M.S. and Ed.D. Programs in Instructional Technology and Distance Education [1999-2001]

Nova Southeastern University

Follow this and additional works at: https://nsuworks.nova.edu/abe_pgcoursecatalogs

Part of the Education Commons

NSUWorks Citation
Nova Southeastern University, "M.S. and Ed.D. Programs in Instructional Technology and Distance Education [1999-2001]" (1999). Fischler Postgraduate Course Catalogs, 44.
https://nsuworks.nova.edu/abe_pgcoursecatalogs/44

This Course Catalog is brought to you for free and open access by the NSU Course Catalogs and Course Descriptions at NSUWorks. It has been accepted for inclusion in Fischler Postgraduate Course Catalogs by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.
M.S. and Ed.D. Programs in Instructional Technology and Distance Education

Programs in Instructional Technology and Distance Education
Mission Statement
The Cluster Concept
Instructional Delivery
The M.S. and Ed.D. Programs
Study Areas
Summer Institutes
Applied Research
Admission Requirements
For the master's program
For the doctoral program
International Students
Acceptance to Program
Transfer of Credits
Certification
Grading System
Progress Report
Program Time Lines
Academic Counseling
Employment
Program Costs
Other Fees
Other Program Expenses
Late Fees and Reinstatement
Fees
Absence
Tardiness
Degree Requirements
Dismissal
Course Descriptions:
The Study Areas
Active ITDE Clusters and Cluster Coordinators
PROGRAMS IN INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

Mission Statement
The mission of the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is to develop leaders who can plan, organize, manage, and teach effectively using instructional technology in the classroom, on the job, and online through a variety of electronic delivery systems. The programs are designed for professional educators and trainers who work with learners from preschool through the university level and with adults in all areas of business and industry.

The courses are designed to improve the skills of the participants; therefore, they must be experienced in the education or training fields and in the use of technology. In addition, they must have prior experience with computers and online communications.

Students will be expected to apply theory to their work setting. Thus, while enhancing their own skills, they will bring improvements to the workplace as they progress through the program.

The master’s program is organized around four broad study areas: distance education and leadership, research and evaluation, media and technology, and instructional design. Master’s students attend one Summer Institute. The program concludes with a practicum that is a major problem-solving project to be completed in the student’s workplace.

The doctoral program contains the study areas listed above and introduces four new areas: systems design, management and applications of instructional technology and distance education programs, technology trends and issues, and applied leadership. Students must plan, implement, and formally report on a doctoral-level dissertation. Doctoral students must attend three Summer Institutes for hands-on experiences with various aspects of instructional technology and distance education.

The Cluster Concept
The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are field-based. Formal instruction takes place on the main campus in Fort Lauderdale and through electronic means delivered to students wherever they live and work. Each cluster is a group of 20 to 25 professionals from a variety of professional settings. Students in each cluster begin the program at the same time and progress through program components (study areas, applied research, Summer Institutes) together. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cluster is designed to serve as both an administrative and educational vehicle for the program. For example, communication and decision making take place through the cluster structure. In addition, the cluster format provides opportunities for sharing the expertise of individual cluster members. Clusters sometimes form study groups that meet electronically between seminars and online classes to discuss assignments and to facilitate student progress.

Each cluster operates under the direction of a cluster coordinator. The coordinator, who holds a doctorate in education or a related field, is a facilitator of many administrative details and cluster activities and serves to support and advise students.

Instructional Delivery
The M.S. and Ed.D. Programs in Instructional Technology and Distance Education are delivered through a combination of face-to-face instruction on NSU’s campus in Fort Lauderdale, Florida, and through electronic means. This format derives from the mission to serve students regardless of location and the firm conviction that a program that focuses on instructional technology and distance education must reflect the use of available technology in its delivery.

Instruction involves the use of the following:
- Ongoing electronic communication using electronic mail (email), and the World Wide Web.
- On-campus instruction with faculty in Fort Lauderdale during extended weekend sessions (three to six days) in February or March and October or November.
- An eight-day Summer Institute in Fort Lauderdale in July or early August of each year.

Students must own a laptop computer and be familiar with communication through the Internet and the World Wide Web, and maintain arrangements with an Internet service provider. International students will find that Internet connections are available through most universities, school systems, local library networks, or through commercial services.

Applicants should use the time between their application to the program and the first class meeting to hone their computer skills, including word-processing and online access.

The M.S. and Ed.D. Programs
The programs are designed to be taken independently. That is, students with an earned bachelor’s degree may take the master’s program (21 months) and those with an earned master’s degree may take the doctoral program (three years).

Students have the option to combine master’s and doctoral coursework and, thereby, accelerate their matriculation. The combined program may be completed in four years.

Study Areas
Each study area is designed to involve students in three to five months of intensive work, readings, structured learning experiences, and evaluation procedures. Each study area is under the direction of a faculty member who is responsible for course content, instruction, and assessment of student performance.

When a cluster completes its period of study, a culminating activity is scheduled. The cluster, with guidance from the coordinator, determines and designs the experience.

Study areas include the following:
- Distance Education and Leadership
- Research and Evaluation
- Media and Technology
- Instructional Design
- Systems Design
- Management and Applications of Instructional Technology and Distance Education
- Technology Trends and Issues
- Applied Leadership
Summer Institutes
The event in the program that brings students together from all clusters is the annual Summer Institute. This eight-day academic experience provides an opportunity for interaction among students from around the world with instructional and applied research faculty, cluster coordinators, staff, administrators, and invited lecturers and guest.

Each master's degree student must attend Summer Institute I, and each doctoral student must attend the three Summer Institutes. Students are responsible for their travel, room, and meals costs, as well as materials and fees. Students must register and reside in the hotel or site selected for the Summer Institute.

Applied Research
The practicum in the M.S. and the applied dissertation in the Ed.D. Programs in Instructional Technology and Distance Education are creative, problem-solving projects designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in a professional setting or other organization through direct involvement in practical settings or other settings identified by the program.

The practicum requires an identification of a problem, design of a solution strategy and implementation and evaluation of that strategy. The applied dissertation is a major project in which the student solves problems of extensive scope and significance in a professional setting or other organization and apply theory to practice. Students are assigned advisers who provide guidance during the entire project.

Admission Requirements
The M.S. and Ed.D. Programs in Instructional Technology and Distance Education seek graduate students who are competent, experienced professionals actively involved in the field. The experienced professionals are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilities and academic competencies, and who are committed to improving education and training by demonstrating leadership abilit
Certification
The program does not attempt to meet state certification requirements because they vary from state to state to such an extent that any attempt to tailor for specific positions would defeat the purpose and nature of the program. The registrar will work with students seeking certification to the extent that any specific requirements are compatible with the program.

Grading System
The grading system for the M.S. and Ed.D. Programs in Instructional Technology and Distance Education is as follows:

A  Excellent 4.0
A- Very Good 3.96  
B+ Very Good 3.33  
B  Good 3.0  
C  Average 2.0  
C- 2.0  
D  Poor 1.0  
F  Failure 0.0  
W Withdrawal 0.0  
I Incomplete 0.0

Progress Report
Students will receive grade reports from the registrar's office following each program component. These reports will indicate the current status of grades, earned and semester hours for all courses completed and/or attempted. The program office maintains an up-to-date report on each student.

Program Time Lines
The life of the master's program is 21 months; the doctoral program is scheduled to be completed by the time they request an extension. Students who officially withdraw may petition the program dean if they wish to reenter the program and resume their course of study at the point that they received a grade. Students may transfer the program only once and will be expected to follow all regulations that apply to the new cluster.

Students who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cluster. No extension is possible beyond this point. Students who are dismissed from the program for academic reasons may not reapply.

Academic Counseling
Administrations, faculty, and staff members provide academic counseling before students enter and throughout the program. Cluster coordinators are available electronically to cluster members for the entire program life.

Employment
As professional employment is an admission criterion, placement assistance has not been necessary. Completion of the program does not guarantee further employment.

Program Costs
Tuition for the M.S. and Ed.D. programs for 2000-2001 is paid at the rate of $9,016 per year. This tuition rate may be subject to change yearly. Students register and pay $417 per credit for each component as they progress through the program.

Although the M.S. program is designed to be completed in 21 months, students will be allowed two years to complete all requirements. A student who requires additional time may be granted two six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,264.

Ed.D. students who have not completed requirements within the designated three years may be granted up to three six-month extensions at the discretion of the program dean. The fee for each six-month period is $2,264.

Financial aid for any extension is limited to half of the usual maximum allowable loan amount for that period.

Other Fees
A one-time, nonrefundable application fee of $50 is required for each degree level and must accompany the completed application. A $75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap-and-gown fee.

Other Program Expenses
Students will be responsible for the purchase of textbooks, notebook computer and modem, travel and expenses at campus meetings, and other typical needs associated with advanced study. Materials fees will be charged as necessary.

Tuition and fees are due at time of registration. Tuition and fees are subject to change without notice.

Late Fees and Reinstatement Fees
All payments must be made according to the student's cluster schedule. No exceptions will be made for delayed loan applications. A late payment penalty of $50 will be assessed each time a payment date is missed. When a payment is delayed excessively, the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the program dean. A $250 reinstatement fee will be charged and the student will be subject to the rules and regulations in effect at the time of reinstatement. Students who are dismissed from the program for academic reasons may not reenter the program at a later time.
Absence
Absences are not permitted in this program. Students are expected to attend all class meetings in person and online in each of the study areas and the applied research workshops. Regular interaction (classroom and online) provides program consistency and content enrichment.

Independent work and frequent online activity with the bulletin board, databases, listeners, classmates, and faculty provide the instructional foundation for the distance delivery approach used in these programs. Active and regular participation is the key to success in distance education and is a required component of the program. Absence from any class session or scheduled online class session may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence cannot be avoided, an email and appropriate make-up experience/assignment, specified by the study area instructor, is to be completed within a designated period. Also, the student is responsible for obtaining all materials presented during the missed class meeting (online or on campus) and must provide to the cluster coordinator a summary of the class notes of two students. Cluster coordinators and instructors should be notified immediately if the student expects to be absent.

If a student is unable to attend a practicum workshop, the director of applied research should be contacted for a make-up experience.

Tardiness
Extended tardiness or early departure (more than 30 minutes online or on campus) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the program dean and may lead to termination from the program.

Degree Requirements
To be eligible for graduation, the student must fulfill the following requirements:
- Completion of all admission requirements
- Completion of all study area, applied research, and summer institute requirements
- Current status in payments for tuition, fees, materials, and texts
- Submission of a follow-up questionnaire

At the conclusion of study and upon verification of completion of degree requirements, the student’s name is submitted by the faculty to the board of trustees. The board officially confers the master’s degree or doctoral degree for education. All students who have successfully completed program requirements and who have achieved degree conferral will be invited to participate in university commencement exercises held annually in June.

Dismissal
The program reserves the right to dismiss students at any time if it becomes obvious that they are not able to satisfy the program’s scholarly requirements or if their academic behavior is reprehensible or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct.

Course Descriptions: The Study Areas
Distance Education and Leadership
ITDE 7007 Foundations of Distance Education (3 cr.)
An introduction to distance education. Major topics include the historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; and an examination of effective techniques for teaching and learning within a distance education system.

ITDE 7001 Foundations of Leadership and Management (3 cr.)
An introduction to past and present models of leadership. Major topics include the current context for leadership, personal leadership styles, leadership in the workplace, and learning organization, and leadership in practice.

Research and Evaluation I
ITDE 7003 Principles and Practices of Research in Instructional Technology and Distance Education (3 cr.)
Major topics include research procedures appropriate for professionals in instructional technology and distance education, the research process, practical applications of research, research paradigms, statistics, and data analysis techniques.

ITDE 7004 Measurement and Evaluation (2 cr.)
Major topics include problems encountered in establishing validity and reliability, testing and measurement, evaluation techniques, and assessment.

Summer Institute I: Media and Technology
ITDE 7006 Instructional Media (3 cr.)
An introduction to the effective use of instructional media. Major topics include planning for instructional media use, visual communication, audio and motion media, as well as computers as tools for learning, and evaluating the effectiveness of instructional media.

ITDE 7006 Foundations of Instructional Technology (4 cr.)
An introduction to instructional technology. Major topics include the historical, theoretical, and philosophical foundations of instructional technology, the literature of instructional technology, and an examination of the status of instructional technology.

Instructional Design
ITDE 8001 Introduction to Instructional Design (3 cr.)
An introduction to the systematic design of instruction. Major topics include the assessment and analysis of "needs," performance improvement, the systematic design of instructional materials and events, and the formative and summative evaluation of instructional materials.

ITDE 8002 Instructional Development and Delivery (2 cr.)
An advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

Applied Research
Master's Practicum:
The master's practicum in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement.
in strategies designed to address identified problems. The concept behind the practicum stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The practicum requires identification of a problem, design of a solution strategy, and evaluation and implementation of that strategy. Students are assigned advisors who provide guidance during the entire process. The practicum is required in the M.S. program.

**ITDE 6012 Master's Practicum Proposal (6 cr.)**

Students attend an orientation to the problem-solving process. Practicum requirements are explained. Following completion of the seminar, an advisor is assigned, and students begin preliminary work that includes identification of the problem in the professional setting of other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 10-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the practicum proposal.

**ITDE 6013 Master's Practicum Report (4 cr.)**

The student carries out the plan developed in ITDE 6012 to demonstrate the application of problem solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the practicum is evaluated, and a written report is submitted that describes the entire experience.

**Continuing Services: Master's Program**

In order to qualify for continuing services a student must have a proposal approved by the 21st month. If the proposal is approved but the student has not completed all other aspects of the practicum by the 21st month in the program, continuing services are required.

**ITDE 6016 Six-Month Master's Extension I**

**ITDE 6017 Six-Month Master's Extension II**

**Master's Program Complete**

**Research and Evaluation II**

**ITDE 8003 Research Methods, Design, and Analysis (3 cr.)**

Major topics include research methodologies, research design, data analysis, review of varied approaches to educational research, organization and presentation of data, and application of research to work-related problems.

**ITDE 8004 Seminar in Research Policies and Practices (2 cr.)**

Major topics include critical policies, trends and ethical issues related to research, investigation of effective, empirically based research, and policy-to-practice issues.

**Summer Institute II: Systems Design**

**ITDE 8005 Introduction to Instructional Systems (4 cr.)**

An advanced course examining the application systems theory in education. Major topics include the past and present systems theories in education, research of educational and instructional systems, the application of systems theory in educational practice, and the integration of systems theory into pragmatic instructional design.

**ITDE 8006 System Analysis and Design (3 cr.)**

An introductory course providing skills for the analysis and design of educational and instructional systems. Major topics include the critical elements in the structure of distance education delivery system, the analysis of educational systems and instructional systems, the relationship of subsystems within an educational system, the design of an educational system, the design of instructional systems, and the evaluation and continuous improvement of a system.

**Management and Applications of Instructional Technology and Distance Education**

**ITDE 8010 Managing and Evaluating Instructional Technology and Distance Education (3 cr.)**

Major topics include theories and methods of planning, operating, and evaluating instructional technology and distance education, managing in educational and corporate settings, principles of staff training, proposal development, and legal issues.

**ITDE 8012 Applications of Distance Education Technologies (2 cr.)**

Major topics include the in-depth exploration of distance education technologies with emphasis on the Internet, use of video and audio-conferencing, selection of appropriate distance education technologies, impact of technologies used to deliver instruction at a distance, and assessment.

**Summer Institute III: Technology Trends and Issues**

**ITDE 8011 Instructional Technology and Distance Education Trends (4 cr.)**

Major topics include the synthesis of concepts, knowledge, and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining of roles and responsibilities of the leader in the field.

**ITDE 8013 Instructional Technology and Distance Education Issues (3 cr.)**

Major topics include the role and responsibilities of groups and structures that support instructional technology and distance education programs, advisory groups, peer mentoring, consulting, program governing boards, strategies for encouraging corporate and foundation support, and grant writing.

**Applied Leadership**

**ITDE 8011 Leadership and Power (3 cr.)**

This course builds upon the concepts introduced in Foundations of Leadership and Management. Major topics include leadership domains, the leader's role in development, moral frameworks for leadership and decision making, and a synthesis of leadership development.

**Applied Research**

**Doctoral Applied Dissertation**:

The applied dissertation in the Instructional Technology and Distance Education Program is a creative, problem-solving project designed to use technology and/or distance education to improve a situation or program. Students become active problem solvers in their professional settings through direct involvement in strategies designed to address identified problems. The concept behind the applied dissertation stems directly from the belief that leadership in all sectors requires action as well as reflective thought.

The applied dissertation is a major project in which students solve problems of extensive scope and significance in their work settings and apply theory to practice. Students are assigned advisors who provide guidance during the entire process. The applied dissertation is required in the Ed.D. program.

**ITDE 8015 Applied Dissertation Proposal (6 cr.)**

Students attend an orientation to the problem-solving process. Applied dissertation requirements are explained. Following comple-
tion of the seminar, an adviser is assigned, and students begin preliminary work that includes identification of the problem in the professional setting or other organization and leads to the approval of a proposal that describes the problem, documents its existence, analyzes its causes, reviews related literature, sets goals and outcomes measures, and describes a 32-week, action-oriented plan in which the student, as change agent, will implement solution strategies. Completion of this course requires attendance at scheduled seminars and gaining approval of the applied dissertation proposal.

**ITOE 8017 Applied Dissertation (9 cr.)**

The student carries out the plan developed in ITOE 8016 to demonstrate the application of problem-solving and leadership skills. At midpoint in implementation, a progress report is submitted. The effectiveness of the applied dissertation is evaluated, and a written report is submitted that describes the entire experience.

**Continuing Services: Doctoral Program**

In order to qualify for continuing services a student must have a proposal approved by the 36th month. If the proposal is approved but the student has not completed all other aspects of the applied dissertation by the 36th month in the program, continuing services are required.

**Active ITOE Clusters and Cluster Coordinators**

- **ITOE Cluster No. 4**
  Dori Neuwirth, Ed.D.
  Teacher-Computer Education
  Broward County HRD
  Fort Lauderdale, Florida
  Home: (954) 921-4123

- **ITOE Cluster No. 5**
  Berdella Shreiner, Ed.D.
  Computer Specialist
  Cumberland Valley School District
  Mechanicsburg, Pennsylvania
  Home: (717) 243-8430

- **ITOE Cluster No. 6**
  Alejandro Arias, Ed.D.
  Technical Assistance Coordinator
  The CDM Group, Inc.
  Chevy Chase, Maryland
  Home: (301) 437-1907
  Work: (301) 443-8925

- **ITOE Cluster No. 7**
  Wayne Franz, Ed.D.
  Teacher, Alternative Education
  School Board of Broward County
  Fort Lauderdale, Florida
  Home: (954) 781-7598
  Work: (954) 786-7648

- **ITOE Cluster No. 8**
  Barbara Hollinger, Ed.D.
  Media Specialist
  Miami-Dade County Board of Education
  Miami, Florida
  Home: (305) 326-1921
  Work: (305) 634-2821, ext. 332

- **ITOE Cluster No. 9**
  Zobeida Ramos, Ed.D.
  Vicecinecaso Academico, Primer Piso
  Universidad Nacional Auténtica
  San Bernadino
  Caracas 1010 Venezuela
  Work: (582) 574-6575
  (582) 565-2040, 2041

- **ITOE Cluster No. 10**
  Claude Packard, Ph.D.
  Education Consultant
  Self-employed
  Weston, Florida
  Home: (954) 217-7020
  Work: (956) 926-4261

- **ITOE Cluster No. 11**
  Troy Robinson, Ed.D.
  Program Professor
  Nova Southeastern University
  North Miami Beach, Florida
  (954) 262-8781

- **ITOE Cluster No. 12**
  Suzanne Flannelly, Ed.D.
  Computer Teacher
  Freehold Township Board of Education
  Freehold, New Jersey
  Home: (732) 363-7521

- **ITOE Cluster No. 13**
  Michael Hutton, Ed.D.
  Associate VP Learning Resources
  Brevard Community College
  Cocoa, Florida
  Home: (407) 631-1563
  Work: (407) 632-1111

- **ITOE Cluster No. 14**
  Denise Clarke, M.Ed.
  Instructional Designer
  HEART Trust/NFA TVET Resource Center
  St. Catherine, Jamaica
  Home: (876) 944-8436
ITDE Cluster No. 15
Beverly Thrash, Ed.D.
Manager/Technology Instructional Service
Cobb County School District
Roswell, Georgia
Home: (770) 619-9936

ITDE Cluster No. 16
Elena Dorego, Ph.D.
Coordinator of SADIPRO
Universidad Central de Venezuela
Caracas, Venezuela
Home: (582) 662-8961
Work: (582) 952-0153