Instructional Systems Technology

Masters Program

Rookie Class of 2010

Wednesday, August 25, 2010

IST @ IUB

25 August 2010

Welcome to IST!

The single greatest strength of our program is the combination of talent, experience and positive attitude of our students. Every year those qualities are strengthened and renewed by the incoming group - you!

Look around you at orientation. These people will be your colleagues in the field long after you have graduated from the program. We hope the day you spend with us in orientation will be the beginning of the strong relationships that will sustain you when you leave.

We also hope that you will get to know the faculty and the returning students – all of us want you to become part of this department and to succeed in your programs. In order for that to happen, we need to know who you are and what your goals are. Many of us will introduce ourselves – please feel welcome to make yourself known to us and to talk with us in person during this coming semester. We're glad you are here!

Ted Frick, Chair

Table of Contents

Instructional Systems Technology
New Student Orientation
Wednesday, August 25, 2010

Time	Place	Activity
9:30 a.m.	ED 2275	IST Department Check-In • Fill out your name tag • Pick up orientation packet
9:45 a.m.	ED 2275	Welcome to IST and Registration Essentials *Ted Frick, Sarah Childers* • Group Introductions • Program Advising • Registration information
11:00 a.m.	ED 2275	IU Graduate & Professional Student Organization (GPSO)
11:15 a.m.	IST Wing	Essentials of Student Life in the IST department-presented by *Graduates in Instructional Systems Technology (GIST), IST student organization, and IST Lab Managers,* who will guide you through the following activities: • University and departmental policy on plagiarism • Getting access to IST labs and rooms • Have your picture taken • Informal tour of IST department • Mingle with veteran IST students
12:15 p.m.		Lunch provided by IST Department *GIST activities continue through lunch*
12:45 p.m.	ED 2275	Meet the Faculty
1:45 p.m.	IST Wing	Advising -Meet with your faculty advisor
5:00 p.m.	Atrium	IST Welcome Reception for New Students and Pitch-In Dinner

The School of Education General Orientation for all new graduate students is on Monday, August 23 at 9:00 a.m. in the School of Education Auditorium (ED 1120)

2010-2011 Faculty/Staff Directory
Instructional Systems Technology

W.W. Wright Education Building, Suite 2276
201 N. Rose Avenue
Bloomington, IN 47405-1006

Information 812-856-8450
Fax 812-856-8239

Telephone	Faculty Name	Office	E-mail *
812-856-8456	Appelman, Robert Emeritus	ED 2222	appelman
812-856-8468	Bichelmeyer, Barbara Jt appt, VP Aca Plng	ED 2226 Poplars 814	bbichelm
812-856-8451	Boling, Elizabeth Assoc. Dean, Graduate Studies	ED 2100	eboling
812-856-8353	Bonk, Curt	ED 2238	cjbonk
812-856-8458 812-856-8581	Brush, Thomas Also, Assoc Dean, Teacher Education	ED 2216 ED 1000	tbrush
812-856-8144	Cho, Yonjoo	ED 2232	choyonj
812-856-8457	Davies, Ivor *Emeritus*	ED 2228	davies
812-856-8460	Frick, Theodore IST Chair	ED 2276	frick
812-856-8151	Haynes, Ray	ED 2224	rkhaynes
812-856-8486	Leftwich, Anne	ED 2220	aleftwic
812-856-8461	Molenda, Michael *Emeritus*	ED 2234	molenda
812-856-8463	Pershing, James Emeritus	ED 2230	pershin (without the “g”)
812-856-8464	Reigeluth, Charles	ED 2236	reigelut (without the “h”)
812-856-1103	Siegel, Marty Jt appt in Informatics & IST	Eigenmann 1040	msiegel

Staff			
812-856-8455	Childers, Sarah *Administrative Secretary*	ED 2276	sarchild

* Internet addresses: add **@indiana.edu** after each e-mail name (no spaces)

Other IST numbers:

856-8470	VX Lab	ED 2227
856-8479	AI Office	ED 2260
856-8474	Student Projects	ED 2270
856-8466	Student Lab	ED 2271
856-8090	Conference Room	ED 2274

Instructional Systems Technology
Indiana University
General Information

The Field

Instructional Systems Technology (IST) is an academic department devoted to teaching, research, and service within the field also known as Instructional Technology, Educational Technology, Instructional Design, Performance Technology and other similar names.

This field practices a holistic and interdisciplinary approach to the improvement of human learning through applications of technology. The term *technology* encompasses not only hardware and software, but also a particular problem-solving process. IST practitioners apply principles from a variety of disciplines to analyze instructional problems, design solutions, then evaluate, revise and implement those solutions in the form of instructional materials or entire systems.

Degree Programs

Instructional Systems Technology is a department in the School of Education offering graduate-level coursework leading to the following degrees:

- Master of Science (M.S.)
- Doctor of Philosophy (Ph.D.)

Within the department there are four areas of curricular emphasis:

Instructional Design and Development deals with the overall process of analyzing problems and selecting and implementing appropriate solutions.

Media Design and Development allows practice in the design and production of media such as photographs, audiotapes, videotapes, print materials, and multimedia combinations such as interactive video and hypermedia.

Computer-Based Instruction focuses on instruction and testing delivered via computer.

Institutional and Organizational Change explores the interpersonal and sociological dimensions of implementing instructional innovations in various cultural or institutional settings.

Placement

IST Graduates find careers in diverse settings—higher education, business and industry, hospitals and health agencies, government and military services, and schools. They work as instructional designers, corporate education specialists, instructional technologists, computer-based training developers, media producers, school and university media specialists, and teachers and professors. Currently, the most popular career path for Master's graduates is corporate training and development, while for doctoral graduates, university teaching is often combined with providing instructional technology services.

The growing importance of corporate education in the United States has generated a major demand for skilled instructional designers, creating especially good placement opportunities in this sector. The prestige of the Indiana University IST program also gives our graduates an edge in placement throughout North America and in over fifty foreign countries.

Student Population

The IST student body numbers approximately 200 men and women drawn from all over North America and many other nations. The diverse cultural, educational, and professional backgrounds represented in this group create a rich environment for the exchange of ideas and experiences. A department-wide student association, Graduates in IST (GIST), exists for the promotion of social and professional community.

Practical Experiences

IST students who have appropriate skills can gain practical professional experience as well as financial assistance by serving as graduate assistants within the University or as interns in selected corporate settings. Additional positions are available within the IST department itself or in the technology services office of the School of Education. Other campus units seek IST students because of their special qualifications in computing, media production, and the like; among these are the Teaching and Learning Technologies Lab, University Information Technology Services, Bureau of Evaluative Studies and Testing and the Center for Research on Learning and Technology (CRLT).

Several large corporations, including AT&T Communications, Bell Laboratories, Chevron Oil, Eli Lilly, IBM, NCR, and Xerox have offered structured off-campus internships to IST students. Other less formal internships can be arranged on a case-by-case basis.

Housing

Accommodations for single students, married students, and families are available through Residential Programs and Services, 801 N. Jordan Avenue (phone, 812-855-1764; e-mail, housing@indiana.edu). An abundance of off-campus housing in apartments, condominiums, and rental houses is available through a variety of private rental agencies.

Community

The City of Bloomington, with a population of about 60,000, is situated in the picturesque rolling hills of southern Indiana. It is easily accessible by State Highway 37 and is served by a local airport as well as by Indianapolis International Airport, a regional hub approximately 50 miles from campus. Bloomington's recently renovated downtown shopping district is within easy walking distance from campus and numerous shops on the fringes of campus cater to student needs. There is also a 100-store shopping mall that attracts shoppers from a five-county region.

Bloomington is widely recognized as a pleasant community, cited by *Psychology Today* as one of the "lowest stress cities," by the *New York Times* as one of the "Top Ten College Towns," and by *Family Wealth's* "Great Places to Retire." Nearby Lake Monroe offers boating, swimming, and fishing. State parks and forests surround the town, providing hiking and camping opportunities.

Application

Application for admission to IST degree programs must be made to the Office of Graduate Studies, School of Education, Room 2100, Bloomington, IN 47405. (International students must apply through International Admissions, 300 North Jordan Avenue, Bloomington, IN 47405; e-mail, intladm@indiana.edu).

All IST degree programs require the Graduate Record Examination (GRE), transcripts from undergraduate and graduate institutions, and two letters of recommendation from persons familiar with the candidate's academic and/or professional aptitude. Applicants whose first language is not English must also submit TOEFL results.

The IST Core Curriculum starts in the fall and we typically do not admit students to start in any other semester.

Ph.D. applicants interested in financial support should have been admitted by Jan. 15 for fall entrance, which means completed applications should have been received by January 1. We will be admitting a maximum of 15 new students to the doctoral program per year. We therefore recommend applicants apply early.

Further Information

For additional information about IST please contact:

Instructional Systems Technology
School of Education, Room 2276
Indiana University Bloomington, IN 47405
Phone: (812) 856-8450

For specific course information, updated class schedules, academic advising, and other information specific to the IST program, please contact:

Ted Frick, Chair
Instructional Systems Technology
School of Education, Room 2276A
Indiana University Bloomington, IN 47405
Phone: (812) 856-8451

In addition, the following offices can provide any assistance you may require before or upon your arrival on campus.

- For bulletins, admissions information and procedures, education student records, and information concerning general School of Education policies, contact:

  Office of Graduate Studies
  School of Education, Room 2100
  Phone: (812) 856-8504
  http://www.indiana.edu/~educate/

- For free legal assistance, such as advice on housing contracts, consumer affairs, conflict of laws, civil liberties, debts, and other legal problems not including court representation on criminal charges, contact:

  Student Legal Services
  703 East Seventh Street
  Phone: (812) 855-7867
  http://www.indiana.edu/~sls/

- For information on facilities for the handicapped, including adaptive technologies, special parking privileges, and suitable housing both on and off-campus, contact:

  Disability Services for Students
  Franklin Hall 096
  Phone: (812) 855-3508
  http://www.indiana.edu/~iubdss/

- For financial assistance to students regularly enrolled in degree-granting programs, contact:

  Office of Student Financial Assistance
  Franklin Hall 208
  Phone: (812) 855-0321
  http://www.indiana.edu/~sfa/

  For assistantships, see:

  Indiana University Student Academic Appointment Vacancies
  http://www.indiana.edu/~gradgrnt/v11n1/saa.html

- For housing information, both on and off campus, contact.

  Residential Programs & Services
  801 North Jordan Avenue
  Phone: (812) 855-1764
  http://www.rps.indiana.edu/

- For general information about the university and the community, contact:

  Bloomington/Monroe County Convention & Visitors Bureau
  2855 North Walnut Street
  Bloomington, IN 47404
  Phone: (812) 334-8900
  (800) 800-0037
  http://www.visitbloomington.com/

- For automobile registration and parking information, contact:

  Parking Operations
  Henderson Parking Garage
  310 S. Fess Avenue
  Phone: (812) 855-9848
  Parking@indiana.edu
  http://www.parking.indiana.edu/

- For international student information, contact:

  Office of International Services
  Franklin Hall 306
  Phone: (812) 855-9086
  http://www.indiana.edu/~intlserv/

Should you foresee a visit to the Indiana University campus prior to enrolling, the Indiana Memorial Union maintains complete hotel and food service facilities. Major motel options such as Days Inn, Ramada Limited, and Hampton Inn are available through your local directory.

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Syracuse University
Syracuse, New York 13244-5290

ERIC® DIGEST

March 2000

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The Field of Educational Technology: Update 2000
A Dozen Frequently Asked Questions

by Donald P. Ely

Educational technology is a term widely used in the field of education (and other areas), but it is often used with different meanings. The word technology is used by some to mean hardware—the devices that deliver information and serve as tools to accomplish a task—but those working in the field use technology to refer to a systematic process of solving problems by scientific means. Hence, educational technology properly refers to a particular approach to achieving the ends of education. Instructional technology refers to the use of such technological processes specifically for teaching and learning.

Other terms, such as instructional development or educational media, which refer to particular parts of the field, are also used by some to refer to the field as a whole.

The purpose of this digest is to provide background information and sources that help one to understand the concept of educational technology. This digest should serve as a "pathfinder" to relevant and timely publications that view the field from a variety of perspectives.

1. What is educational technology?

The most recent definition of the field (which uses the term, instructional technology) has been published by the Association for Educational Communications and Technology (AECT):

Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning.

The complete definition, with its rationale, is presented in the AECT publication:

- Seels, B.B. & Richey, R.C. (1994). *Instructional technology: The definition and domains of the field.* Washington, DC: Association for Educational Communications and Technology.

An overview of the field can be found in:

- Gagne, R. M. (Ed.). (1987). *Instructional technology: Foundations.* Hillsdale, NJ: Lawrence Erlbaum.
- Anglin, G. J. (Ed.). (1995). *Instructional technology: Past, present, & future* (2nd ed.). Englewood, CO: Libraries Unlimited.

2. What are the roots of educational technology?

The field is essentially a 20th century movement with the major developments occurring during and immediately after World War II. What began with an emphasis on audiovisual communications media gradually became focused on the systematic development of teaching and learning procedures which were based in behavioral psychology. Currently, major contributing fields are cognitive psychology, social psychology, psychometrics, perception psychology, and management. The basic history of the field was written by Saettler.

- Saettler, P. E. (1990). *The evolution of American educational technology.* Englewood, CO: Libraries Unlimited.

A briefer history may be found in:

- Reiser, R. (1987). Instructional technology: A history. In Robert M. Gagne (Ed.), *Instructional technology: Foundations.* (pp. 11-48). Hillsdale, NJ: Lawrence Erlbaum.

3. What is a good source of research findings?

- Thompson, A., Simonson, M., & Hargrave, C. (1996). *Educational technology: A review of the research.* 2nd ed. Washington, DC: Association for Educational Communications and Technology.
- Jonassen, D. H. (Ed.). (1996). Handbook of research for educational communications and technology. New York: Macmillan Library Reference.

4. What do educational technologists do?

Most educational technologists carry out one or a few of the functions performed in the field. For example, some design instruction, some produce instructional materials, and others manage instructional computing services or learning resources collections. The competencies for instructional development specialists and material design and production specialists are published in:

- Richey, R. & Fields, D. (Eds.). (In Press). Instructional design competencies: Essential and advanced professional standards. Syracuse, NY: ERIC Clearinghouse on Information & Technology

In the area of instructional design, the paper by M. Tessmer and J. Wedman, "The practice of instructional design: A survey of what designers do, don't do, an why they don't do it" is helpful. (See ERIC document Reproduction Service No. ED 404 712)

5. Where are educational technologists employed?

Until recently, most educational technologists were employed in schools and colleges as directors of resource centers and developers of curriculum materials. Many are still employed in such positions, but increasing numbers are being employed by training agencies in business, industry, government, the military, and the health professions. Colleges and universities employ individuals who are involved in instructional improvement programs that use a variety of technologies.

6. Where do educational technologists obtain professional education?

Professional programs are offered mostly at the graduate level, although there are a few two-year postsecondary programs in junior and community colleges. Lists of programs are found in:

- Branch, R. M., & Minor, B. B. (Eds.). (1999). Graduate programs in instructional technology (pp. 154-196) In Robert M. Branch & Mary Ann Fitzgerald (Eds.). (1999). *Educational media and technology yearbook.* Englewood, CO: Libraries Unlimited.

- Johnson, J. K. (Ed.). (1995). *Degree curricula in educational communications and technology: A descriptive directory* (5th ed.). Washington, DC: Association for Educational Communications and Technology.

7. What fields offer good preparation for educational technology?

Many people enter the field following an undergraduate program in teacher education. More people come from the basic disciplines of the arts and sciences–English, sociology, communications, psychology, the physical sciences, and mathematics. Although there seldom are prerequisites for study in the field, persons who have good preparation in psychology and mathematics seem to have a head start. Formal course work and experience in human relations are helpful.

8. What are the major professional organizations?

In the United States, most educational technologists would be a member of one or more of the following associations:

- **American Educational Research Association (AERA)**
  1230 17th Street, NW, Washington, DC 20036-3078
- **American Society for Training & Development (ASTD)**
  1640 King Street, Box 1443, Alexandria, VA 22313
- **Association for Educational Communications & Technology (AECT)** *http://www.aect.org*
  1800 North Stonelake Drive, Bloomington, IN 47404
- **International Society for Performance Improvement (ISPI)**
  1300 L Street NW, Suite 1250, Washington, DC 20005
- **International Society for Technology in Education (ISTE)**
  1787 Agate Street, Eugene, OR 97403-1923
- **Society for Applied Learning Technology (SALT)**
  50 Culpeper Street, Warrenton, VA 20186

Major organizations in other parts of the world include:

- **Association for Media & Technology in Education in Canada (AMTEC)**
  3-1750 The Queensway, Suite 1318
  Etobicoke, Ontario M9C 5H5, Canada
- **Association for Learning Technology (ALT)**
  http://www.alt.ac.uk
  Headington Hill Hall
  Oxford OX3 0BP
  United Kingdom

9. What publications do educational technologists read?

The most frequently read journals include:

- ***British Journal of Educational Technology***, published by Blackwell Publishers Limited, 108 Cowley Road, Oxford OX4 1FH, United Kingdom
- ***Learning and Leading with Technology***, published by ISTE.
- ***Innovations in Education and Training International***, published by AETT, Kogan Page Ltd., 120 Pentonville Rd., London N1 9JN, United Kingdom
- ***Educational Technology***, published by Educational Technology Publications, 700 Palisade Avenue, Englewood Cliffs, NJ 07632
- ***Educational Technology Research and Development***, published by AECT. 1800 North Stonelake Drive, Bloomington, IN 47404
- ***Journal of Research on Computing in Education***, published by ISTE. 1787 Agate Street, Eugene, OR 97403-1923
- *Tech Trends*, published by AECT. 1800 North Stonelake Drive, Bloomington, IN 47404

10. What are the comprehensive references for the field?

There is one major encyclopedia:

- Plomp, T. & Ely, D. P. (Eds.). (1996). *The international encyclopedia of educational technology.* 2nd ed. New York: Elsevier Science.

There is one major yearbook which offers articles on current issues and extensive lists of people, organizations, literature, and other resources:

- Branch, R. M., & Fitzgerald, M. A. (Eds.). (2000). *Educational media and technology yearbook.* Englewood, CO: Libraries Unlimited.

11. What textbooks are commonly used?

There are dozens of books used in educational technology courses. Selection of titles depends upon the content of the course, the primary audience, and the instructor's objectives. General textbooks that have been used in a variety of courses are:

- Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (1999). *Instructional media and technologies for learning* (6th ed.). New York: Macmillan.
- Dick, W., & Carey, L. (1996). *The systematic design of instruction* (4th ed.). Harper Collins College. Glenview, IL: Scott, Foresman and Co.

12. Where can more specific information about educational technology be found?

The ERIC (Educational Resources Information Center) system sponsored by the U.S. Department of Education has been selecting documents on educational technology since 1966 and indexing articles from key journals since 1969. Abstracts of the documents can be found in:

- ***Resources in Education***, published monthly by the U.S. Government Printing Office and available in more than 3,500 libraries throughout the world.

Selected articles which have been indexed from educational technology journals are listed in:

- ***Current Index to Journals in Education***, found in many libraries or available from Oryx Press, 4041 North Central at Indian School Road, Suite 700, Phoenix, AZ 85012-3397. (800-279-6799)

ERIC Database. Computer searching of the ERIC database is available in many academic and some public libraries. The ERIC database can also be searched over the Internet and on some commercial networks. Specific questions can be addressed to:

- ERIC Clearinghouse on Information & Technology (ERIC/IT)
  621 Skytop Road, Suite 160
  Syracuse University, Syracuse, NY 13244-5290
  (315) 443-3640; (800) 464-9107
  URL: *http://ericir.syr.edu/ithome*
  e-mail: *eric@ericir.syr.edu*

There are World Wide Web sites that focus on discussion of issues in educational technology. The addresses are:

http://www.aect.org/
http://h-net.msu.edu/~edweb
http://www.askeric.org

The ERIC/IT Clearinghouse has a publications list of monographs and digests about current issues and developments in the field and publishes a newsletter, *ERIC/IT Update*, twice each year. Both items are available without charge.u

This Digest was prepared by Donald P. Ely, Founding Director, ERIC Clearinghouse on Information & Technology, and Professor Emeritus, Instructional Design, Development & Evaluation, Syracuse University. Revised March 2000.

ERIC Clearinghouse on Information & Technology; Syracuse University, 621 Skytop Road, Suite 160; Syracuse, New York 13244-5290; (315) 443-3640; (800) 464-9107; Fax: (315) 443-5448; E-mail: *eric@ericir.syr.edu*; URL: *http://ericir.syr.edu/ithome*

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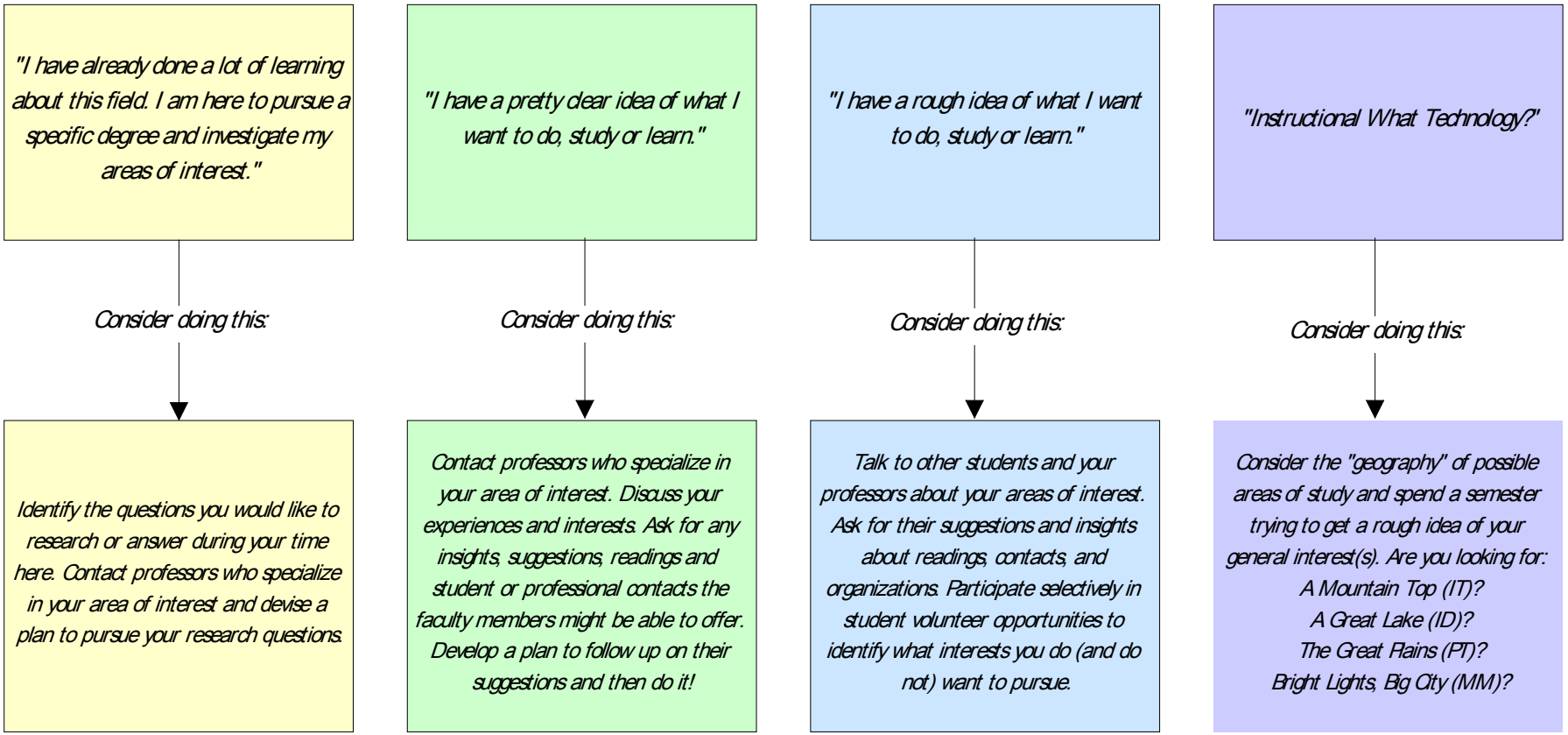
Getting What You Came For: A Guide to Getting the Guidance You Need
or, How to Deal with the Disorientation of IST Orientation

Welcome to the IST Program! You are about to begin a challenging and rewarding course of study in a department widely recognized to be one of the leading instructional technology programs in the United States. There are tremendous resources within your reach here, but sometimes it can be hard to connect with what you need. This job aid was designed to get you started in thinking about how to get what you came for - and to give you some ideas about how to proceed from here. Good luck!

And remember: If you need help, just ask! And keep asking! And ask some more.....

If you find yourself thinking. . .



IT = Instructional Theory, ID = Instructional Design.

Developed by Laurie Hoover, August 2002.

Creating Your Own "Plan of Attack"

I try to take one day at a time, but sometimes several days attack me at once.
-Ashleigh Brilliant

Starting the IST program is the beginning of a journey that may at times seem like a great adventure and at other times like quite an ordeal. Happily, chances are excellent that you will not be in this program for the rest of your life - although there may be days when you feel like you might never escape. Dealing with IST challenges one day at a time can help you manage the process. However, keeping an eye on the "big picture" of what you are seeking from this program can help keep you from being overwhelmed by the minutiae that are likely to attack you during the coming months. Regularly considering a long-term view may also stave off feelings of dismay when you reach the end of your course of study and wonder if you have gotten what you came for in terms of education and experiences.

So, how can you maintain a "big picture" view once the action and adventure begin? Here are some suggestions:

Estimate how often you will need to step back and think about how your IST experience is going. Once a week? Once a month? Twice a semester? Mark dates and times for reflection on your calendar and write down a few questions to ask yourself to ensure that you are devoting some of your time and energy to topics that interest and energize you. Some possible questions might be: What topics or authors do I find really fascinating (or kind of interesting)? What have I done in the recent past to explore this interest? Who have I talked to about this interest?

When you and your team members become hopelessly bogged down by some aspect of a project, consider taking a 20 minute break to briefly discuss each team member's goals for the IST program. Doing this will provide a nice mental break from your project problems and help you get to know each other better. It might also help you find people who share interests similar to your own. It could even open your eyes to topics and ideas you've never considered.

Schedule time - that's right, write it on your calendar or record it in your PDA - to read the scholarly journals that address the topics you are interested in. If you're feeling really reckless, you might even want to look at some publications that address topics outside your areas of interest. At first you might feel guilty for taking time to simply read and think (when you could be posting something on SSF or writing a reflection paper). Resist the temptation to do something else, though, because the time you invest in reading and reflecting upon works by other thinkers may pay tremendous dividends by energizing and inspiring your own thinking.

These are only a few suggestions. Give this some thought and you might astonish yourself with your own ideas and insights about how to make sure this program is rewarding in the way you want it to be.

Becoming a Reflective Practitioner

Chances are that during your time in the IST program you might hear about the idea of being a "reflective practitioner." Applying this concept may help you reap the cumulative benefits of reflecting on your learning experiences. But first, what does it really mean to be a reflective practitioner? How do you become one?

Here are a few basic questions and answers about this topic....

What does it mean to be a reflective practitioner?

Reflective practitioners not only act, but at the same time, they think about their actions, they evaluate their actions, they learn from their actions, and they apply those lessons to subsequent actions. Reflective practitioners are active learners.

What is the origin of the term?

Schon, Donald A. (1983). *The reflective practitioner:: How professionals think in action*. New York: Basic Books.

Why should an IST student like myself be aware of this concept?

Because the field in which you are developing expertise is a design science, and as such, you will most often face problems that are complex, unique, ill-defined, unclear, unstructured, and where there are no particular "right" answers. You are going to need to learn as you go from the experiences you have and reflect upon.

How can I meaningfully apply this concept during my studies at IU and while at work in this field?

Read the theories presented in the professional literature, try them out in your class projects, ask yourself if the theories worked in practice and why or why not, and adjust your theories as appropriate so that you create a deeper, richer more complex view of the field.

Instructional Systems Technology
Faculty Roster
2010-2011

Faculty

Barbara A. Bichelmeyer

B.S. in Journalism, B.A. in English, M.S. in Educational Policy and Administration, Ph.D. in Educational Communications and Technology (The University of Kansas). Professor of Education and Associate Vice President for Academic Planning at IU. Previously, Assistant Professor of Curriculum & Instruction at the University of Kansas; Owner/Principal Consultant for Synthesis, Inc., a corporation for the Design and Development of human performance improvement; Educational Consultant for Total Quality Management/Process Improvement at Sprint Telecommunications. Research interests are directed toward learner ownership, learner control and learner responsibility in learning environments; social-emotional elements of instructional design and instructional environments; and the role of expectations and feedback in learning and instruction. Full Member, Graduate Faculty

Office: 812-856-8468; fax: 812-856-8239 and e-mail: bbichelm@indiana.edu

Elizabeth Boling

B.F.A., M.F.A. in Printmaking (Indiana University). Associate Professor of Education (Multimedia Design and Development) and Associate Dean of Graduate Studies. Graphics and Animation Manager for Instructional Products at Apple Computer, Inc., 1988-92. Previously, interface designer and production manager for educational software development under contract to Macmillan Publishing. Research interests: Information design; visual communication; support of non-professional designers in the creation of instructional/informational media. Full Member, Graduate Faculty

Office: 812-856-8467; fax: 812-856-8239; and e-mail: eboling@indiana.edu

Curtis J. Bonk

Ph.D., in Educational Psychology (University of Wisconsin-Madison); Professor of Education Research Interests: Nontraditional/informal learning and distance education; Web-based training and teaching; interactive learning environments; problem-based learning; technology enhanced instructional scaffolding and social cognition; learning in a social context; writing theory and collaborative writing technologies; metacognition; creativity, critical thinking, cooperative learning. Full Member, Graduate Faculty

Office: 812-856-8353; fax: 812-856-8239; email: cjbonk@indiana.edu

Thomas Brush

B.A. in Mathematics, M.S. in Education, Potsdam College of SUNY; Ph.D. in Curriculum and Instruction Indiana University. Teacher Certification in Mathematics 7-12. Currently, Professor of Education, Instructional Systems Technology. Associate Dean of Teacher education and Barton Jacobs Chair of Education and Technology. Previously, Associate Professor and Program Leader of Educational Technology at Arizona State University, Tempe, AZ, Assistant Professor of Educational Media at Auburn University, Auburn, AL; Director of Instructional Technology for Mt. Clemens Schools, Mt. Clemens, MI. My research goals from a design standpoint are to develop

methods and strategies for promoting inquiry-oriented learning, particularly with more open-ended instruction (such as hypermedia databases and web courseware) in ill-structured content areas (such as social studies). This involves studying methods for integrating tools to promote cooperative, collaborative, and problem-based learning strategies into the learning environment itself and developing alternative techniques to deliver instruction to students. My faculty position at Indiana University also gives me the opportunity to help pre-service teachers acquire the skills and experiences needed to effectively utilize technology in their future professional placements. Full Member, Graduate Faculty.

Office: 812-856-8458, fax 812-856-8239, and e-mail: tbrush@indiana.edu

Yonjoo Cho

B.A. in Education, M.A. in Sociology (Yonsei University, Seoul, Korea), Ph.D. in Instructional Technology (The University of Texas at Austin). Assistant Professor of Education. Previously, MBA Director and Visiting Professor of KAIST (Korea Advanced Institute of Science and Technology) Business School; Senior Researcher of Korea Telecom; and Secretary-General of Young Astronauts Korea (an international non-profit youth organization). Research interests: Action learning as an organization development intervention and HR practices in the IT industry (case studies and comparative studies). Full Member, Graduate Faculty

Office: 812-856-8144; fax: 812-856-8239; and email: choyonj@indiana.edu

Theodore W. Frick

B.M.E., Ph.D. in Educational Inquiry Methodology (Indiana University). Professor and Chair of IST. I am interested in improving education and schooling in general through the design of computer-mediated products, research on interaction design, usability engineering, and educational research methodologies. I am also interested in epistemology--i.e. ways of knowing. Full Member, Graduate Faculty.

Office: 812-856-8451; fax: 812-856-8239; and e-mail: frick@indiana.edu

Ray K. Haynes

B.A. in Psychology and Ph.D. in Educational, Leadership and Organizational Development (University of Louisville) Assistant Professor of Education. Previously, Assistant Professor of Educational Leadership, Foundations & Human Resource Development. Organizational Effectiveness Consultant. As a Consultant, I led and managed consulting engagements for many client organizations nationally and internationally. My engagements included: Designing and Developing Training & Development programs, Business Process Reengineering and Change Management interventions within Fortune 100 & 500 client organizations. My research interests: mentoring processes for educators and others in organizational settings, competency modeling for K-12 school administrators and the evaluation of organizational effectiveness interventions in educational and other organizational settings.

Office: 812-856-8151; fax: 812-856-8239 and e-mail: rkhaynes@indiana.edu

Anne T. Ottenbreit-Leftwich

B.S. in Elementary Education, M.A. in Educational Technology, Western Michigan University; Ph.D. in Educational Technology, Purdue University. Assistant Professor of Education. Teacher Certification in Elementary Education (PreK-6), and Science/Mathematics (6-8). Research Interests: Preservice and inservice teacher education; technology integration teacher education; service learning; learning communities; emerging technology devices.

Office: 812-856-8486. E-mail: aleftwic@indiana.edu

Charles M. Reigeluth

A.B. cum laude (Harvard University), Ph.D. in Instructional Psychology (Brigham Young University). Professor of Education; former department chair. Former chair of Instructional Design, Development, and Evaluation Program, Syracuse University. Research interests include instructional strategies, systemic school transformation, course sequencing and task analysis, and instructional theory. Editor of Instructional-Design Theories and Models (Volumes I and II) and Instructional Theories in Action; co-editor of Systemic Change in Education and Comprehensive Systems Design; co-author of Extended Task Analysis Procedure, Instructional Design Strategies and Tactics, and Systemic Restructuring in Education. Full Member, Graduate Faculty

Office: 812-856-8464; fax: 812-856-8239; and e-mail: reigelut@indiana.edu

Affiliate Faculty

Sasha Barab

B.A. in Psychology, M.A. in Education, Ph.D. in Educational Psychology (University of Connecticut). Teacher Certification in Special Education. Currently Professor of Education and Director of the Center for Research on Learning and Technology. Cognitive Science. Previously, curriculum specialist in middle schools; Statistician at the University of Connecticut, Software developer at the University of Connecticut. His research has focused on establishing rich learning environments, frequently with the aid of technology, that are both engaging and complex, potentially assisting students in learning the "what=s" in a manner that provides insights into the "whys." Much of this work is built on current literature regarding situated cognition and focused on the use of multimedia as one practical means of connecting classroom knowledge to its functional and social context. In addition to this design focus, his research focused on developing research methods for capturing cognition in situ within the context of intentional learning environments. In capturing cognition in situ, he found that it became necessary to develop an account of the broader context through which knowing/doing has meaning. It is this latter realization that led Barab to his current research focus on communities of practice. On joint appointment with Learning Sciences Program in Educational Psychology. Full Member, Graduate Faculty

Office: 812-856-8462, fax 812-856-8333, and e-mail: sbarab@indiana.edu

Diane Dormant

B.A., M.A., Psychology (University of Houston). Ph.D. in Instructional Systems Technology (Indiana University). Adjunct Associate Professor of Education. Consultant and writer. Past president of the International Society for Improving Performance (ISPI). Publications include the chapter on "Implementation" in the *Handbook of Human Performance Technology*.

E-mail: dormant@indiana.edu

Martin Siegel

B.S., M.S., Ph.D. in Educational Psychology (University of Illinois). Professor of IST, Professor of Cognitive Science, Professor of Informatics, Executive Associate Dean and Associate Dean for Graduate Studies and Research in School of Informatics. Co-Founder, Chairman of the Board, and Chief Learning Officer of WisdomTools, Inc., an Internet software company developing web-based learning tools. From 1991-1999, Director, Laboratory for Research and Development in Teaching and Learning, Center for Excellence in Education (CEE), Indiana University. From 1990-1991, Director of

Professional Services at Authorware (now Macromedia). From 1973-1990, Assistant Director of the Computer-Based Education Research Laboratory at University of Illinois, and Head of their Curriculum and Applications group. From 1973-1990, Associate Professor of Information Science and Educational Psychology, University of Illinois. In 1988, Microsoft Corporation's first Faculty Fellow. Joint appointment in School of Informatics. Full Member, Graduate Faculty

Informatics office: 856-1103; fax: (812) 856-4764 and e-mail: msiegel@indiana.edu

Sivasailam Thiagarajan

B.Sc., B.T., Ph.D. in Instructional Systems Technology (Indiana University). Adjunct Associate Professor of Education. Resident Mad Scientist (aka Director of Research), QB International. Honorary Life Member of the International Society for Performance Improvement (ISPI); past National President of ISPI, North American Simulation and Gaming Association (NASAGA), and Association for Special Education Technology (ASET). Recipient of numerous awards for outstanding professional performance. Internationally known consultant in design and implementation of training systems. Author of 24 books and writer of a monthly online newsletter, "Pay for Performance".

Professor Emeritus

Robert L. Appelman

A.B. in Fine Arts, M.S., Ed.S. and Ph.D. in Instructional Systems Technology (Indiana University). Coordinator of Technology Education for the School of Education. Clinical Professor of Education. Former Creative Director of major production company with extensive experience in motion picture, video, and multi-image production. Consultant and designer for numerous media conferences and training programs. Focus of teaching on film and video production, game analysis, 3D Virtual Learning Environments, and creative skills management. Research interests: Perception and cognitive processing of multi-channel sensory stimuli. Full Member, Graduate Faculty.

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Ivor K. Davies

B.A., M.A., M.Sc., Ph.D. in Psychology (University of Nottingham); C.Psychology., F.C.P., F.B.Ps.S. Professor of Education; member of Graduate School faculty; Adjunct Professor of Business Administration, Kelley School of Business. Teaching and research interests include strategic thinking, performance analysis, instructional development, and training technology, with particular reference to needs analyses, task analyses, and instructional design. Author of the following McGraw-Hill books: Instructional Technique, The Organization of Training, Competency-Based Learning: Technology, Management, and Design, and Objectives in Curriculum Design. Full Member, Emeritus, Graduate Faculty

Office: 812-856-8457; fax: 812-856-8239; and e-mail: davies@indiana.edu

Thomas M. Duffy

B.A., Ph.D. in Cognitive Psychology (University of Illinois). Professor of Education and Cognitive Science. He came to Indiana from Carnegie Mellon where he was Director of the Communications Design Center and an Associate Professor of English and Psychology. Duffy's work over the last ten years has focused on the use of technology to support the design of inquiry based learning environments as well as on the implications of constructivism and situated cognition for the design of instruction. He has published over 100 articles as well as co-authoring, *Online Help: Design and Evaluation* and co-editing *Constructivism and the Technology of Instruction: A Conversation and*

Designing Environments for Constructivist Learning. His newest book, in press, is Learner Centered Strategies in Distance Education: Cases from Higher Education. Duffy and his colleagues have also developed the Ready Program (adult literacy instruction), Strategic Teaching Frameworks (multimedia, teacher professional development), and ACT, an asynchronous collaboration tool for small group problem solving. Joint appointment with Learning Sciences program in Educational Psychology. Full Member, Graduate Faculty

Office: 812-856-8459; fax: 812-856-8333; and e-mail: duffy@indiana.edu

Michael Molenda

BA. *cum laude* (Marquette University), MS, PhD in Instructional Technology (Syracuse University). Associate Professor of Education. Chairman of IST department, 1988-1991. Co-author of *Instructional Media and Technologies for Learning* (7th edition, 2001). Has lectured and consulted in Spain, the Netherlands, Peru, Venezuela, Indonesia, Korea, Jordan, and Kuwait. During summers of 1992 to 1997 taught intensive workshops on Instructional Development for training managers from LG Group (Korea), Sunkyong (Korea), Samsung (Korea), People's Bank of China, and Citibank (USA). Special interests include instructional technology foundations, soft technologies—especially simulations and games, instructional development, and distance learning. Past member of Board of Directors, AECT. Past President of International Division, AECT. Past Editor of "International Review" department of *ECTJ* (now *ETR&D*). Developer of *Diffusion Simulation Game*. Past Secretary of North American Simulation and Gaming Association (NASAGA). Research interests: issues and trends in IT, organizational influences on instructional practices. Full Member, Emeritus, Graduate Faculty

Office: 812-856-8461; fax: 812-856-8239; and e-mail: molenda@Indiana.edu

James A. Pershing

B.S., M.S.T., Ph.D. in Education (University of Missouri). Professor of Education and Executive Director of Education and Training Resources. Research interests include performance improvement, training, and human resource development in corporate and public agencies, performance and needs analysis, planning and evaluating performance improvement and training programs, project management, and cost-benefit analysis. Full Member, Graduate Faculty

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Thomas Schwen

BS, MS, Ed.D. in Instructional Systems Technology (Indiana University). Professor of Education, member of Graduate Faculty. Teaches courses in Needs Analysis, Task Analysis, Consulting, Qualitative Inquiry, Knowledge Management and Electronic Performance Systems and Instructional Design. A consultant to large corporations on issues of strategic planning, performance consulting and the like. A winner of the AECT national teaching award in 1993 and the national service award in 2000. His dissertation students have won eight national and two local awards for their dissertation work in the last six years. He previously served in editorial roles in several national journals. He has a chapter in the Cambridge situated cognition series coming out last fall. Joint appointment with Learning Sciences Program in Educational Psychology. Full Member, Graduate Faculty

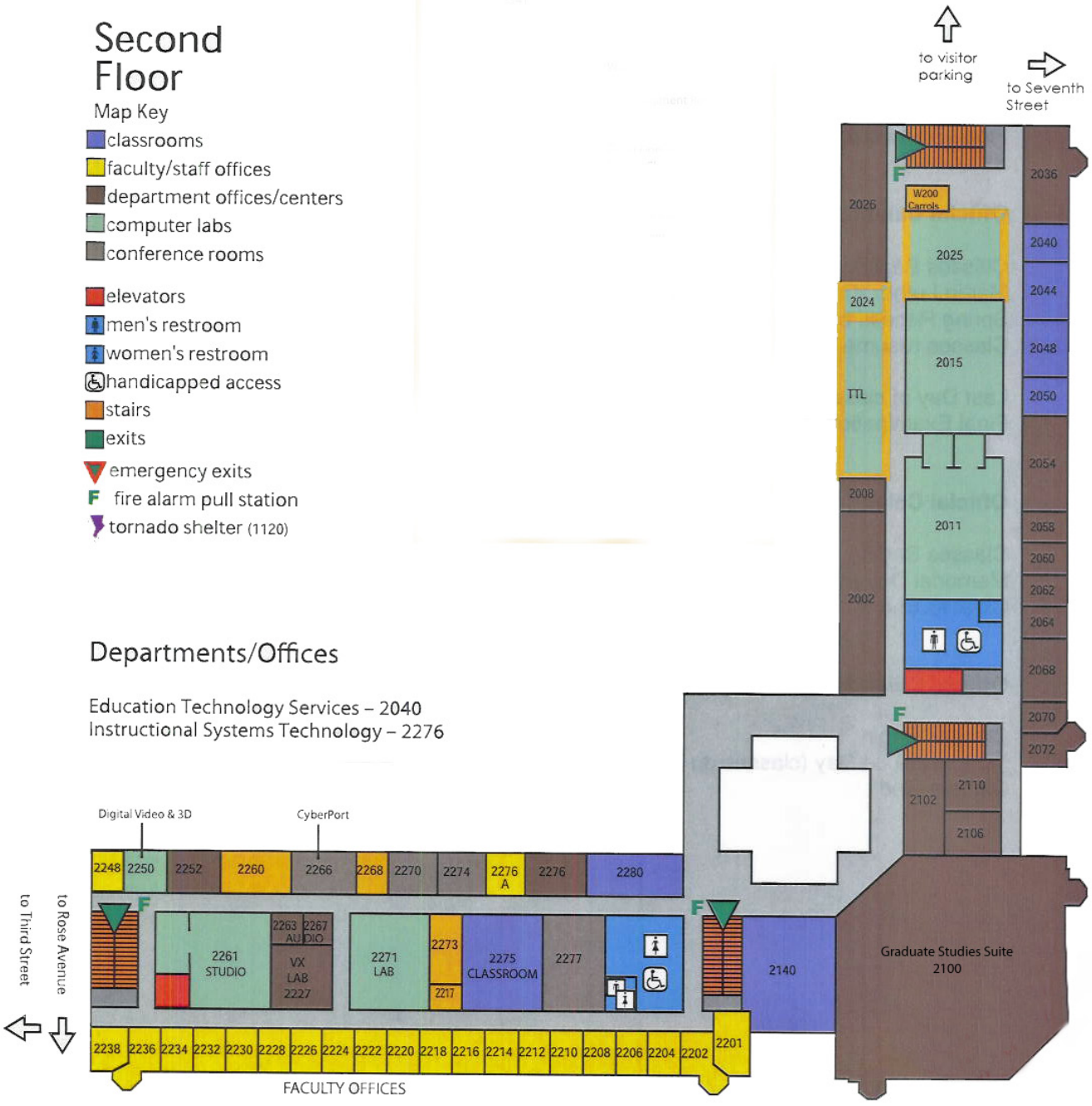
e-mail: schwen@indiana.edu

School of Education Building
Instructional Systems Technology Spaces

Second Floor

Map Key

- classrooms
- faculty/staff offices
- department offices/centers
- computer labs
- conference rooms
- elevators
- men's restroom
- women's restroom
- handicapped access
- stairs
- exits
- emergency exits
- F fire alarm pull station
- tornado shelter (1120)



Departments/Offices

Education Technology Services – 2040
Instructional Systems Technology – 2276

Official Calendar 2010-2011

Indiana University

Fall Semester 2010

Classes Begin	Monday August 30
Labor Day (classes DO meet)	Monday September 6
First eight-week classes end (final exams during week of Oct. 18)	Saturday October 23
Second eight-week classes begin	Monday October 25
Thanksgiving recess begins after last class	Tuesday November 23
Thanksgiving recess ends; classes resume at 8am	Monday November 29
Last day of classes (including second eight-week classes)	Saturday December 11
Final examination week (including second eight-week classes)	Monday December 13 – Friday December 17

Spring Semester 2011

Classes Begin	Monday January 10
Martin Luther King, Jr. Day (classes do NOT meet)	Monday January 17
Spring recess begins after last class	Friday March 12
Classes resume	Monday March 21
Last day of classes (including second eight-week classes)	Saturday April 30
Final examination week (including second eight-week classes)	Monday May 2 – Monday May 6

Summer Semester I 2011

Classes Begin	Tuesday May 10
Memorial Day (classes do NOT meet)	Monday May 30
Classes end	Thursday June 16

Summer Semester II 2011

Classes Begin	Friday June 17
Independence day (classes do NOT meet)	Monday July 4
Classes end	Friday August 12

New Student Registration 2010-2011

You will need to register for your fall classes after you talk to your academic advisor. Registration is online via the IU portal, OneStart. You will need your IU Network ID and password, and university ID number.

Office of the Registrar Links

Homepage: http://registrar.indiana.edu/.

Course listings: http://registrar.indiana.edu/ScheOfClass.shtml

Registration instructions: http://registrar.indiana.edu/~registra/studentreg.shtml#more

Registration FAQ is at: http://registrar.indiana.edu/faq.shtml.

Late registration

Late registration starts Friday August 27th and a late fee will be assessed (starts at $60 and goes up weekly).

Registration policy and procedures

We strongly recommend that you read all the information in the Fall Enrollment and Student Academic Information Bulletin. You will learn Indiana University policy and procedure for registration, fee assessment, final examinations, drop/add deadlines, etc. The IST department cannot request waivers for fees or deadlines because the student did not know the policy or let the deadline slip by. It is each student's responsibility to know and understand university policy, procedure and deadlines. The Administrative Secretary in ED 2276 is happy to answer any questions, explain or clarify any policy/procedure and give directions to buildings on campus.

Auditing

If you want to audit an IST course (prefixed by "R"), you need a signed audit permission memo from the IST instructor or Deparmtent Chair that must be in the Office of the Registrar prior to your registration (you can use Campus Mail or deliver it in person to Franklin Hall 100). If you are auditing a course from another department, you must get a memo from that department. In some cases, audit permission will not be granted.

Authorization

If a section is listed as PERM in the schedule of classes, you need permission to register from that department. For IST courses requiring authorization, go to ED 2276 or email istdept@indiana.edu.

IST Fall 2010 Schedule

Course	Section	Course Title	Cr. Hrs	Day/Time	Room	Instructor	Limits/Auth
F401/500	22108/22110	Survey of Serious Games: Hist, Industry, Instr. Design	3	TR 2:30-3:45p	ED 1250	Modell, M.	
F500	12165	Teaching with Internet across the Curriculum See website at http://indiana.edu/~disted/.	3	On-line		Branon, R.	AUTH DE
F500	21765	Teaching with Technology (for W200 A.I.s)	1-3	istdept@indiana.edu	ARR	Leftwich, A.	AUTH
R341*/F500	12434/12164	Multimedia in Instructional Technology	3	TR 4:00-5:15p	Swain 045	Tan, C.	AUTH
R347/F500	20626/20809	Impact of Games and Simulations in IT	3	MW 11:15a-12:30p	ED 2275	Staff	
R505	17462	Leadership Issues in Ed Tech (Meets w/ W435, sect. 17461)	3	On-line		Strycker, J.	AUTH DE
R511	17643	Instructional Technology Foundations I	3	istdept@indiana.edu		Cho, Y.	AUTH-DP
R511	17644	Instructional Technology Foundations I	3	R 4-6:45p	ED 2275	Cho, Y.	
R519	17444	Effective Writing for IT	3	istdept@indiana.edu	ARR	Dodge, T.	AUTH- DP limit 12
R521	12435	Instructional Design and Development I	3	istdept@indiana.edu	ARR	Gilmore, E.	AUTH- DP
R521*	12436	Instructional Design and Development I	3	MW 4:00-6:45p	ED 2275	Haynes, R.	
R586	12437	Practicum in IST	1-3	ARR	ARR	Frick, T.	AUTH
R586	12438	Practicum in IST	1-3	ARR	ARR	Frick, T.	AUTH-DP
R586	18563	Practicum in IST- DM portfolio students only	3	On-line		Frick, T.	AUTH- DM
R590	12439	Independent Study or Research in IST	1-3	ARR	ARR	Frick, T.	AUTH
R621	12440	Needs Analysis and Assessment	3	M 1:00-3:45p	ED 2275	Cho, Y.	
R621	22111	Needs Analysis and Assessment	3	On-line		Cho, Y.	AUTH-DP
R625	17443	Designing Instructional Systems	3	istdept@indiana.edu		Roma, C.	AUTH-DP
R660	22302	Change Management, Consulting, Group Training	3	T 4:00-6:45p	ED 2275	Haynes, R.	
R660	22303	Change Management, Consulting, Group Training	3	On-line		Haynes, R.	
R685	19148	Topical Seminar in IST: The World is Open w/ Web Tech	3	M 7:00-9:45p	ED 2275	Bonk, C	
R686	12441	Internship in IST	3-6	ARR	ARR	Frick, T.	AUTH
R690	12442	Application of Research Methods to IST Issues	3	R 1:00-3:45pm	ED 2275	Frick, T.	
R695	12443	Topical Inquiry Seminar in IST: IST Doctoral Seminar & Colloquium	3	F 2:30-4:00p	ED 2275	Reigeluth, C.	
R699	12444	Specialist Project in IST	1-3	ARR	ARR	Frick, T.	
R711	12445	Readings in Instructional Technology	3	W 1:00-3:45p	ED 2275	Brush, T.	
R795	22936	Dissertation Proposal Preparation (Meets w/R695)	3	F 2:30-4:00p	ED2275	Reigeluth, C.	
R799	12446	Doctoral Dissertation in IST (S/F grading)	1-12	ARR	ARR	Frick, T.	
R799	17499	Doctoral Dissertation in IST (S/F grading) - In Absentia	1-12	ARR	ARR	Frick, T.	
W501	19945	Integrating Technology in Teaching- Teacher Ed	1			Staff	

Limits and Auth codes: AUTH denotes prior authorization required; DP denotes Distance Program only; DM denotes Distance Masters only

***There is a $68 fee for these IST classes. This is in addition to the mandatory technology fee assessed by IU.**

Note: A maximum of $68 is assessed once regardless of the number of asterisked courses you enroll in per semester.

IST Spring 2011 Schedule

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Course	Section	Course Title	Cr. Hrs	Day/Time	Room	Instructor	Limits/Auth
F401/500	7204/7208	Survey of Serious Games: Hist, Industry, Instr. Design	3	T 5:45-8:15p	ED 2280	Modell, M.	
R341/F500	7459/7206	Multimedia in Structional Technology	3	TR 2:30-3:45p	Lindley 030	Tan, C.	
R347/F500	14981/14982	Impact of Games and Simulations in IT	3	T 5:45-8:15p	ED 2280	Tan, C.	
F500	7209	Teaching w/Technology (IT A.I.'s only)	1-3	ARR	ARR	Leftwich, A.	AUTH
F500	7207	Teaching with Internet across the curriculum	3	On-line		Brannon, R.	AUTH
R503	7460	Instructional Media Applications	3	On-line		Staff	AUTH- DE
R505	11414	Computer-Based Teaching Methods	3	On-line		Staff	AUTH-DE
R511	7461	Instructional Technology Foundations I	3	On-line		Cho, Y.	AUTH-DM
R541*	7462	Instructional Development and Production Process I	3	MW 4-6:30p	ED 2275	Staff	
R541*	11413	Instructional Development and Production Process I	3	On-line	ARR	Staff	AUTH-DM
R541*	14592	Instructional Development and Production Process I	3	On-line	ARR	Staff	AUTH-DM
R546	13868	Instructional Techniques to Facilitate Thinking, Collaboration, Motivation (1st 8 wks)	3	Sat 8a-1p	ED 2140	Bonk, C	
R561	7463	Evaluation and Change in the Instructional Development	3	TR 4-6:30p	ED 2275	Cho, Y.	
R561	7464	Evaluation and Change in the Instructional Development	3	On-line		Haynes, R.	AUTH- DM
R563	16259	Business/Economic Dimensions of Training/Development	3	R 1-3:45p	ED 2275	Bichelmeyer, B.	
R563	16319	Business/Economic Dimensions of Training/Development	3	On-line		Bichelmeyer, B.	
R586	7465	Practicum in Instructional Systems Technology	1-3	ARR	ARR	Staff	
R586	7466	Practicum in Instructional Systems Technology	1-3	On-line		Staff	AUTH-DM
R586	13499	Practicum in Instructional Systems Technology- Portfolio Students only	3	On-line		Staff	AUTH-DM
R590	7467	Independent Study in Instructional Systems Technology	1-3	ARR	ARR	Staff	
R620	7468	Instructional Task Analysis	3	T 1-3:45p	ED 2275	Haynes, R.	
R620	17172	Instructional Task Analysis	3	On-line		Honebein	AUTH-DM
R626	11985	Instructional Strategies and Tactics	3	istdept@indiana.edu		Bonk, C	AUTH-DM
R685	17594	Topical Semianr in IST: The World is Open w/ Web Technology	3	istdept@indiana.edu		Bonk, C	
R686	7469	In	1-3	ARR	ARR	Frick, T.	
R695	7470	Specialist Project in IST	3	F 1:15-4pm	ED 2275	Brush, T.	
R795	22936	Dissertation Proposal Preparation (Meets w/R695)	3	F 2:30-4:00p	ED2275	Reigeluth, C.	
R799	12446	Doctoral Dissertation in IST (S/F grading)	1-12	ARR	ARR	Frick, T.	
R799	17499	Doctoral Dissertation in IST (S/F grading) - In Absentia	1-12	ARR	ARR	Frick, T.	
W501	19945	Integrating Technology in Teaching- Teacher Ed	1			Staff	

Limits and Auth codes: AUTH denotes prior authorization required, email istdept@indiana.edu; DP denotes Distance Program only; DM denotes Distance Masters only

***There is a $68 fee for these IST classes. This is in addition to the mandatory technology fee assessed by IU.**

Note: A maximum of $68 is assessed once regardless of the number of asterisked courses you enroll in per semester.

IST E-mail Distribution Lists

You should be able to subscribe to the lists below at anytime and send e-mail to them.

ist_news
ist_students
ist_rookies
ist_jobs
ist_child
ist_golf
ist_alumni
ist_advertise
ist_k12
ist_online
ist_projects
ist_hpt

How Do I Join These Lists?

Send mail to: **listserv@indiana.edu**
It is best to do this from your IU e-mail account (use WebMail at http://webmail.indiana.edu, compose, and delete the signature info).

Leave the subject BLANK.

In the body of the message, put:

subscribe ist_news
subscribe ist_students
subscribe ist_rookies
subscribe ist_jobs
subscribe ist_child
subscribe ist_golf
subscribe ist_alumni
subscribe ist_advertise
subscribe ist_k12
subscribe ist_online
subscribe ist_projects
subscribe ist_hpt

if you want to join all lists. Otherwise, only subscribe to those you want to receive mail from.

Do NOT include your signature or business card or any attachments to avoid confusing listserv software.

Do NOT include your name or e-mail address (listserv automatically uses the one you send the message from)

Send the message as PLAIN TEXT (do not send as HTML or other formatting)

And PLEASE send messages to these new lists according to their purpose to minimize annoyance by their subscribers.

What Is the Purpose of Each List?

IST_NEWS
: should be used for news and announcements of general interest to a wide range of subscribers in the area of instructional technology.

IST_STUDENTS
: should be used for announcements or messages to current students in the IST department. This can be announcements of any type which do not fit into one of the other specific mailing list categories, as long as they would reasonably be considered of interest to a significant part of the IST student population.

IST_ROOKIES
: should be used for announcements to students new to our programs.

IST_JOBS
: should be used for posting job announcements. Please note: If you want to send e-mail to this list **and** also post your job announcement on the IST Web site, then use our Web Form at http://www.indiana.edu/~ist/students/jobs/postjob.phtml

IST_CHILD
: should be used for communication among folks in the IST community who have children, e.g., to arrange childcare, playgroups, and other family-related things.

IST_ALUMNI
: should be used for announcements to former students.

IST_ABD
: should be used for mail to ABD students. If you would like to be added to this list, send e-mail to the IST Webmaster with your preferred email address.

IST_ADVERTISE
: should be used for advertisements (e.g., like classified ads in a newspaper) for that roommate wanted, couch for sale, fridge to trash if no one claims it.

IST_GIST
: should be used to communicate with members of the GIST organization (Graduates in Instructional Systems Technology). (Subscription is open to GIST members only.)

IST_K12
: should be used for students and faculty who are interested in discussing K-12 education and its intersection with IST.

IST_ONLINE
: should be used for discussion of planning and development of distance education and distributed education in IST.

IST_PROJECTS
: should be used for IST Instructional or Informational projects announcements. If you want to post a possible project on Project Clearinghouse Page at http://www.indiana.edu/~ist/projects/, for IST students to work on, please contact the IST office.

IST_HPT
: should be used for discussion of issues in human performance technology in business and corporate settings.

IST_FACULTY
: should be used for mail to Bloomington and Indianapolis faculty and adjuncts.

IST_STAFF
: should be used for mail to secretaries and staff associated with the department.

IST_FACULTY, IST_STAFF, IST_ABD, and IST_GIST are closed lists. The remaining lists can be subscribed to by anyone, since they are open lists.

How Do I Remove Myself from these Lists?

Send mail to: **listserv@indiana.edu**

In the body of the message:

unsubscribe ist_news
unsubscribe ist_students

Online Student Profiles

The IST department website includes faculty and student profile pages. To create your online profile go to: http://education.indiana.edu/~ist/students/cstudent.phtml

Oncourse

Oncourse is Indiana University's online course management system and many instructors use it in conjunction with on-campus courses in addition to distance courses. Oncourse is at https://oncourse.iu.edu/portal.

IU Library Services

Information Commons/Undergraduate Services

http://www.libraries.iub.edu/index.php?pageId=310
Located on the First Floor, West Tower of the Main Library, the IC is a 24/7 center where students can work on class assignments from start to finish! The Information Commons is an IUB Libraries & UITS Partnership. Librarians teach students how to find, evaluate and use relevant, scholarly information sources for assignments. Computer consultants answer questions 24 hours a day, 7 days a week about the software and hardware in the IC.

Faculty and Graduate Student Library Updates

http://www.indiana.edu/~librcsd/update/
The Main Library Reference Department offers one hour sessions each semester aimed at introducing new faculty and graduate students to the libraries resources and services as well as informing all about changes and new resources. Topics covered include library catalogs worldwide, advanced web-searching techniques, finding and using full- text journals and newspapers and many others.

Librarians for Subject & Area Collections

http://www.libraries.iub.edu/index.php?pageId=29
The librarians for subject and area collections comprise over 35 specialists who serve as liaisons to academic departments, programs, and schools. They can advise you about resources to meet your study, teaching or research needs. You may contact them directly to recommend new items to add to our collections, to answer a reference question in a specific discipline or to teach you how to use our electronic media.

Media Services

http://www.libraries.iub.edu/index.php?pageId=21
Media Services, located in the Main Library, provides a wide range of media resources to meet the instructional and research needs of the Indiana University community. Campus Libraries also have collections of video recordings, sound recordings, photo archives, slide archives, CD-roms, and other media. To find media resources in an IU Library, search IUCAT (the IU Libraries' online catalog).

Instructional Tools

http://www.libraries.iub.edu/index.php?pageId=24

The IUB Libraries offer a wide range of services to support and strengthen teaching, learning and research on the Bloomington Campus. These include aids and tutorials to library database use, citation styles, evaluating sources, and bibliographic management software. The site includes links to the Teaching and Learning Technology Center and Writing Tutorial Services.

IU Library Information

Indiana University Libraries Website

http://www.libraries.iub.edu/

Education Library

Education 1160
Head: Gwendolyn Pershing
E-Mail: libeduc@indiana.edu
Telephone: 812-856-8590
Education Library Homepage: http://www.libraries.iub.edu/index.php?pageId=79
Twitter: iulibeduc

Hours

Hours are subject to change during holidays and breaks. Check the Education Library website for updates.

Monday–Thursday	8:00 am–10:00 pm
Friday	8:00 am–5:00 pm
Saturday	9:00 am–5:00 pm
Sunday	1:00pm-10:00pm

Overdue Policy

Notices for overdue books are sent out when a book is seven days overdue and again when a book is 30 days overdue. If a notice is received and the item has been returned, the patron should contact the Circulation Coordinator at (812) 856-8597.

Reserve (including textbooks)	$1.20 per hour or any part of an hour/$25.00 max.
Journal	$1.20 per hour or any part of an hour/$25.00 max.
Recalled Item	$25.00
All others	$0.25 per day per item

Interlibrary Loan

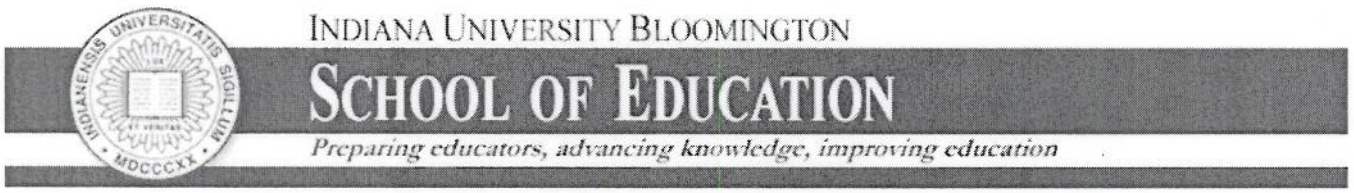
If an item is unavailable in the IU Bloomington Libraries the item may be requested through Interlibrary Loan (ILL).

Patrons may use “ILL on the www” at http://www.libraries.iub.edu/index.php?pageId=55 to submit their ILL request through electronic means or request an ILL form from the circulation desk attendant. The form may be left with the desk attendant or the patron may deliver it to the Customer Services and Facilities Department in the Main Library.

Campus Information and Frequently Used Web Pages

IST Department home page	http://education.indiana.edu/~ist
School of Education (SoE) home page	http://education.indiana.edu
SoE student and staff employment opportunities	http://education.indiana.edu/~edhr/home.html
SoE Office of Graduate Studies ED 2100 educate@indiana.edu, 856-8543	http://www.indiana.edu/~educate/
SoE Graduate Admissions	http://www.indiana.edu/~educate/admiss.html
SoE Helpline setchhlp@indiana.edu	http://education.indiana.edu/~setchhlp/home.html
IU-Bloomington home page	http://iub.edu
IU-All campuses	http://indiana.edu
IU International Admissions 300 N. Jordan Ave. intladm@indiana.edu, 855-4306	http://www.indiana.edu/~iuadmit/international/welcome
IU International Services Franklin Hall 306 intlserv@indiana.edu, 855-9086	http://www.indiana.edu/~intlserv/
Bursar's Office Franklin Hall 011 bursar@indiana.edu, 855-2636	http://bursar.indiana.edu
Campus Bus System 855-8384	http://www.iubus.indiana.edu
Campus Writing Program Franklin Hall 008 joepeter@indiana.edu, 855-74928	http://www.indiana.edu/~cwp/index.php

GradGrants Center Training in proposal writing; available fellowships, etc; assistantships.	http://graduate.indiana.edu/gradgrants.php
Health Center 600 N. Jordan Ave. health@indiana.edu, 855-4011	http://www.indiana.edu/~health/
IU KnowledgeBase- tech support database	http://kb.indiana.edu
OneStart Registration, bill viewing, course search, schedule.	https://onestart.iu.edu/my-prd.Portal.do
Parking Enforcement/Motorist Assistance Free help if locked out of your car, flat tire, etc. ON CAMPUS ONLY	855-9849
Parking Operations Henderson Parking Garage 310 S. Fess Ave. parking@indiana.edu, 855-9848	http://www.parking.indiana.edu
Registrar's Office Franklin Hall 100 registrar@indiana.edu, 855-0121	http://registrar.indiana.edu
Student Technology Education Programs (STEPS) Free technology classes and online tutorials	http://ittraining.iu.edu/iub
Student Technology Services Email accounts, network IDs, computer deals, printing allotments, etc.	http://www.indiana.edu/~stiu



How to Recognize Plagiarism

Tutorial Home

Welcome!

This tutorial will help you to understand and recognize plagiarism.

Avoiding plagiarism is important -- both in writing and speaking. When you properly acknowledge the contributions to knowledge made by other people, you are showing respect for their work, and you are giving credit where credit is due. You are not misleading the reader to believe that your work is solely your own.

This tutorial is divided into sections:

- **The Indiana University Definition**
- **Overview**: when and how to give credit; recommendations; decision flowchart
- **Plagiarism Cases**: links to Web sites describing real plagiarism cases
- **Examples**: word-for-word and paraphrasing plagiarism -- 5 examples each
- **Practice with feedback**: identifying plagiarism -- 10 items
- **Test**: if you pass, you can print a confirmation certificate
- **Resources**: Web sites, books, dictionary links, references

You can also jump directly to any of these sections within the tutorial by clicking on links in the sidebar to the left. It often takes 1-2 hours to complete this tutorial and pass the test. If you believe that you already understand plagiarism, you can take a **5-minute quiz** for a self-check. This tutorial, however, goes into much greater depth and provides more difficult practice. The test you must pass to earn the certificate is also more difficult than the quiz.

The academic community highly values the acknowledgment of other people's contributions to knowledge. The disciplinary consequences of documented plagiarism at Indiana University can be severe. As a student you could receive a failing grade, be expelled from the university, or in extreme cases your degree could be revoked if plagiarism is discovered after you have graduated.

Because of the seriousness of plagiarism, **all students in the Indiana University School of Education are expected to complete this tutorial**.

You can take the test many times, and there is no penalty for not passing. Your academic program or department may require you to turn in your signed certificate (after you have printed it), which will be kept as evidence that you have confirmed your understanding of plagiarism and how to recognize it. Whether or not you do so, you will be held accountable for understanding and avoiding plagiarism.

To view the Web page with your confirmation certificate, you must score 100% on the test.

The only way that this Web page can be viewed is by correctly answering all test questions. Then you can print that Web page.

Indiana University will **not** send you a confirmation certificate. E-mail requests for certificates will be ignored.

If you need the certificate, then you must answer all questions correctly on this Website. Immediately after you have done so, you will be shown the Web page with the certificate. You must print the page at that time. It will contain information about the date and time you passed the test.

If you are a student at Indiana University the certificate will also contain your network ID used to login to take the

test version for IU students only.

Credits

This tutorial site was developed by the **Instructional Systems Technology Department** in the **School of Education** at **Indiana University Bloomington** to offer students a chance to learn to recognize plagiarism.

- **Content Design:** Elizabeth Boling and Theodore Frick
- **Instructional Development and Formative Evaluation:** Meltem Albayrak-Karahan, Joseph Defazio, Noriko Matsumura

Notes

This tutorial does not attempt to teach citation and reference styles. The examples, practice, and test use APA style, but the purpose of the tutorial is not to teach APA style itself.

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YOU ARE HERE: **IU** > **Bloomington** > **School of Education** > **How to Recognize Plagiarism**

INDIANA UNIVERSITY
School of Education
201 North Rose Ave.
Bloomington, IN 47405-1006
(812) 856-8450

Comments or questions? E-mail us.

This file was last updated on September 30, 2005 by T. Frick

Professional Journals in IST

If your area of focus is:	You might find articles of interest in	URL for more information
Theory/research	British Journal of Educational Technology	
	Educational Technology Research and Development	www.aect.org
	Instructional Science: An International Journal of Learning and Cognition	
	Review of Educational Research	http://www.aera.net/publications/?id=319
	Journal of Research on Technology in Education	www.iste.org
Formal education	Educause Review	www.educause.edu
	Journal of Educational Computing Research	www.baywood.com
	Learning and Leading with Technology	www.iste.org
	Phi Delta Kappan	www.kiva.net/~pdkintl/kappan/kappan.htm
Corporate training	Performance Improvement Journal	www.ispi.org
	Performance Improvement Quarterly	www.ispi.org
	Training	www.trainingmag.com
	Training and Development	www.astd.org
Multimedia design/production	Interactive Learning Environments	
	Journal of Educational Computing Research	www.baywood.com
	Journal of Educational Multimedia and Hypermedia	www.aace.org
	Journal of Educational Technology Systems	www.baywood.com

Professional Organizations

American Educational Research Association	http://www.aera.net
American Society for Training & Development	http://www.astd.org
International Society for Performance Improvement	http://www.ispi.org
International Society for Technology in Education	http://www.iste.org
Association for Educational Communications & Technology	http://www.aect.org

Professional Organizations

The following organizations are considered the “big four” among IST students at Indiana University. There are many benefits to joining organizations. Membership gives you access to the most respected journals in the field, reduced rates at conferences, and professional development entries for your resume. You may not want to join all of them, but use this guide to help you decide which organization(s) best fit your goals. (Information about each organization was taken from its website.)

AECT *Association for Educational Communications and Technology; www.aect.org*

AECT is an international professional association dedicated to providing leadership in educational communications and technology by linking professionals holding a common interest is the use of technology and its application to the learning process.

Student Membership comes with all member benefits, including discounts on publications, a one-year subscription to *TechTrends*, and other member-only benefits. Student members are subject to verification—only full-time, enrolled students are eligible for this special membership rate. Current student membership rate: $75.00/year.

Conference
2008 AECT International Convention: ‘Cyber Change: Learning In Our Connected World’
October 26-30, 2010
Anaheim, California

AERA *American Educational Research Association; www.aera.net*

The American Educational Research Association is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.

AERA is the most prominent international professional organization with the primary goal of advancing educational research and its practical application. Its more than 22,000 members are educators; administrators; directors of research, testing or evaluation in federal, state and local agencies; counselors; evaluators; graduate students; and behavioral scientists.

The broad range of disciplines represented by the membership includes education, psychology, statistics, sociology, history, economics, philosophy, anthropology, and political science.

Student Affiliates: Any graduate student may be granted student affiliate status with the endorsement of a voting member who is a faculty member at the student's university. Students who are employed full-time are not eligible. Student membership is limited to 5 years. Current student membership rate: $35/calendar year.

Conference
AERA 2011 Annual Meeting
“Inciting the Social Imagination: Education Research for the Public Good”
April 8-12, 2011
New Orleans, Louisiana

ASTD *American Society for Training and Development; www.astd.org*

About ASTD Founded in 1944, ASTD is the world's premier professional association and leading resource on workplace learning and performance issues. ASTD provides information, research, analysis and practical information derived from its own research, the knowledge and experience of its members, its conferences, expositions, seminars, publications and the coalitions and partnerships it has built through research and policy work. ASTD's membership includes more than 70,000 people, working in the field of workplace performance in 100 countries worldwide. Its leadership and members work in more than 15,000 multinational corporations, small and medium sized businesses, government agencies, colleges and universities.

Student Membership An ASTD Student Member is defined as one who is attending a degree-granting college or university on a full-time basis as full-time is officially defined by the institution. Regardless of the number of credit hours taken, no person shall be eligible for ASTD Student Membership if permanently and gainfully employed on a full-time basis.

ASTD Student Member dues will be one-half of the regular membership dues. The student member rate entitles the individual to all privileges normally granted ASTD Classic Members. Current student membership rate: $59.00/year.

ASTD encourages students to join the Society as individual members of a local ASTD chapter, as well.

Conference
ASTD 2011 International Conference & Exposition
100% pure LEARNING
May 22-25, 2011
Orlando, Florida

ISPI *International Society for Performance Improvement; www.ispi.org*

What is ISPI? Founded in 1962, the International Society for Performance Improvement (ISPI) is the leading international association dedicated to improving productivity and performance in the workplace. ISPI represents more than 10,000 international and chapter members throughout the United States, Canada, and 40 other countries. ISPI's mission is to develop and recognize the proficiency of our members and advocate the use of Human Performance Technology. Assembling an Annual Conference & Expo and other educational events like the Institute, publishing books and periodicals, and supporting research are some of the ways ISPI works toward achieving this mission.

Who Belongs to ISPI? Performance technologists, training directors, human resources managers, instructional technologists, human factors practitioners, and organizational consultants are members of ISPI. They work in a variety of settings including business, academia, government, health services, banking, and the armed forces.

What is HPT? Human Performance Technology (HPT), a systematic approach to improving productivity and competence, uses a set of methods and procedures—and a strategy for solving problems—for realizing opportunities related to the performance of people. More specific, it is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations.

Student Membership This is a discounted individual full membership for full-time students. Proof of full-time enrollment must accompany the application. Current student membership rate: $60.00/year.

Conference
THE Performance Improvement Conference
April 8-13, 2011
Orlando, Florida

Which organization is right for me?

Most people would tell you that AECT and AERA are geared more for those interested in the education sector while ASTD and ISPI are geared for the corporate sector. If your budget is tight and you can only join one or two, this is a good rule to go by. However, it must be said that there is cross-over in all of these organizations.

Ph.D. students might be interested in joining all of them in order to submit for publication and/or presentation of papers at conferences.

How do I let them know I am a student?

Create the following memo and take it to ED 2276 for signature. Then submit it to the organization with your registration form. If letterhead is required, contact the IST Office staff.

To whom it may concern: [insert date]

[insert full name] is applying for a student membership to [insert organization]. I certify that [he/she] is a full-time student in Instructional Systems Technology at Indiana University.

Thank you,

Ted Frick
IST Department Chair
Indiana University

GIST – Graduates in Instructional Systems Technology

Who we are: Graduates in Instructional Systems Technology (GIST) is an organization devoted to supporting the professional development and welfare of students enrolled in the Instructional Systems Technology program at Indiana University. The GIST is the first graduate student organization established among Instructional Systems Technology departments in the world. Each year, six officers, elected by active members, manage GIST.

What we do: GIST aims to contribute to the IST department and the student body. The organization's missions include:

1. Encouraging fellowship among IST students,
2. Promoting professional development,
3. Providing opportunities for leadership, and

4. Serving as a liaison between IST students, the IST faculty, and the IU community

In order to address these missions, GIST organizes several activities in the department throughout an academic year such as a banquet and the IST conference.

Membership and benefits: All students and faculty in the IST department at Indiana University are encouraged to attend and participate in GIST supported events including round talks, portfolio celebrations, Hallowine and more. Membership activated by paying yearly dues entitles members to exclusive GIST activities and discounts for events (IST Banquet). More importantly, membership in GIST shows support for its community building functions in the IST department and helps to ensure that these services remain available.

GIST Officers 2008-2009
President: Jesse Strycker, jestryck@indiana.edu
V.P. of Professional Development:
V.P. of Information Technology
V.P. of Social Activities:
Secretary:
Treasurer:
Faculty Advisor: Dr. Tom Brush, tbrush@indiana.edu

Conference
Spring 2011
Eleventh Annual Conference 2011
W.W. Wright School of Education
Indiana University
Bloomington, Indiana

Instructional Systems Technology: Required for All IST Students

Prerequisite Computer Competencies

Students entering the IST program are expected to have basic computer competence on either Macintosh or DOS/Windows computer systems, in the following areas: operating systems, word processing, graphics, a general theoretical understanding of how computers work, electronic mail, file transfer, information retrieval, scanning and Web publishing (see the appendix). Distance education students must have consistent access to the minimum hardware and software outlined in the Required Technology Access for Distance Students document; and residential students are well-advised to have similar access in their homes.

Students who do not meet the competence requirements must arrange to study independently to make up their deficiencies before entering the program. These skills are necessary for successful participation in IST courses. More advanced knowledge and skills taught in IST courses assume these skills.

Students can access effective online learning materials through lynda.com to help learn basic knowledge and skills. See http://ittraining.iu.edu/lynda/.

Since Indiana University has made an agreement with lynda.com, there is no charge to IU students, faculty and staff for use of these learning materials.

IT Training & Education also offers free workshops to IU students each fall, spring and summer. See STEPS classes and workshops. See http://ittraining.iu.edu/.

Description of Computer Competencies and Helpful Learning Resources

Note: Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/); requires IU authentication. Then find a course listed below each heading. Choose only those which you need. You can also take STEPS classes, which are free to students.

Operating systems basics:

Launch or run an application, create a folder/directory, name a folder/directory/file, move a folder/directory/file from one location to another, rename a folder/directory/file, copy a folder/directory/file from one device to another, delete a folder/directory/file, initialize a disk, open a file, save a file, find a file, print a file. Examples of operating systems include OS X; Windows XP, Vista and 7; Unix/Linux.

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Computer Literacy for Windows
- Windows 7 Essential Training (see also Vista and XP)
- Computer Literacy for the Mac
- Mac OS X 10.5 Leopard Essential Training (see also Jaguar, Panther and Tiger)

Word processing basics:

Create running header and footer with pagination, apply a font to text, change size of font, center text, make text bold, italicize text, underline text, indent paragraphs, change line spacing, doubly indent paragraphs, set right and left margins, set tab stops, force a page break, insert and

position a graphic into the document as a figure and label it in other words make a document such as the one you are reading.

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Word 2007 Essential Training (also 2010)
- WordPerfect Office X4 Essential Training

Graphics basics:

Create and position an unfilled rectangle with a black border; create and position a rounded box, filled with light shading; create lines of different thickness; create ovals and circles both filled and unfilled with black borders; create and position text of different fonts, sizes, boldness, transparency and italics; create polygons filled with shading such as solid arrowheads; be able to place graphics "objects" such that they are layered on top of each other to give the desired appearance; select an area, copy it, and move the copy to a new location; erase or otherwise modify a graphic object.

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Word 2010 Essential Training: Illustrating a Document (also 2007)
- PaintShop Pro X Essential Training
- Photoshop CS5 Essential Training
- Illustrator CS5 Essential Training

Theoretical understanding:

Persons should understand how computers all work the same way. In other words, they have a theoretical understanding of computers at a level that helps them solve day-to-day problems. They should understand the basic classifications for functional components for computer systems: Peripherals: input devices for humans, output devices for humans, secondary storage, communications devices; Internal components: RAM, ROM, CPU; information flows between and among these components; know basic functions of the operating system; know how computers execute programs (compiled vs. interpreted); be able to solve many day-to-day problems when things don't work like they're supposed to; realize when a problem cannot be personally solved and an expert should be consulted.

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Computer literacy for Windows
- Computer literacy for Mac

E-Mail and Web Conferencing:

Use one of the standard electronic mail systems at IU with a client application such as Outlook, Thunderbird or a Web browser. Use a headset/mic and webcam to participate online in Skype or Adobe Connect.

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Outlook 2010 Essential Training (also 2007)
- Entourage 2008 for Mac Essential Training

Gmail Help: http://mail.google.com/support/?ctx=gmail&hl=en&labs=1&p=inbox
Thunderbird Help: http://support.mozillamessaging.com/en-US/kb/
Skype Help: https://support.skype.com/
Adobe Connect Meeting Help: http://kb.iu.edu/data/arky.html

File Transfer:

Upload and download digital files from an external host computer over a computer network (e.g., Internet).

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- At IU, what SSH/SFTP clients are supported and where can I get them? : http://kb.iu.edu/data/ahjh.html
- Using FTP in a Web Browser: http://kb.iu.edu/data/adae.html

Information Retrieval:

Find information on various information resources, including: Web, IU Libraries (IUCAT, ERIC, Google, etc.)

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Quick Tutorial on Searching the Internet (Purdue University): http://www.lib.purdue.edu/phys/inst/searchinginternet.html
- IU Libraries: Getting Started : http://www.libraries.iub.edu/index.php?pageId=4411
- IU Libraries: Access Electronic Resources: http://www.libraries.iub.edu/index.php?pageId=16
- Google Scholar: http://scholar.google.com/
- Education Resources Information Center: ERIC: http://www.eric.ed.gov/

Scanning:

Use a flatbed scanner to scan line art, grayscale and color graphics or pictures. Be able to resize such images, and do minor corrections to improve the appearance (e.g., brightness, contrast, blurriness, sharpness). Be able to convert such files to different color coding schemes (1-bit, 4-bit color, 8-bit grayscale, indexed 256 color (8-bit), etc.) to minimize file size while retaining picture quality. Be able to save the image in a format suitable for the application into which the image will be subsequently imported (e.g., for Photoshop, Word, Firefox, Dreamweaver).

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Scanning principles

Web Development:

Create a set of Web pages, which include text, graphics and links to other documents in the World-Wide Web. The Web pages you create should also have links to each other, using a consistent navigation schema (e.g., navbar, tabs, sidebar).

Online learning materials through lynda.com (http://ittraining.iu.edu/lynda/):

- Web Design Fundamentals
- Dreamweaver CS5 Essential Training
- Fireworks CS5 Essential Training
- Dreamweaver CS5 Managing CSS

Welcome to the Master's Program

More information about the IST MS program at:

http://tinyurl.com/IU-IST-MS

Master's Degree Program in Instructional Systems Technology

Purpose and Basic Requirements

The Instructional Systems Technology (IST) Master of Science in Education (M.S.) degree program is designed for individuals seeking to be practitioners in the field of instructional technology. Students learn to build and test processes, products, and services that are ready for operational use in education and training settings. M.S. program graduates typically assume design and/or development roles in public or private agencies and organizations involved in one or more aspects of instructional technology.

The residential IST M.S. program is a 36-credit-hour (minimum) graduate program. Students are expected to take most of their course work on the Bloomington campus. In order to begin the M.S. program an individual must have completed a bachelor's degree program from an accredited institution. Post-bachelor's degree work may apply, with decisions made on a case-by-case basis.

Program Overview

Prerequisite: Computer Competencies

Macintosh and DOS/Windows word processing, graphics, operating systems, general understanding of how computers work, electronic mail, file transfer, information retrieval, scanning and Web publishing.

Course work (36 hours)

Course work (36 hours):

- IST Core Courses and Colloquia (12 hours)
- IST Major (15 hours)
- Outside Electives (9 hours)

Graduation Requirements:

- Instructional Project Certification
- Portfolio Certification (due one month before graduation)

Note:

The planning and approval of a student's program of study is accomplished with the help of a program advisor. The advisor must be an IST faculty member. Regular meetings with the advisor are recommended. The program advisor and the IST Chairperson must approve the program of studies.

Prerequisite

Students entering the IST program are expected to have basic computer competence on either Macintosh or DOS/Windows computer systems, in the following areas: operating systems, word processing, graphics, a general theoretical understanding of how computers work, electronic mail, file transfer, information retrieval, scanning and Web publishing. Students who do not meet the competence requirements must arrange to study independently to make up their deficiencies before entering the program. These skills are necessary for successful participation in IST courses. More advanced knowledge and skills taught in IST courses assume these skills. Since Indiana University has made an agreement with lynda.com, there is no charge to IU students, faculty and staff. Students can access these tutorials online in order to acquire and practice these basic skills.

See the list and description of required computer competencies.

IST Core Courses (12 hours)

Core I: (fall only)

- R511 Instructional Technology Foundations and Colloquium (3 hours)
- R521 Instructional Design and Development I (3 hours)

Core II: (spring only)

- R541 Instructional Development and Production Process I** (3 hours)
- R561 Evaluation and Change in the ID Process; and Colloquium (3 hours)

****Note:** Students can test out of R541 if these competencies have been already attained.

Core Content Areas

Instructional Analysis

- Needs analysis
- Content analysis
- Learner/audience analysis
- Context analysis
- Constraints analysis
- Implementation analysis

Design

- Content selection and strategy design
- Content sequencing
- Instructional approaches
- Tactics design (memorization of facts, generalities, procedures, causal models, attitudes)
- Message design
- Interaction design

Instructional Production

- Skills in production technologies (multimedia software and World-Wide Web)
- Rapid prototyping
- Usability testing and product revision
- Production management (paths, roles and reporting)
- Craftsmanship
- Project management
- Group Process

Instructional Evaluation

- Reporting skills
- Planning frameworks for formative and summative evaluation
- Design of assessment situations
- Simple data summary and decision techniques
- Transfer of training
- Productivity, cost-effectiveness, cost-benefit

Implementation and Change

- Innovation and adoption practices
- Strategies for implementation
- Preparation of implementation plans
- Systemic change in education and corporations

IST Major Courses (15 - 18 hours)

Students are required to take 15 - 18 credit hours of course work, beyond the core courses, distributed among at least two of the three IST program emphasis areas:

Instructional Analysis, Design, and Development

(20's courses e.g., R620, R621, R625, or R626)

Instructional Development and Production

(40's courses e.g., R542, R547, R641, or R741)

Implementation and Management

(60's courses e.g., R563, R660, R665, or R667)

Note: If a student tests out of R541, then 18 hours are required. If R541 is taken, then 15 hours of IST course work are required beyond the core. Students may but are not required to take courses which help them to meet the graduation requirements listed below (portfolio, instructional project, and Level 2 computer competencies).

Outside Electives (9 hours)

A minimum of 9 credit hours of course work must be taken by residential students from programs or departments other than Instructional Systems Technology. The nature and mix of the courses must be structured to support the overall thrust of the student's program of studies, i.e., courses which support the focus and/or setting for which the student is preparing. Typical options include: Business, Computer Science, Curriculum and Instruction, Educational Inquiry Methodology, Educational Psychology, Elementary Education, Library and Information Science, Secondary Education, Telecommunications, etc. The School of Education allows up to six hours of 300 or 400 level courses (for the master's but not for the doctoral degrees).

Graduation Examination

One month prior to graduation a student is required to submit for review his or her instructional project and a portfolio. These are reviewed by a faculty committee with the student approximately two weeks before graduation. The purposes of the graduation examination are to provide a capstoning experience for the student and to provide quality career counseling.

Instructional Project Certificate

An instructional project must be developed. If this is not done in a course for credit (e.g., R547, R641, R625, R586), then it must be submitted to the to the IST Department for review and approval. The project must address a real world instructional problem and contain evidence of the student's successful application of at least three of the five components of the instructional systems development (ISD) process: analysis, design, production, evaluation, and implementation/management. Each student will choose a project mentor from among the IST faculty. One other Indiana University faculty member (in or outside of the IST Department) may serve as a co-mentor. The mentor(s) will lead the student through the process. The instructional project may or may not be included as part of the portfolio, explained below. This project can be done prior to the student's final semester if desired.

Portfolio Certificate

A portfolio must be developed and submitted for examination to the IST Department for review and approval. The portfolio will present two sets of information in an organized fashion.

The first will be a set of products developed by the student. Included in the portfolio may but not necessarily be the product developed in the Instructional Project. Additional products developed by the student in other research or development courses, via practicums and internships, in conjunction with a graduate assistantship, etc. may also be included in the portfolio.

The second set of information will consist of the following four items: (1) a completed program of studies form, (2) a statement of the student's career goals, (3) a professional resume, and (4) a listing of professional references.

Portfolios are evaluated only once in the fall and once in the spring semester. For more information check portfolio site.

For graduation application procedure and deadline information, please check here. Then wait for at least three months to get the hard copy of the diploma.

Approved Inquiry Core Courses

LIST OF APPROVED INQUIRY METHODOLOGY COURSES (Spring 2009)

(Note: Some of these have prerequisites.)

Approved courses within the School of Education

Y502 Intermediate Inferential Statistics (must be taken concurrently with Y500)
Y515/H510 Foundations of Educational Inquiry
Y520/Y521 Methodological Approaches to Educational Inquiry (Y521 required for Inquiry majors)
Y525 Survey Research Methodology
Y527 Educational Assessment and Psychological Measurement
Y535 Evaluation Models & Techniques
Y600 Methodological Implications of Social and Psychological Theories (required for Inquiry major)
Y603 Statistical Design of Educational Research (must be taken concurrently with Y500)
Y604 Applied Multivariate Statistics (must be taken concurrently with Y500)
Y612 Critical Qualitative Inquiry I (recommend to those who intend to take at least 2 qualitative courses)
Y613 Critical Qualitative Inquiry II (recommend to those who intend to take at least 2 qualitative courses)
Y617 Psychometric Theory
Y627 Advanced Measurement
Y630 Narrative Theory and Inquiry
Y631 Discourse Theory and Analysis
Y635 Evaluation Models & Techniques
Y637 Categorical Data Analysis
Y639 Multilevel Models
Y645 Covariance Structure Analysis
Y655 Longitudinal Data Analysis
Y671 Knowledge, Reflection and Critique in Methodological Theory
Y672 Communicative Action Theory

Approved Courses outside of the School of Education

ANTH E600 Phenomenology and Anthropology
BUS K505 Quantitative Decision Models
BUS K512 Multivariate Statistical Analysis
BUS K571 Quantitative Analysis
BUS K572 Applied Statistics
BUS K605 Multidimensional Scaling
BUS Z634 Seminar in Applied Behavior Measurement
HIST H501 Historical Methodology
STAT S501 Statistical Methods 1: Introduction to Statistics
STAT S503 Statistical Methods 2: Generalized linear models and Categorical data
STAT S640 Multivariate data analysis
HIST H540 Quantitative Methods in History
PSY P536 Theory of Tests and Measurements
PSY P553 Advanced Statistics in Psychology I
PSY P554 Advanced Statistics in Psychology II
PSY P654 Multivariate Analysis
SOC S652 Topics in Qualitative Methods
SOC S659 Qualitative Methods in Sociology
SPEA V507 Analysis and Modeling for Public Affairs

Other courses may be approved upon review of program faculty.

Instructional Systems Technology

Course Descriptions

R503 Application of Instructional Media and Technology (3 cr.) Surveys the characteristics of widely used types of audiovisual media (e.g., slides, film, video) and technologies of instruction (e.g., programmed instruction, simulation/gaming, computer-assisted instruction). Provides guidelines for selection of media and techniques. Develops media presentation skills. For IST majors, does not count toward the minimum credit-hour requirement.

R505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary, e.g., multimedia, microcomputers, simulations/games.

R511 Instructional Technology Foundations I (3 cr.) Introduction to the field, theory, and profession of instructional technology, including definitions of instructional technology, the history of the field, and current trends and issues. Includes participation in a colloquium, a series of presentations, and discussions devoted to broadening understanding of the instructional technology field and career opportunities.

R519 Effective Writing for Instructional Technology (3 cr.) Emphasis is reader-centered writing in the creation of instructional materials. Additionally, students will develop skills in writing business as well as technical proposals and reports using suitably direct and simple language.

R521 Instructional Design and Development I (3 cr.) Introduces the instructional systems development process, from analysis through evaluation and implementation, and includes practice in all phases. Emphasizes design issues such as classification of learning tasks, selection of instructional strategies, and development of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

R522 Instructional Design and Development II (3 cr.) Explores in depth the components of the instructional development process, focusing on design issues: classification of learning tasks, selection of instructional strategies and tactics, and construction of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

R541 Instructional Development and Production Process I (3 cr.) P: R521. Given a design plan for a simple interactive product, student teams are introduced to the entire multimedia production process. Emphasizes basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and complementary teamwork. Laboratory use of text, still image, authoring and presentation software.

R542 Instructional Graphics Design (3 cr.) Introduction to instructional graphics design. Promotes visual thinking and problem solving with an emphasis on multimedia based application for instructional learning environments. Focuses on message design principles, specifically as they relate to graphic design. Explores the philosophy and use of appropriate technology.

R547 Computer-Mediated Learning (3 cr.) P: R521 and R541 or equivalent. Intermediate level course on design, development and formative evaluation of Computer-Assisted Instruction (CAI) programs. Instructional design strategies based on research on effective CAI are emphasized. Students use CAI software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

R561 Evaluation and Change in the Instructional Development Process (3 cr.) P: R521. Methods and principles for evaluating instructional products during each stage of the instructional systems development process. The course will also focus on change theory and principles as they relate to adoption and use of instructional products.

R563 Business and Economic Dimensions of Training and Development Process (3 cr.) P: R561. Linking training programs directly to business needs, problems, and opportunities, using the concepts and applications of economic theories such as return on investment and value added. Means of determining the internal efficiency of training programs, their costs, and impacts.

R580 Instructional Systems Technology Colloquium (0.5 cr.) Students and faculty participate every week in a colloquium which usually begins with a presentation on a substantive topic, followed by an open discussion. Presenters may include IST faculty, practicing professionals, and IST doctoral students. Course is repeatable for maximum of one credit.

R586 Practicum in Instructional Systems Technology (1-3 cr.) P: R521, R541. The development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. One credit hour requires approximately 48 hours of laboratory and/or independent work.

R590 Independent Study in Instructional Systems Technology (1-3 cr.) Individual research or study with an IST faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, R590 should not be used for the study of material taught in a regularly scheduled course.

R611 Instructional Technology Foundations II (1 cr.) P: R511. An in-depth study of the field, theory, and profession of instructional technology, including the evolution of research questions in the field of instructional technology.

R620 Instructional Task Analysis (3 cr.) P: R521. Principles and practice of analysis of instructional tasks. Study of task configurations, taxonomies for task classification, and task sequencing. Extensive analysis of actual instructional behaviors.

R621 Needs Analysis and Assessment (3 cr.) P: R521 Theories, principles, and practice of analysis and assessment of needs from perspective of organizational, curriculum, and instructional development. Exploration of contextual paradigms. Study of deficiencies and discrepancies in human performance. Root cause analysis. Extensive analysis of role needs in contrasting environments.

R622 Learning Environments Design (3 cr.) P: R521. Principles and practice of environmental design. Study of interrelationships among environmental variables. Use of decision models in the design process. Design, construction, and testing of learning environments representing alternative profiles of variables.

R625 Designing Instructional Systems (3 cr.) P: R521. An advanced course in instructional development. Students work in small groups to solve real or simulated instructional problems of substantial scope. Requires application of principles of planning, analysis, design, production, evaluation, implementation, and management. Design decisions derive from theory and research.

R626 Instructional Strategies and Tactics (3 hours) P: R521. This course is an elaboration on the instructional strategies portion of R521. It helps students develop a deeper understanding of instructional theory and a greater ability to create effective, efficient, and appealing instruction in any content area for any audience and with any medium, including live instruction.

R630 Learner Analysis in the Instructional Technology Process (3 cr.) P: R521. Methods for utilizing student information in the instructional technology process. Use of criterion-referenced instruments to diagnose entry behavior and place students in the instructional environment. Use of task and aptitude information to create differentially effective mediated treatments.

R641 Instructional Development and Production Process II (3 cr.) P: R541. Given an instructional problem, student teams create a design plan for an instructional product and complete the instructional development process. Emphasizes intermediate skills in: writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and teamwork. Laboratory use of audio and motion video software.

R660 Change Management, Consulting, and Group Training (3 cr.) P: R561. Studies the social and psychological principles relevant to understanding the processes of change. Consideration of the psychological principles of perception, motivation, and learning and the social-psychological forces of interpersonal and small group dynamics. Integration of these principles into consulting and working with groups in training and development settings.

R665 Managing Training and Development Projects (3 cr.) P: R511, R521. This course addresses the planning and management of successful training and development projects. Topical areas include organizational issues, managing human resources, team structures, defining project requirements, and quality assurance. Tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

R667 Educational Systems Design (3 cr.) Introduces students to the opportunities and challenges of systemic restructuring in education. It is concerned with both product and process issues: what an educational system should be like for a post -industrial information-age society, and what process will most facilitate transformation to such a system.

R681 Instructional Project Development (3 cr.) P: R521, R541, and consent of instructor. Practical experience in instructional product development under the guidance of an IST faculty member. Product and accompanying documentation must provide evidence of acceptable work in analysis, design, production, evaluation, and implementation. Required as the culminating experience in the IST master's degree program.

R685 Topical Seminar in Instructional Systems Technology (1-3 cr.) P: Consent of instructor. Intensive study and discussion of a specific topic of current interest in the theory and/or practice of instructional technology.

R686 Internship in Instructional Systems Technology (3-6 cr.) P: R511, R521, R541, and R561. To be completed during the final stages of a degree program. Provides an opportunity for students to gain professional experience in a work situation appropriate to their career goals. Students are assigned to a cooperating agency and work in consultation with an IST faculty internship coordinator.

R690 Application of Research Methods to Instructional Systems Technology Issues (3 cr.) P: Y520. Problems of research are taken up with special emphasis on research designs for instructional systems technology. Students participate in the various aspects of a research project, including the writing of a research report. This course is part of IST inquiry sequence and serves as IST's doctoral linkage course.

R695 Topical Inquiry Seminar in Instructional Systems Technology (3 cr.) P: R690. Critical examination of current inquiry in an emphasis area in instructional systems technology. Specific topics will vary. Students complete one or more aspects of a research project. Course serves as early IST inquiry experience for doctoral students.

R699 Specialist Project in Instructional Systems Technology (1-3 cr.) P: No more than 15 credit hours remaining and completion of most specialist course work. Individual instructional systems technology project serving as the culminating experience in the specialist degree program. The project will be presented and evaluated at a final meeting with the student's advisory committee.

R711 Readings in Instructional Technology (3 cr.) P: R511, R521, R541, R561, and the majority of doctoral courses completed. Selected advanced readings in instructional technology and related fields with guidance from members of the IST faculty.

R741 Instructional Development and Production Process III (3 cr.) P: R641. Working with a client, student teams conduct the entire instructional design and development process. Emphasizes advanced skills in: writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and teamwork. Laboratory use of multimedia software development tools as required.

R745 Development/Production Role Specialization (3 cr.) P: R741. Advanced practice and in-depth study of instructional design, interface design, graphic design, authoring, evaluation, or project management. Students specialize in one of these roles on an R741 or R641 product development team. Students receive individualized coaching in their specialized roles.

R780 Instructional Systems Technology Research Colloquium (0.5 cr.) P: Doctoral student. The emphasis of this colloquium is on research methodologies in the field of IST. Faculty and students will meet to discuss research being conducted within the IST department and review research discussed in the literature. Repeatable for a maximum of 1 credit.

R795 Doctoral Proposal Preparation in Instructional Systems Technology (1-3 cr.) P: R690, R695, and approved program of studies. This course is for the development of a dissertation proposal in instructional systems technology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work. S/F grading.

R799 Doctoral Dissertation in Instructional Systems Technology (1-12 cr.) P: R795 (may be taken concurrently), draft prospectus, and approval of faculty member who agrees to serve as director. Credit earned over more than one semester. The dissertation, which is an individualized study, may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area relevant to instructional systems technology. S/F grading.

Master's Advising Checklist for IST Majors

Name: _____ Faculty Advisor: _____
IU ID #: _____ Date: _____

Req.	Course	Title	Hours	Sem/Yr	Grade
IST Core Courses - 12 hours					
x	R511	Instructional Technology Foundations I	3	Fall	
x	R521	Instructional Design & Development I	3	Fall	
x	R541	Instructional Development & Production I*	3	Spring	
x	R561	Evaluation and Change in the ID Process	3	Spring	
		Subtotal:			
IST Major Courses - 15-18** hours					
Students are required to take 15-18 credit hours of course work beyond the core courses distributed among at least two of the three IST program emphasis areas below:					
A. Instructional Analysis, Design and Development: (20's courses, i.e., R620, R621, R625, or R626)					
B. Instructional Development and Production: (40's courses, i.e., R542, 547, 641 or R741)					
C. Implementation and Management: (60's courses, i.e., R563, 660, 665 or R667)					
		Subtotal:			
Outside Electives- 9 hours***					
A minimum of 9 credit hours outside of IST (prefix letter "R") is required. They may be taken inside or outside the School of Education. These courses must be relevant to the student's program focus and must be approved by a program advisor. Typical options include: Computer Science, Library and information Science, Telecommunications, Educational Psychology, Curriculum and instruction, etc.					
		Subtotal:			
		36 minimum Total Hours:			

Student's Signature: _____ Date: _____
Faculty Advisor Signature: _____ Date: _____

*Students may test out of R541 if these competencies have already been attained. See Ted Frick for details. Do this prior to registering for spring classes (which occurs mid-October).
** If a student successfully tests out of R541, then 18 hours of IST course work are required beyond the core. If R541 is taken, then 15 hours of IST course work are required beyond the core.
*** The School of Education allows up to six hours of 300-or 400- level courses for the master's degree. NOTE: These courses may not apply towards a doctoral degree unless they are in the College of Arts and Sciences and are approved for graduate credit. These courses are listed int he University Graduate School Bulletin (this is not the same as the School of Education Graduate Bulletin).

See School of Education Graduate Bulletin for details and a complete desription of policies and procedures regarding graduation requirements. (http://education.indiana.edu/~grad/homepage.html)

1. Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University (includes regional campuses). A minimum of 15 hours must be earned on the campus awarding the degree.
2. A total of 9 hours may be transferred from other accredited colleges or universities. No transfer credit will be given for a course with a grade lower than B. All transferred courses must be relevant to the student's program of studies and approved by a program advisor.
3. Master's degree students must complete all program course work within seven years of matriculation in the program.
4. There is no full-time residency requirement for master's students.

For the master's program in IST this program checklist form is used in planning the specific courses to be included in a student's program of studies (separate form). This checklist must be completed, signed by the student and the student's advisor, and submitted to the departmnet office no later than six months after matriculation in the program. A Program of Studies form must be submitted to the Eudcation Graduate Studies Office at least three months prior to the date of graduation from the program.

Upon matriculation you are assigned a faculty advisor who will assist you in planning your checklist and answering your questions. You may change advisors during your studies if the requested faculty member is agreeable to the switch and you have notified the IST staff (this is a database update).

PROGRAM OF STUDIES FOR A MASTER'S DEGREE IN INSTRUCTIONAL SYSTEMS TECHNOLOGY 06/02

(36 HOUR PROGRAM & PORTFOLIO)

Name _____ SIDN _____
Address _____ Zip _____
Phone (_____)_____ EMAIL _____

IST CORE COURSES—12 HOURS

		Hours	Semester	Year	Grade
R511	Instructional Technology Foundations I	3.0	Fall		
R521	Instructional Design & Development I	3.0	Fall		
R541	Instructional Development & Production I*	3.0	Spring		
R561	Evaluation and Change in the ID Process	3.0	Spring		

**If R541 tested out, then take 18 hours IST Major courses.*

Sub-total hours =

IST MAJOR COURSES—15–18 HOURS* A,B,C†

	Hours	Semester	Year	Grade
_____ ____				
_____ ____				
_____ ____				
_____ ____				
_____ ____				
_____ ____				

**If R541 tested out, then take 18 hours IST Major courses*

Sub-total hours

OUTSIDE ELECTIVES—9 HOURS

	Hours	Semester	Year	Grade
_____				
_____				
_____				
_____				
_____				
_____				
Sub-total hours	=			

(36 minimum) TOTAL HOURS =

STUDENT SIGNATURE _____ DATE _____

ADVISOR SIGNATURE _____ DATE _____

DEPT CHAIR SIGNATURE _____ DATE_____

†A=Instructional Analysis, Design & Development; B=Instructional Development & Production; C=Implementation & Management