as China, Kenya, Malaysia, Mali, Philippines, South Africa, and Thailand.

## Overall Program Goals

Both the Instructional Technology master's and doctoral programs strive to create environments that allow students to:

1. Engage in advanced study in which skills in performance technology, learning materials, production and utilization, and IT management are developed and refined.
2. Gain expertise in the administration and/or direction of instructional technology programs in all settings using all forms of available technology.

3. Engage in spirited dialogue with faculty and other graduate students to test theory, research, and ideas while at the same time developing an appreciation for different points of view.
4. Participate in program, faculty, and teaching assessment activities in order to constantly update instruction and student competencies.
5. Participate in informal student/faculty social activities which will allow contacts with a large number of students with similar interests.

## Potential Employment

Graduates of the degree programs in Instructional Technology serve in such positions as:

course developer	instructional designer
course facilitator	school, college, or university
learning/training consultant	faculty member
production specialist	media research specialist
computer courseware developer	technology coordinator/specialist
media center director	director of media services
distance educator	performance technologist

Practicum and internship opportunities help the Instructional Technology program maintain an excellent employment record for its graduates.

Close ties are maintained with many educational institutions and businesses in the Chicago area. The Instructional Technology programs work cooperatively with such firms as Arthur Andersen & Co., Motorola, AT&T, Kraft, Ameritech, McDonald's Hamburger University, and Allstate, and with such educational institutions as Waubensee Community College, the Illinois Math and Science Academy, and College of DuPage.

## Instructional Facilities

The Instructional Technology program occupies classrooms, laboratories, and offices in Gabel Hall, on the west side of the main University campus. In addition to three large classroom/laboratories, other areas are used for audio instruction, video instruction and editing, and computer-based

materials preparation. The office of the Coordinator of Technology for the College of Education is also located within IT.

Other facilities on campus include the College of Education Learning Center, the University Libraries, Northern Television Center, and the various divisions of University Media Services. Two computer demonstration laboratories are located in Gabel Hall and nearby open computer labs contain a wide range of Windows and Macintosh equipment. Access to the University Amdahl mainframe and, through networks, other University computing facilities, is also available to students. All students have access to E-mail and the Internet.

### **Financial Assistance**

Graduate Assistantships are available in many departments and units such as the College of Education Learning Center. Candidates should apply directly to those offices for consideration. Any Instructional Technology faculty member may be able to suggest possible contacts. Assistantships pay a monthly stipend, tuition, and some fees. Most require 20 hours of work per week.

Graduate Fellowships may be awarded to students with superior qualifications. These pay a basic grant, tuition, and some fees. There is no work requirement. Applications for Fellowships are obtained from the Graduate School.

## **MASTER OF SCIENCE IN EDUCATION**

### **Master's Degree Overview**

This 39-semester-hour program prepares students to be competent practitioners and creative learners in all major areas of the field. Students develop competencies in such areas as performance technology, instructional software design and development, media administration, program evaluation, and instructional design, development, and evaluation. The program serves two distinct populations:

- ▶ persons seeking to enhance their performance in a current position and/or advance to more responsible positions, and
- ▶ those seeking to redirect their professional lives toward the challenges of new opportunities in a new field.

Either may be found within school or non-school settings.

Students in the first group enter the program with experience directly relevant to their goals, and thus aspire upon graduation to enhanced performance on the job (e.g. master teacher, lead instructional designer) and/or higher level positions within their career path (e.g., a teacher who becomes department chair or library/media center director, an instructional designer who becomes a training manager).

Students in the second group qualify for entry level positions in new careers (e.g., a former liberal arts major who joins a corporate training organization; a former marketing representative becomes a multimedia software designer). Students develop and refine concrete competencies in instructional design, development, and evaluation; performance technology; computer-based learning; instructional media; and media administration.

The M.S.Ed. program in Instructional Technology prepares students for professional roles in multiple, diverse settings. In all cases, the goal is superior performance in practice. Learning objectives for students enrolled in the M.S.Ed. program stress demonstrable skills and performance. The four general objectives listed below summarize those skills of which all

students should be capable, regardless of their specific area of interest within the degree program.

Students will demonstrate ability to:

1. Utilize instructional technology hardware and software for the development of instructional materials. Technologies include computerized instructional applications, video and audio presentations, graphics design, presentation or platform aids, distance delivery systems and instructional design processes.
2. Develop instructional activities leading to the acquisition of skills in an educational setting. These activities may include visual literacy theory, applications of instructional design techniques, and theoretical concepts of technology planning and utilization.
3. Administer an instructional technology program or operation in either a school or business setting. Management of staff, development and management of budgets, project management, space utilization, and development of storage and retrieval techniques are included in this objective.
4. Test theory, research, and ideas while developing an appreciation for different points of view, by engaging in spirited dialog with faculty and other graduate students in courses and through creation of written papers and projects assessed by faculty and peers. These skills may be demonstrated in courses or in independent study settings.

### **Admission to the Master's Degree Program**

To be considered for admission, prospective master's students must submit to the Graduate School the following:

1. Completed Application for Admission to the Graduate School. The Degree is **Master of Science in Education**; the Department is **Educational Technology, Research and Assessment (ETRA)**; and the Major is **Instructional Technology**.)

2. Official transcripts of all undergraduate degrees and graduate degrees or course work from accredited colleges or universities. Minimum GPAs for undergraduate degree and graduate degree/work are 2.75 and 3.20, respectively.
3. Scores on the General Test (verbal, quantitative, and analytical) of the Graduate Record Examination (GRE). An applicant may submit GMAT or MAT scores in lieu of GRE scores.
4. A personal statement of career goals.
5. Two letters of reference from professors, employers, supervisors, or colleagues that address professional qualifications and potential for success in the field of Instructional Technology at the master's degree level.

The faculty in the Department of Educational Technology, Research and Assessment select the best-qualified applicants for admission to its programs. When the number of applicants exceeds a program's capacity, qualified applicants may be denied admission and encouraged to reapply at a later date. Decisions about admissions are ordinarily made each term.

Any applicant who is denied admission to a program in the department may submit to the appropriate program admissions committee a written request for reconsideration that includes information not previously submitted. Final decisions of program admissions committees may be appealed to the department's Committee on Admissions, Retention, and Professional Standards. Appeals to this committee must be in writing and must explain the basis for appeal.

Individuals who fail to satisfy the GPA criterion or whose test scores are low may request special consideration of their application. Such a request must be made in writing, must include a description of compensatory evidence related to the deficiency, and should accompany the Application for Admission to the Graduate School. Compensatory evidence may include relevant work experience, length of time since the undergraduate degree, grades in graduate level course work, or other extenuating circumstances.

## **Master's Advising and Program Planning**

Upon admission to the Master's program, each new student is assigned an advisor who works with the student to plan a program of study and provide assistance during completion of the program. It is the student's responsibility to meet with the advisor at an early date to plan the program of study, including possible inclusion of transfer and student-at-large hours, and discuss related matters. Early consultation with the advisor will minimize problems throughout the degree program.

## **Master's Program Requirements**

The M.S.Ed. in instructional technology requires a minimum of 39 semester hours of graduate course work, determined jointly by the student and adviser. An approved program of courses includes general requirements in research and foundations courses, courses in instructional technology, and electives as follows.

- ▶ A research course approved by adviser (3)
- ▶ An educational foundations course approved by adviser (3)
- ▶ Additional instructional technology (ETT) courses approved by adviser (23-33)
- ▶ Electives (0-9)

Students focusing on performance technology, instructional design and development, or school library media certification may be required to include internship or practicum courses as part of the required course work.

Beginning courses in Instructional Technology, totaling 24-30 semester hours, usually include ETT 429 (Computers in Classroom Teaching), ETT 510 (Instructional Media and Technology), and ETT 560 (Instructional Design I).

Coursework in Instructional Technology is completed in areas of the field such as computer-based learning, instructional design, performance technology and training, visual literacy, technology administration, futures of technology, internships and practica, and media production. Electives outside of IT may be chosen from any department and often include courses

in adult education, business, communications, and art. Non-ETT electives may total 0-9 semester hours.

For student's possessing a Master of Science in Education degree from NIU, the dual credit option may be elected, allowing them to reuse nine credits from the previous degree (see Graduate Catalog). Other master's degrees from NIU can also provide hours in this dual credit option. See your advisor for details.

## **Student-at-Large and Transfer Credit**

Students-at-large are normally prohibited from registering for graduate courses in instructional technology unless they are pursuing an approved certification or endorsement in school library media. A maximum of 15 student-at-large and transfer semester hours in combination may be applied toward the master's degree in instructional technology. With the approval of the student's faculty adviser, a student who has completed endorsement and/or certification requirements in school library media at NIU as a student-at-large may apply some or all of those student-at-large hours towards the master's degree in instructional technology.

## **Master's Internships and Practica**

The Master's program may include credit for practicum and/or internship experiences.

A practicum is an individual project which is completed within a semester in cooperation with a school or business client. The practicum is taken as a class but the project is completed individually within project constraints. Student must complete and have on file in the department office the appropriate contract and supporting paperwork for the practicum before they enroll in the course or start any work on it.

Instructional design internships are available in local or regional area schools, industries, or businesses. An internship is either a full-time or part-time experience with a school or business. Most business internships and some school internships are paid positions.

Students seeking placement as interns must contact the IT Internship Coordinator as early as possible and no later than early in the semester preceding the period during which placement is desired. Internship contracts are available in the Instructional Technology office or on our Web page under *Resources* at <http://www.cedu.niu.edu/etra>.

Media Specialist internships are arranged with an appropriate school media center. Media Specialist certificate programs recommend a minimum of 100 hours of internship experience. These internships are arranged through the internship coordinator as above. Many certificate candidates help to arrange their internships at a school district of interest and convenient to them.

### **Master's Comprehensive Examination**

All candidates for the M.S.Ed. in Instructional Technology must successfully complete a "comprehensive examination." This exam can be completed in the form of a Professional Portfolio Review -OR- a Written Examination.

The Professional Portfolio Review offers students an authentic and performance-based assessment conducted through self reflection and peer and faculty review. Students select and present artifacts from their course work and experiences while enrolled in the program to demonstrate competence in each of six Areas of Mastery. The Areas of Mastery are based on the Seels and Richey (1994) definition of the field. They include Professional Development, Analytical and Integrative Thinking, Instructional Design, Media and Technology Development, Management and Implementation and, Evaluation.

The Written Exam requires students to develop a focused question and an essay response, similar to a class paper assignment. The question is negotiated and approved by the exam advisor. The response is evaluated by a committee of three Instructional Technology faculty members.

For either comprehensive examination format:

- ▶ Students must be enrolled in the term in which they take their comprehensive exam.

- ▶ Students must contact the Instructional Technology office in writing during the semester prior to anticipated program completion and graduation to obtain an application and information packet .
- ▶ Candidates who are unsuccessful on their first attempt at the comprehensive exam may request a second attempt, the outcome of which is final.

### **Master's Graduation Requirements**

Prior to registration for the final term, the student must submit an Application for Graduation to the Graduate School. The form can be obtained from the Graduate School and must be signed by the ETRA program adviser. A graduation fee is paid through the Bursar's office. Application for graduation must meet specific deadlines.

Upon completion of all course requirements, after passing the comprehensive examination, and upon final approval of the Graduate School, the student will receive the Master of Science in Education degree with a major in Instructional Technology.

### **Master's Time Limit**

The student must fulfill all requirements for a degree within the six consecutive years immediately preceding the date of the student's graduation from that degree program. This time limit applies to enrollment in all graduate course work in the student's program including work for which transfer credit is allowed.

## DOCTOR OF EDUCATION

### Doctoral Degree Overview

The Doctor of Education (Ed.D.) degree is the highest professional degree offered by Northern Illinois University in the field of education. The doctoral program has as its aims:

- ▶ the development of competence,
- ▶ the extension of understanding,
- ▶ the advancement of knowledge, and
- ▶ an increased capacity for intellectual and professional adaptability.

This degree is awarded only to those individuals who have met rigorous standards and who have demonstrated excellence in scholarship.

The Doctor of Education program in Instructional Technology prepares students to be leaders in research and the development of new knowledge and applications in the field. Program alumni are employed in positions of leadership in the use of technology in diverse settings including all levels of education, business and industry, the health care professions, government, and not-for-profit organizations in the U.S. and other countries. The doctoral program is not narrowly career-oriented, but rather focuses on the conceptual framework of the field. Building on the competencies of practice acquired at the master's degree level or from remediation of deficiencies, emphasis is placed on developing a unified grasp of the knowledge, skills, and theory inherent in the field, as the base for original research.

Goals for students enrolled in the Ed.D. Program in Instructional Technology stress competence and originality. Students completing the program demonstrate a wide range of skills and abilities related to application of technology to learning. Whereas master's graduates can correctly follow and apply methodologies and models, doctoral graduates are able to develop theories and conduct research in appropriate methodologies. The following skills summarize our expectations of all doctoral graduates:

- ▶ organize theory and research, synthesize past experiences and training in instructional technology applications, and use those backgrounds in the development of theoretical constructs for new or better applications.
- ▶ engage in and produce research in the applications or implications of instructional technology in educational contexts and society in general.
- ▶ demonstrate mastery of research design and techniques by engaging in research activities within courses and independently.
- ▶ demonstrate mastery of common educational theory, including human development and learning, human behavior, and the organization or administration of education.
- ▶ demonstrate the ability to test theory, research, and ideas while developing an appreciation for different points of view, by engaging in spirited interchange among faculty and other graduate students in courses and through creation of written papers and projects assessed by faculty and peers. These skills may be demonstrated in courses and/or in independent study settings.

### Doctoral Admission Requirements

The faculty of Instructional Technology selects the best-qualified applicants for admission to the doctoral program. When the number of qualified applicants exceeds program capacity, some applicants must be denied admission. Such individuals may request reconsideration of their application at a later date. Decisions about admissions are normally made once each term. To be considered for admission, prospective students must **submit to the Graduate School the following:**

1. Completed Application for Admission to the Graduate School form.

The degree program is **Doctor of Education** - the major department is **Educational Technology, Research and Assessment (ETRA)** and the major is **Instructional Technology**.

2. Transcripts showing undergraduate degree from an accredited college or university with an overall GPA of at least 2.75, based on a 4.00 system.
3. Transcript showing graduate degree(s) (at least a master's degree) from an accredited college or university with an overall GPA of at least 3.20.
4. Scores from the General Test of the Graduate Record Examination. (Contact the Instructional Technology office regarding possible alternatives.)
5. A personal statement of your career goals and qualifications for the program.
6. Three letters of reference from professors, employers, or supervisors that address professional qualifications and potential for success in the field of Instructional Technology at the doctoral level.

Prospective doctoral applicants will be scheduled for an appointment with the Admissions Committee, which meets once each semester. This meeting, usually attended by all regular faculty in the program, will serve to get everyone better acquainted. Your qualifications, interests, and future plans will be discussed. This is also an opportunity for you to ask questions about the program.

Individuals who fail to satisfy the GPA criteria or whose test scores are low may request special consideration of their application. Such a request must be made in writing, must include a description of compensatory evidence related to the deficiency, and should accompany the Application for Admission to the Graduate School. Compensatory evidence may include relevant work experience, length of time since the previous degrees, or other extenuating circumstances.

If review of the above materials supports further consideration of the application, applicants must submit a writing sample that demonstrates research and writing skills and attend a personal interview with the doctoral admissions committee. (These two elements of the application determine the applicant's final standing in the pool of applicants.)

## **Doctoral Program Advising**

Following admission to the doctoral program in Instructional Technology, each new student is assigned an advisory committee of three faculty members. The chair of the committee is the major advisor and works with the student to develop a proposed program of courses. The remaining members review the proposal before final approval and submission to the Graduate School. Students are urged to maintain close contact with their major advisor throughout the program. Changes in the program of courses must be approved by the advisor, who is responsible for notifying the Graduate School of such changes.

## **Doctoral Program Requirements**

Program requirements are flexible and are designed in light of the individual student's background and professional goals. The student has significant input into the selection of specific courses for his or her program, in consultation with the advisory committee. The Graduate School defines the doctoral degree as 93 semester hours (minimum) beyond the baccalaureate degree, toward which 30 hours from the master's degree are normally applied. Within the minimum 63 hours beyond the master's degree, a doctoral program consists of three broad areas of work: research and learning theory, the major and the dissertation.

### Research, Learning Theory, and Foundations (15 hrs):

Courses related to the development of research skills, learning and development theory, and educational foundations. Such course work may include research design, statistical analysis, computerized data manipulation, the analyses of human development and learning theories, psychology of human behavior, history and philosophy of education, and organization or administration of educational systems.

Typical courses in this area include:

LECI 603 Design of Curriculum and Instruction  
LECI 657 Seminar in Higher Education

ETR 521 Educational Statistics I

ETR 525 Qualitative Research  
ETR 530 Test Construction  
ETR 613 Advanced Educational Psychology  
ETR 620 Educational Research Planning and Interpretation  
ETR 639X Fieldwork Methods in Educational Research  
ETR 640X Interpretive Methods in Educational Research

EPFE 615 Foundations of Educational Policy  
EPFE 621 Seminar in American Educational Thought  
EPFE 623 History of Higher Education

COMS 554 Media & Society

#### Instructional Technology Major (18-33 hrs):

A major is also commonly referred to as a field of specialization. The major includes a complement of courses that provide an opportunity to master a defined area of study. A minimum of 18 semester hours of advanced level course work (excluding dissertation hours) is required in Instructional Technology courses - the major area. Four doctoral seminars are required as part of the major, with ETT 549, 640, 641, 642, & 643 included in nearly all programs. ETT 698 is also recommended. Ordinarily, courses are taken in numerical order.

A **cognate** or minor specialization may be chosen to meet a specific goal. Cognates are courses taken in some other specialization area. Ordinarily only doctoral students whose master's degree is in Instructional Technology complete a cognate.

Courses in other departments may be selected for cognate or research areas, most commonly in Art, Business, Communications, Computer Science, and Journalism.

#### Dissertation (15 hrs):

As the culminating experience of the doctoral program, candidates plan, complete, and successfully defend a research-based dissertation. The dissertation should represent a major contribution to knowledge in the

candidate's field of study as defined under Dissertation and Oral Defense below.

A minimum of 15 dissertation credit hours is required, in blocks of at least 3 hours per term. After completing 15 hours, enrollment may be for 1 hour per term. From the term of first enrollment in ETT 699 (Dissertation), you must maintain continuous enrollment every semester until graduation.

#### Summary

Students entering the doctoral program with a master's degree in Instructional Technology will, therefore, generally complete 48 hours of coursework (including a cognate) beyond the master's, plus 15 hours of dissertation credit. Students whose master's degree is not in Instructional Technology normally take three or four **additional** courses to gain background in their new field; they may also complete additional hours for a cognate.

#### **Student-at-Large and Transfer Credit**

Students-at-large are normally prohibited from registering for graduate courses in instructional technology unless they are pursuing an approved certification or endorsement in school library media. A maximum of 15 student-at-large and transfer semester hours in combination may be applied toward the master's degree in instructional technology. With the approval of the student's faculty adviser, a student who has completed endorsement and/or certification requirements in school library media at NIU as a student-at-large may apply some or all of those student-at-large hours towards the master's degree in instructional technology. The faculty adviser has the authority to refuse any course credit he or she judges to be irrelevant to the doctoral degree in instructional technology.

#### **Internships and Practica**

Students are encouraged to pursue and may be required to include internship or practicum experiences within their program requirements. Normally this will be determined by the student and the advisory committee during initial program planning.

## **Doctoral Comprehensive Examination**

A candidacy examination, administered each term by the faculty in Instructional Technology, is required of all students in the doctoral program near the end of coursework. The examination includes sections on research skills and learning theory as well as in the major area of specialization. Early contact with the major advisor to discuss the exam is highly recommended.

Students have two opportunities to successfully complete the candidacy exam. If the first attempt is unsuccessful, the advisory committee will determine what remediation appears to be warranted and when the student may again attempt the exam. The outcome of the second attempt is final. Students must be enrolled for at least one credit hour in the term in which they take their candidacy exam.

Students are admitted to candidacy following successful completion of the examination and may begin to enroll in ETT 699. Students must select a dissertation director within the first semester after admission to candidacy.

## **Dissertation Director and Committee**

Upon admission to candidacy and prior to beginning work on the dissertation, the student will choose a dissertation director and, with the director's advice, a dissertation committee consisting of a minimum of two additional members. At least two members of the committee must be senior members of the graduate faculty. The *Dissertation Director Appointment Form* must be on file at the Graduate School by the end of the first term of registration for ETT 699. The candidate is expected to work closely with the director and committee members at all times, first to achieve acceptance of a research proposal, then as the research is conducted and reported.

## **Human Subjects Research**

Research involving human subjects in any situation must be approved by the department and the Graduate School Committee on Human Subject Research. Such **approval MUST be obtained prior** to beginning dissertation research. Forms are available from your director or the

Instructional Technology Office or online at  
[http://www.grad.niu.edu/orc/irb\\_homepage.htm](http://www.grad.niu.edu/orc/irb_homepage.htm).

## **Dissertation and Oral Defense**

A dissertation represents a substantial contribution to knowledge in the student's major field of study. Candidates for the doctoral degree are expected to conduct original scholarship appropriate to the field of Instructional Technology and to communicate the results of their research effectively. Following completion of the written dissertation and with the approval of the dissertation committee, a public presentation of the research is scheduled, followed immediately by an oral defense of the dissertation. This final examination of the candidate and the research is conducted by the dissertation committee, in accordance with the guidelines of the Graduate School. Successful completion of the oral defense is usually the final major step prior to graduation.

## **Doctoral Program Time Limit**

Doctoral students have nine years (less one semester) to complete all requirements for the degree, i.e., no courses may be over nine years old at the time of graduation, except those master's degree courses accepted toward the doctorate.

## **CERTIFICATION AND ENDORSEMENT IN SCHOOL LIBRARY MEDIA**

The Instructional Technology Program, Department of Educational Technology, Research and Assessment, College of Education, Northern Illinois University, offers courses to assist individuals in achieving certification and endorsement for work in Illinois school library media centers. The classes currently available are accredited by the National Council for Accreditation of Teacher Education (NCATE). School library media is not a degree program, but rather a set of courses that may be included within a program of courses leading to either a master's or doctoral degree in Instructional Technology.

It is strongly recommended that SLM certification/endorsement students become degree-seeking (MSED or EDD) students. Economic conditions at NIU may limit the number of student-at-large registrations available in any given course. The master's degree program requires 39 credit hours for completion. The doctoral degree program requires 63 credit hours beyond a master's degree.

To apply for a degree program, consult with the ETRA program advisor. Further information about graduate degrees is available in the Graduate Catalog and on the ETRA department Web page (<http://www.cedu.niu.edu/etra/index.html>).

Students may seek certification or endorsement without being admitted to a degree program. With the approval of the student's faculty advisor, a student who has completed endorsement and /or certification requirements in school library media at NIU as a student-at-large may apply some or all of those student-at-large hours toward the master's or doctoral degrees in instructional technology.

### **Preparing for SLM Certification or Endorsement**

**Individuals seeking endorsement as school library media professionals or certification as school library media specialists must hold an existing teaching certificate at one of the following levels: K-9; 6-12; K-12.**

Students are urged to complete the School Library Media Certification/Endorsement information form available from ETRA, Northern Illinois University, DeKalb, IL 60115. This information will aid us in helping you obtain your credentials and ensure receipt of important mailings from our office.

If not previously taken, students must complete both a non-Western culture and exceptional child course.

Two types of preparation are offered:

1. Courses for Type 10 certification leading to the title of School Media Specialist (32 credit hours)
2. Courses for endorsement leading to the title of School Media Professional (18-24 credit hours)

NOTE: Students combining certification or endorsement with a MSED or EDD at degree at NIU, must follow two separate procedures:

1. Complete endorsement or certification procedures as outlined above.
2. Follow procedures for obtaining a degree as provided by the Graduate School and the Instructional Technology Program.

### **Certification - Type 10**

Media Specialist: responsible for media services to students, teachers and other school personnel.

Media *certification* provides individuals with educational qualifications to work in an Illinois school media center for grades K-12 regardless of the level of existing teaching certification.

For certification: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, selection of media for both elementary and secondary levels, production and communications.

## Endorsement

Media Professional: responsible for media services to students, teachers and other school personnel.

Media *endorsement* provides individuals with the qualifications to work in an Illinois school media center at the level of existing teaching certification as a Media Professional.

For endorsement: 18 semester hours in library science-media; professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of media (elementary and/or secondary levels).

Students seeking a Middle Grades endorsement, 5th grade and above, are also required to complete EPS 419, The Middle School Child (3 credit hours) and TEDU 422, Middle School Organization and Instruction (3 credit hours), unless these or representative courses have previously been taken.

NOTE: Students who have not previously taken a course in non-Western culture and/or exceptional education, may be required to do so.

## COURSE OFFERINGS IN INSTRUCTIONAL TECHNOLOGY

### General Interest Courses:

- ETT 503 Introduction to Information Science (3)
- ETT 510 Instructional Media and Technology (3)
- ETT 511 Advanced Instructional Media Design (3)
- ETT 531 Visual Literacy (3)
- ETT 535 Distance Education: Design and Delivery (3)
- ETT 549 Online Searching (3)
- ETT 550 Roles of the Instructional Technologist (3)
- ETT 551 Instructional Technology for the Future (3)
- ETT 552 Instructional Technology for Diverse Cultures (3)

### Instructional Design Courses:

- ETT 535 Distance Education: Design & Delivery (3)
- ETT 560 Instructional Design I (3)
- ETT 561X Human Resource Development (3)
- ETT 562 Instructional Design II (3)
- ETT 564 Training and Performance Technology (3)
- ETT 565 Advanced Instructional Design (3)
- ETT 569 Practicum in Instructional Design (3)
- ETT 615X Strategic Human Resource Development (3)

### Computer Technology Courses:

- ETT 429X Computers in Classroom Teaching (3)
- ETT 439 Developing Educational Software for Computers (3)
- ETT 450 Instructional Television I (3)
- ETT 529 Theories of Computer-Based Education (3)
- ETT 539 Courseware Systems Development for Computers (3)
- ETT 555 Media Design - Multi-Media (3)
- ETT 556 Media Design - Audio Materials (3)
- ETT 559 Instructional Television II (3)

**Media Management Courses:**

- ETT 533 School Library Media Centers (3)
- ETT 541 Library Services for Children (3)
- ETT 570 Instructional Technology Administration (3)
- ETT 571 Instructional Technology Promotion and Development (3)
- ETT 573 Instructional Technology Facilities (3)

**Seminars:**

- ETT 540 Seminar in Library/Information Studies (1-6)
- ETT 640 Seminar: Instructional Technology Foundations (3)
- ETT 641 Seminar: Instructional Technology Theory (3)
- ETT 642 Seminar: Instructional Technology Research (3)
- ETT 643 Seminar: Instructional Technology Problems (3)
- ETT 698 Research Seminar in Instructional Technology (3)

**Field-Based Experiences:**

- ETT 569 Practicum in Instructional Design (3)
- ETT 586 Internship in Instructional Technology (Master's Level) (3-15)
- ETT 655 Media Design Project (3)
- ETT 670 Practicum in Instructional Technology (3)
- ETT 686 Internship in Instructional Technology (Doctoral Level) (3-15)

**Collection Management:**

- ETT 507 Collection Development (3)
- ETT 508 Reference Theory & Practice (3)
- ETT 523 Media for Young Adults (3)
- ETT 527 Library Materials for Children (3)

**Workshop, Special Topics, and Independent Research:**

- ETT 590 Workshop in Instructional Technology (1-3)
- ETT 592 Special Topics in Instructional Technology (1-3)
- ETT 597 Independent Research in Instructional Technology (Master's Level) (1-3)
- ETT 697 Independent Research in Instructional Technology (Doctoral Level) (1-3)
- ETT 699 Doctoral Research & Dissertation (1-15)

**(Some courses are offered each semester; many only once in each calendar year. Contact the Instructional Technology Office for projected scheduling.)**

**Department of Educational Technology, Research and Assessment**

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**Instructional Technology** [ITech@niu.edu](mailto:ITech@niu.edu)  
**School Library Media** [SLM@niu.edu](mailto:SLM@niu.edu)

Visit us on the Web at:  
<http://www.cedu.niu.edu/etra>

N.I.U.-Office of Registration and Records  
Online Schedule of classes, etc.  
<http://www.reg.niu.edu>

