Master of Science in Instructional Design & Technology

Graduate Student Handbook

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Updated October 2020

About the College of Education

Candidate Disposition Statement

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs, it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increased ability to:

- *Promote Diversity:*
  Candidates demonstrate a commitment to a just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

- *Engage in Collaborative Endeavors:*
  Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues, and other professionals to support student learning and well-being. In their work with others, candidates' model and encourage positive social interaction, active engagement in learning, and self-motivation.

- *Think Critically:*
  Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs and modify their teaching and/or leadership strategies for program and individual growth and improvement.

- *Maintain Professional and Ethical Standards:*
  Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in the state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

- *Value life-long learning:*
  Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field, they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Source:

Just, Equitable, and Inclusive Education (JEIE)

The College of Education is committed to anti-racist teaching and learning. We are committed to dismantling racist polices, practice, and ideas that influence schools, teachers, and children. One of our strategic goals is to provide a just, equitable, and inclusive education. To that end, we have curated resources that encourage understanding the history behind and the current impact of systemic racism and oppression. As a college, we call upon our faculty, staff, students, and community members to walk this journey with us and become part of the solution through awareness, advocacy and allyship.

Just Education
A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

Equitable Education
A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

Inclusive Education
A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

Link to JEIE resources: http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php

Strategic Plan

Goal 1: Provide a transformative educational experience and environment for all students

Objectives:
1. JEIE
   90% of credential completers demonstrate knowledge and use of teaching strategies that promote just, equitable and inclusive education by meeting the passing standard on selected assessments. 90% of masters and doctoral candidates demonstrate knowledge and leadership in just equitable and inclusive practices by meeting the passing standard on selected assessments.

2. Technology
   90% of credential completers demonstrate knowledge and effective use of technology in

teaching by meeting the passing standard on selected assessments. 90% of masters and doctoral candidates demonstrate knowledge and leadership in the use of technology by meeting the passing standard on selected assessments.

3. Community Impact
    a. Community Change
       90% of all program candidates note an increased ability to work in different, linguistic, social, or cultural settings resulting from opportunities to participate in community events (local, national, international) as reported by survey ratings of three or higher on related questions.

    b. Community Change
       We will increase the number of Birth-14 students and families served through COE supported community- based programs by 100%.

Goal 2: Strengthen opportunities for student completion and graduation Objectives:

1. Student Graduation Rate (Doctorate and Master's)
   By 2023, 80% of all masters' candidates graduate within three-years and 60% of all doctoral candidates in three and a half years (disaggregated by race and department).

2. Recruiting and Retaining Diverse Candidates
   Increase underrepresented students of color in each initial credential and advanced program to equal the number of underrepresented students on campus.

3. Professional Field/Clinical Experience
   Ensure that all students in advanced programs participate in professional field experience as it relates to the degree.

4. Support Undergraduate Advising
   Improve graduate rate for students advised by the Center for Careers in Teaching to 4-year graduation rate and transfer to 2-year graduation rate

Goal 3: Recruit and retain high-quality and diverse faculty and staff

Objectives:
1. Faculty Development
   Ensure that all faculty participate in at least one professional development opportunity every year to enhance teaching in JEIE or Technology.

2. Staff Development
   Ensure that all staff participates in at least one professional development opportunity every year in JEIE or Technology as it applies to their roles in the workplace.

3. Recruitment and Retention of Diverse Faculty and Staff
    a. Increase the percentage of underrepresented faculty of color (full and part-time) better to represent the percentage of students of color on campus while maintaining a 98% retention rate for all full-time faculty.

    b. Maintain at least 57% staff of color over the next five years.

Goal 4: Expand and strengthen our financial and physical capacity

Objective:
1. Fundraising
   Secure a five-year average of $1,000,000 per year in combined private, corporate, and grants focused on areas that advance the strategic plan.

Conceptual Framework

The College of Education's conceptual framework is our shared vision for the professional education unit at California State University Fullerton. The framework is theoretically grounded and rooted in our mission and core values, and:
- Guides the work we do, including curriculum, scholarship, and assessment
- Guides the outcomes we expect of our candidates
- Defines expected professional dispositions
- Is a shared philosophy among candidates, faculty, and community partners

REACH. TEACH. IMPACT.

Our Vision:
We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Our Mission:
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Our Core Values:
1. We value learning as a lifelong journey that transforms us.
2. We value theory, research, and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.
4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning that includes the use of technology.
6. We value critical inquiry and seeking necessary change.
7. We value authentic and reflective assessment.

Standards for Continued Participation in Credential Programs
At California State University, Fullerton
Policy One

Initial and advanced credential programs endeavor to admit only candidates who have demonstrated through the application process and prerequisite coursework that they possess the important characteristics and dispositions necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to learning and continuous improvement
- Wide constellation of knowledge and skills related to teaching in their field
- Ethical character demonstrated by
  - having integrity
  - being trustworthy, honest, courteous, open minded, treating others fairly and impartially.

Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates are expected to be knowledgeable about and demonstrate the professional standards for their field of teaching, as well as University standards outlined in the CSUF University Catalog and Department Student Handbook, especially the sections on Student Conduct, Academic Dishonesty, and the expected dispositions and student outcomes as described in the Education Unit's Conceptual Framework. Candidates' continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.

In order to continue to participate in a Credential Program and related Master's Program (if applicable) candidates must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors and supervisors as well as fieldwork and student teaching mentors, such as master/cooperating teachers (clinicians).
- Maintain successful academic progress by passing all classes as determined by programs (check department policy for more information).
- Demonstrate a commitment to fairness and the belief that all children can learn.
- Demonstrate the candidate disposition expectations (for more information see, http://ed.fullerton.edu/about-us/accreditation-and-assessment/candidate-dispositions/)

Credential Candidates will be considered for removal from the program if they:

- Exhibit academic dishonesty as defined by the University Catalog and Department Student Handbook
- Exhibit inappropriate student conduct as defined by the University Catalog and Department Student Handbook
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors

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- Fail to meet the standards set by the Commission on Teacher Credentialing including CTC assessment standards
- Fail to behave according to the standards of the profession, public schools, University, college, department and/or program
- Fail to demonstrate credentialing competencies
- Fail to maintain a GPA of 2.75 or above (initial) and 3.0 or above (advanced)

Appeal Hearing Guidelines
Revised August 2017

- The candidate and department representatives must submit all written documents regarding the case at least five working days prior to the Appeal Hearing. All documents must be submitted to the Associate Dean. No new documentation can be presented on the day of the Hearing.

- The department representative(s)' documentation must include a statement of the options available, if the candidate is allowed to return to the program. For example, if courses will not be offered the following semester then what remediation takes place, and what courses will need to be repeated as well as which TPA tasks (if applicable) need to be completed and the number of attempts available.

- After the Hearing begins, the department representative(s) will have an opportunity to present the department's case. The candidate will not be present. The Appeals Board will be able to ask questions.

- When the department representatives complete their statement, the department representative(s) will be excused, and the candidate will be called in to present his/her case. The Appeals Board will be able to ask questions.

- The department representative(s) and the candidate may be called back in separately for follow-up questions during the meeting

- The Appeals Board will render a decision and provide a written explanation of 1) evidence reviewed; 2) reasons leading to decision; 3) decision; and, 4) any recommendations for further action on the part of the candidate and/or program faculty. The Board will take into account program features when recommending further action. The Board understands that these recommendations may not include proposing grade changes.

- For reversals of Single Subject Credential Program removal, program faculty are required to implement a Teacher Candidate Improvement Plan (TCIP) that will address remediation of candidate performance and/or extenuating circumstances. A candidate's failure to meet requirements of the TCIP may result in a second and final program removal. An appeal is not an option in this circumstance.

- For reversals of Special Education Credential Program removal, program faculty are required to implement a Candidate Improvement Plan that will address remediation of candidate performance and/or extenuating circumstances. A candidate's failure to meet requirements of the plan may result in a second and final program removal. An appeal is not an option in this circumstance.

- For reversals of Multiple Subject Credential Program removal, the Contract for Success will remain in place. The candidate's failure to meet requirements of the plan may result in a second and final program removal. An appeal is not an option in this circumstance.

- Reversals of program removal in advanced credential programs are subject to Department specific procedures and are provided as needed.

Policy 2: Proficiency in Written and Spoken English
Revised November 2014

Background
This policy applies to all credential programs at California State University Fullerton. Executive Order No. 1077, Teacher Education Preliminary Credential Programs, was issued on May 3, 2012 by Chancellor Charles B. Reed. It establishes standards for entrance to and continuation in teacher education credential programs. The document lists a number of requirements for admissions to credential programs, including g.p.a.; early field experiences; and prerequisite courses. It also requires at least one interview and two letters of recommendation to help determine a candidate's aptitude for teaching. Also included is Requirement 7: **"The candidate shall have demonstrated proficiency in written and spoken English, as determined by the campus, and shall have taken the California Basic Educational Skills Test."**

Policy Elements
1.0 Assessment of Written and Spoken English
Prior to admission to a credential program, all credential candidates will be assessed in written and spoken English to ensure that they are able to speak and write English clearly. Since teachers must be understood by their students, and because they model the use of English in their classrooms, it is imperative that they have competence and fluency in speaking and writing English.

2.0 Proficiency in Written English
Evidence of writing skills in English shall include the following. These are minimal requirements; individual programs may require additional criteria.
- **2.1** A passing score on the CBEST writing portion.
- **2.2** Demonstration of writing skills in an autobiography to be submitted application for admission.
- **2.3** In addition, credential programs may also require a passing score on a controlled writing sample.

3.0 Proficiency in Spoken English
Evidence of competence in speaking English shall include the following at minimum:
- **3.1** An assessment of skills in spoken English by the program admission interviewers. They will base this assessment on the candidate's reading of a passage related to the credential area, and/or the candidate's spoken English in answering interview questions and maintaining a discussion.
- **3.2** Individual credential programs may also require additional assessments of proficiency in spoken English.

4.0 Failure to Demonstrate Proficiency in English Prior to Admission to the Program
If the candidate fails to demonstrate proficiency in written or spoken English, the candidate will not be admitted to the credential (or master's) program.

5.0 Failure to Demonstrate Proficiency in English during the Credential Program
For students admitted to a credential program, assessment of proficiency in English is an on-going process. Proficiency will be evaluated throughout the program by Master Teachers/Cooperating Teachers (clinicians), Principals, University Supervisors, and Program Coordinators. If a student is admitted to a credential program, and during the program it becomes clear to the evaluators that the student is not maintaining and demonstrating an appropriate level of proficiency in written and spoken English, that student may be disqualified and removed from the credential program until proficiency in English can be demonstrated

6.0 Approaches to Improving Proficiency in English
When students are unable to demonstrate the necessary proficiency in English, the program coordinator will suggest measures to address the problems. Following are some possible ways for the candidate to improve skills in English.
> **Written English**
> > **6.1** Tutorial help at the University Learning Center
> > **6.2** Enrollment in a composition course, e.g., English 301
>
> **Spoken English**
> > **6.3** Enrollment in an English pronunciation course in the American Language Program.
> > **6.4** Scheduled practice sessions with volunteer tutor or friend. 6.5 Sessions with a tutor from the University Learning Center.

7.0 Reassessment
Candidates who believe they are able to demonstrate proficiency in English should inform the appropriate program coordinator, who will arrange for reassessment as part of the process for re-applying to the program.

8.0 Appeal Process
Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University, Fullerton, Credential Programs Committee, procedures established in Policy One. An Appeals Board will then be established to determine the student's proficiency in written and/or spoken English.

About the MSIDT Program

Department Mission Statement

The MSIDT Program was launched in 2002 as one of the first in the nation and had over 300 graduates to date, representing 50 different professional areas. Since the inception of the program, we strive to incorporate theory and research related to adult learning and cognition melded with current practices and tools in technology. Graduate students experience best practices in the field, reflecting innovative instructional strategies, assessment, and evaluation methodologies. They develop skills in project management, LMS use, collaboration, written communication, technology-enabled media literacy, research, and critical thinking/problem solving while learning to use the tools of technology to develop cutting-edge curricula.

The cohort structure includes two orientation meetings that enhance the student- centered community of learners. The MSIDT program provides a challenging and rigorous educational environment, and students can participate in the benefits of faculty mentoring and professional networking provided by our vibrant, active Alumni Chapter Association.

The Master of Science in Instructional Design and Technology (MSIDT) Program at CSUF is a highly ranked cutting-edge program designed for preparing professionals who wish to further their skills and education in direct applications of emerging technology for teaching, learning, training and curriculum development. These professionals are typically working in the field of technology or in curriculum development/training in P-12, higher education, the military, medical and corporate settings. The 21-month program accredited by the Western Association of Schools and Colleges (WASC) provides versatility and applicability for a variety of careers and leadership roles, including:

- Educators interested in developing instructional content for online delivery

- Specialists in online learning, mobile learning or competency-based education

- Professionals working with curriculum development for training in multimedia environments for an educational (P-12, community college, higher education, or extended education), corporate/business, medical, military or government setting

- Human Resource professionals in business, industry, medical, military, or corporate universities

- Instructional technologists whose job description involves teaching others to integrate new and emerging technologies to support learning

- Entrepreneurs interested in starting web-based businesses related to training, education or consulting

- Curriculum developers for non-profit, for-profit, or community-based organizations

- Instructional designers in any field

- Software consultants or designers

Graduate Student Expectations

Graduate Academic Standards

Please refer to the Office of Graduate Studies' website for updated graduate academic policies and procedures. (http://www.fullerton.edu/graduate/academics/policies.php)

Grade-Point Average Requirements

A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a graduate degree. This grade-point average applies to 1) all 400-, 500- and 600-level units attempted subsequent to admission to a degree program; and 2) all units required on the graduate Study Plan including transfer courses. Each course on the:

- Master's Study Plan must be completed with a grade of C (2.0) or better;
- DNP and Ed.D. Study Plan must be completed with a grade of B- (2.7) or better;
- DNP with a concentration in Nurse Anesthesia Study Plan must be completed with a grade of B (3.0) or better.

Some programs require higher minimum grades for specific courses.

A master's degree student may request a change in the Study Plan in order to raise the Study Plan grade-point average by:

1. Adding no more than six units of approved coursework, or
2. Repeating no more than six units of coursework in which a B- (2.0) or lower was earned, or
3. A combination of the above, not to exceed six units.

Requests to add courses to the Study Plan, repeat courses or add courses to raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president for academic programs (or designee) prior to registration. When a course is added or repeated, the original course remains on the Study Plan and on the student's transcript and both grades are used in calculating the student's grade-point average.

A grade-point average of at least 2.5 is required for continuing status as a credential, certificate, or undeclared post-baccalaureate student.

Repeated Courses

For master's degree students, if a grade less than C (2.0) is received in a Study Plan course, the course must be repeated and passed with a grade of C (2.0) or better. For DNP* and Ed.D. students, if a grade less than B- (2.7) is received in a Study Plan course, the course must be repeated and passed with a grade of B- (2.7) or better. Some programs require higher minimum grades for specific courses.

A Study Plan course may be repeated only once. If a course is repeated, both grades are included when computing the student's Study Plan and cumulative Cal State Fullerton grade-point

average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president for academic programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

For students in the DNP with a concentration in Nurse Anesthesia program, all Study Plan courses must be passed with a B (3.0) or better on the first enrollment. There is no option to repeat a course.

Academic Notice

A student enrolled in a graduate degree program will be placed on academic notice if either the graduate grade-point average (all graduate classes) or the Study Plan grade-point average (counting only classes on the Study Plan) falls below 3.0.

- Master's degree and DNP* students will be allowed two further semesters on academic notice before being subject to disqualification.
- Ed.D. students may not have a grade-point average below 3.0 in two successive terms. The student will be placed on probation the first term in which their grade-point average drops below 3.0; a grade-point average below 3.0 following completion of the next term is grounds for disqualification from the Ed.D. program.

For students in the DNP with a concentration in Nurse Anesthesia program, academic notice is not an option as all Study Plan courses must be passed with a B (3.0) or better on the first enrollment.

Disqualification

The associate vice president for academic programs (or designee), in consultation with the student's graduate program adviser, will disqualify a:

- Master's student who is on probation if the student does not, or cannot, raise the Study Plan and graduate grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.

- DNP* student who is on probation if the student does not, or cannot, raise the Study Plan and graduate grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard. Additionally, a grade of less than B- in six or more units will result in dismissal from the DNP program.

- Ed.D. student if the grade-point average is not raised to 3.0 the term immediately following the term the student's grade-point average fell below 3.0.

If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of coursework, the student will be disqualified from the graduate degree program.

*Students in the DNP with a concentration in Nurse Anesthesia program will be disqualified if a grade of B- or below is earned in a Study Plan course.

Students placed on probation for reasons other than grade-point average will be disqualified if:

1. The conditions for removal of administrative-academic notice are not met within the period specified;
2. The student becomes subject to academic notice while on administrative-academic notice; or
3. The student is removed from administrative-academic notice and subsequently becomes subject to administrative-academic notice for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program for one calendar year. A student who has been disqualified from a specific degree program may apply for readmission to a different degree program. A readmitted student must file a new Study Plan that meets current requirements and policies. Any disqualified student who wishes to use previous coursework must have it approved by the associate vice president for academic programs (or designee).

Appeals related to graduate degree probation or disqualification should first be directed to the departmental graduate program adviser. Contact the Office of Graduate Studies for further information and procedures.

Administrative Probation

A graduate student may be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic notice include:

- Repeated withdrawal
- Failure to progress toward an educational objective
- Non-compliance with an academic requirement
- Failure to demonstrate a level of professional competence or
- Academic Dishonesty (see University Regulations, catalog page 514).
- Inappropriate behavior as defined under "Student Conduct" (Catalog page 517)

Students will remain on administrative-academic notice contingent upon conditions required for their continuing in the program. Students placed on administrative probation will be disqualified if:

1. The conditions for removal of administrative-academic notice are not met within the period specified.
2. The student becomes subject to academic notice while on administrative academic notice.
3. The student is removed from administrative-academic notice and subsequently becomes subject to administrative-academic notice for the same or similar reasons as originally placed on probation.

Program Overview / Requirements

Program Overview

The Master of Science in Instructional Design and Technology degree is a 30-unit program. This is a part time program and students enroll in two courses each semester. While earning an M.S. degree, students also earn two Instructional Design certificates. The MSIDT program is in a cohort model and includes:

- 5 semesters of part time (6-units per semester)
- 10 graduate courses
- 100% online
- 2 Instructional Design Certificates

The MSIDT degree is designed to meet the needs of individuals seeking to advance their knowledge of instructional design research and improve their skill level. The program is designed to meet the needs of those employed by businesses and corporations, the military, technology industries, instructional design companies, software consultants and designers, educators (K-12 and higher education) and those working with curriculum development and training in e-learning.

Our program is designed sequentially, and course content reinforces prior content knowledge taught in each course. Students learn to implement research theory into practical application. See our Master's Program page for more information.

Graduate Courses

IDT 505 | Foundations of Instructional Design and Digital Authoring Tools
IDT 510 | Research Practices in Instructional Design and Technology
IDT 520 | Issues in ELearning and the Design Process
IDT 525 | Learning Theories for Postsecondary and Adult Instructional Settings
IDT 530 | Advanced Issues in Implementation, Management, and Program Evaluation
IDT 535 | Instructional Strategies and Universal Design Issues in Learning Environments
IDT 540 | Systematic Approaches to Digital Design and Development
IDT 545 | Trends, Emerging Technologies, and Issues in Instructional Design
IDT 550 | Research Practicum
IDT 597 | Digital Instructional Product Design and Development

Learning Goals

- *Assessment/Evaluation:* Critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective digital instructional product.
- *Collaboration:* Work productively in team, group, or collaborative settings to achieve common goals or purposes.
- *Critical Thinking & Problem Solving:* Critically analyze, evaluate and synthesize information as well as effectively generate, select, and apply appropriate solutions to solve problems in the development and implementation of the digital instructional product based on reasoned rationale.

- *Project Management:* Plan, organize, and manage resources (including needs analysis, group dynamics and leadership) to methodically bring about the completion of defined project goals and objectives.
- *Research:* Conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting.
- *Technology Enabled Media Literacy:* Compare, discriminate, design, implement and assess various media and technology sources in the development and implementation of the digital instructional product.
- *Written Communication:* Effectively and critically present ideas in a logical framework in a variety of written formats with proper language structure and mechanics.

Orientation and Midpoint

In addition to the courses, there are two required on-campus/video conference Saturday meetings with additional fees. These required orientation and research meetings have been approved by the chancellor with a specific executive order that includes current fees of $345 for the Boot Up Orientation and $228 for the Midpoint Research Symposium. Note that these fees are non-refundable, subject to change, and will be assessed during the first semester courses, IDT 505 and IDT 510.

Orientation occurs the Saturday before classes begin while Midpoint occurs at the end of the third semester/beginning of the fourth semester.

Suggested Sequence of Courses

Semester	Courses	Research Focus
Fall	IDT 505 IDT 510	- American Psychological Association - Literature review - Internal review board - Start thinking about potential project ideas
Spring	IDT 520 IDT 525	- Research report - Continue thinking about potential project ideas
Summer	IDT 530 IDT 535	- One-on-one discussion about research with faculty - Annotated bibliography - Draft research questions - Discuss ideas about digital instructional project
Fall	IDT 540 IDT 545	- Attend Midpoint Research Symposium - Finalize research project focus - Begin writing literature review - Draft of digital instructional product/storyboard
Spring	IDT 550 IDT 597	- Write five (5) chapter research project - Complete and design digital instructional product

Master's Degree Complete!

Updated October 2020

Common Program Components and Outcomes

	A. Assessment and Evaluation	B. Collaboration	C. Critical Thinking & Problem Solving	D. Project Management	E. Media Literacy	F. Research	G.. Written Communication
Assessments/Products							
1. Small Group Presentation/Peer Critiques	505 (I), 530 (R)	525 (R), 530 (R), 535 (R)	525 (I), 530 (R)	520 (I),530 (R)	525 (I), 530 (R)		525 (I), 530 (R)
2. Software or Web-based Evaluation	520 (I), 540 (R)			520(R), 530 (R),545(R)	520 (I)		
3. Resource Identification	545 (I) , 597 (M)		597 (M)	530 (R)	545 (M)		
4. Trouble Shooting & Computer System Assignments			505 (I)				
5. Small Team Designed Instructional Support	545 (I)	540 (R), 545 (M)	525 (R)	520(I), 530 (R)	525 (I), 530 (R)	540, 545 (R)	525 (I), 545 (R)
6. Annotated Bibliography	540 (R)			530 (R)	535 (R), 597 (M)		
7. Instructional Strategies Chart	535 (R)		535 (R)	530 (R)			535 (R)
8. Online Discussions	530 (R), 597 (M)	505 (I), 530 (R), 540 (R), 545 (M)	530 (R), 535, 597 (M)	520 (R), 530 (I)	510 (I), 525 (R), 535 (R)		505 (I), 510 (I), 520 (R), 525, 530 (R), 545 (R)
9. Digital Audio/Video or Software Use	535 (R)	530 (R)	530 (R)	530 (R)	540 (R), 545 (R)		530 (R)
10. Beta Evaluation	530 (R), 597 (M)	530 (R)	530 (R)	530(R)	597 (M)		530 (R)
11. Individual Instruction Designed Product & Final Project	597 (M)	535 (R)	505 (I), 540, 545 (R), 597 (M)	520 (I), 545 (M)	540 (R), 597 (M)	597 (M)	597 (M)
12. Prototype Evaluation	520 (I), 530 (R)	530 (R)	530 (R)	505 (I), 520 (I), 530 (R)	597 (M)		520 (I), 530 (R)
13. Discussion Paper/Readings	530 (R), 535 (R), 540 (R)		535 (R), 597 (M)	520 (R), 545 (M)	505 (I), 520 (R)	505 (I), 510 (I), 520 (R), 545 (M)	525 (I)
14. Prototype Project	520 (I), 530 (R)	520 (I)	520 (I)	520 (I), 530(I)	520 (I)		
15. Group Discussions	525 (R)	505 (I), 510, 520 (R)	530 (R)	530(R),545 (M)			530 (R)
16. Research/Learning & Application Activities	510 (I), 525 (I), 540 (R)	540 (R)	535 (R)	530 (R)	535 (R), 540 (R), 597 (M)	510 (I)	510 (I)
17. Sample Study Report		510 (I)			505 (I), 525 (R)		
18. Research Paper			510 (I)	505 (I), 520(R)		505 (I), 510 (I), 525 (R),530 (R)	505 (I), 510 (I), 520 (R), 525 (R), 530 (R), 545 (R)
19. Quizzes /Midterm Exam/Final Exam			510 (I), 520 (R), 545 (R) 505 (R), 510 (I) , 530 (R), 535 (R), 545 (R)	520 (R)			525 (I)

Boot Up Orientation

Boot Up Orientation is scheduled prior to the start of the first semester. The Boot Up Orientation consists of a variety of workshops and experiences acclimating students to the overall program requirements, faculty and support staff, program technology requirements, library resources, course management system, final research project, and practicum expectations. Students will also be guided in Titan Card and software purchases. During the orientation, students will spend time meeting fellow classmates and getting to know one another. We begin to establish the online community of learners during the Orientation.

Students, at the end of the orientation, are required to complete a survey and a reflection essay.

Midpoint Research Symposium

At the end of the third semester/beginning of the fourth semester of the program, students participate in the a mandatory Midpoint Research Symposium. At Midpoint, students review progress to date in relation to individual professional goals and learning outcomes. Students also confirm their final research project and practicum activities, and work intensively with a program advisor.

Master's Project

As part of the master's degree, students complete a research paper and digital instructional product. This requirement is completed during the final semester of the program in IDT 550 and IDT 597. Since the culminating research project and practicum are essential program components, it should reflect each student's overall professional goals and learning goals. Students should have preliminary ideas about their research and digital instructional product, which is discussed during the admission's interview.

Students should expect to continue to refine and expand these ideas during the Boot Up Orientation and throughout the program courses, thus finalizing their focus at the Midpoint Research Symposium.

One of the benefits of completing your degree at CSUF is the program integrates components of the final research project in each graduate course. Each semester students will work on their research project, collect related literature for their literature review, and focus on their research ideas. This allows students time to consider their research and focus on their digital instructional project ideas. Faculty guide students through their research agenda and students will find that they are prepared to complete their research and design their digital instructional product.

After completion of IDT 550/597, students will be able to:

- Write a 40-50+ (five chapter) page research paper that focuses on the research, design, application, and evaluation of a specific instructional product with digital media interactivity components and integration as an outcome culmination experience linked to the MSIDT program goals and objectives.

- Design an instructional product that meets a need in the professional and workplace setting.

- Synthesize the corresponding literature as support for the theoretical framework and instructional components and assessment methodology appropriate for the development and implementation of a digital instructional product.

- Analyze the evaluation data from the digital product implementation and discuss the results and impacts.

- Evaluate the digital instructional product design and development overall with strengths and weaknesses and include recommendations for further development of the product, testing, research, etc.

Program Policies and Practices

Work Submission Policy

All work needs to be completed using the required software and submitted online per the instructor's request. In the event of technical problems, the instructor will arrange for alternative submission procedures and activities. Contact the instructor immediately in the case of technical problems.

Students will be expected to maintain an electronic portfolio based upon the required provided during Boot Up Orientation. The electronic portfolio will include representative student work completed from each course.

Grading Policy

Graduate students are expected to demonstrate critical understanding and investigation of relevant research and principles and how to apply theory to new ideas, problems, and make extensive use of primary, bibliographic, and other resource materials (including web-based). All assignments must be thoughtfully and carefully completed, and must reflect a thorough understanding of the content to receive full credit. In addition, students must demonstrate advanced skill in reading critically, writing clearly, and arguing persuasively in their scholarly presentations, discussions, and written assignments. Finally, students in this program will be expected to work collaboratively in small groups and in concert with the instructor.

It is expected that each student will access the course website *a minimum of two times a week.* Of special note, because of the intensive nature of online learning, students should expect to **allocate at least 6-10 hours per week for each course**.

All work must be completed and turned in, even if it is late, in order to receive a grade.

GS700 Enrollment

Students who have completed all coursework on the study plan and are continuing to work on thesis, project or comprehensive exam preparations have two options for registration:

1. **GS700 through regular restriction:** Students pay full fees and receive full student benefits (health center, student activities, etc.)
2. **GS700 through University Extension:** Students enroll paying a reduced fee and receive no university benefits other than library privileges. Permission to enroll through extended education is monitored through the Graduate Studies office using a request form signed off by Secondary Education 28/51 the graduate program advisor and, for international students, an advisor in International Education and Exchange. No student will be permitted to enroll in GS700 through Extended Education without this form.

Registration materials will be released through the Graduate Studies office. Graduate program advisers will be sent a list of students enrolled in this special GS700.

Leave of Absence

Graduate degree or credential students may request a leave of absence for up to one year, though a leave of absence is not normally granted for more than one semester. Conditionally classified or classified graduate students qualify for a leave if they have completed at least six units (if a master's student) or eight units (if a doctoral student) of work in residence at Cal State Fullerton toward the degree. Students with a credential-only objective qualify if they have completed at least one semester of coursework in good academic standing. Forms to request a leave of absence are available at the Office of Graduate Studies and online. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any one of the following circumstances may be grounds for requesting a leave of absence:

1. Illness or disability (permanent or temporary) or similar personal exigencies, including pregnancy, which make it impossible or inadvisable for a student to register for classes;
2. Activities that enhance a student's professional career objectives;
3. Active duty in the armed forces of the United States;
4. Severe financial hardship; or
5. Other reasons at the discretion of the associate vice president for academic programs (or designee).

After review by the Office of Graduate Studies, the academic unit (where applicable), and the Registrar's Office, a response is mailed to the student.

A first-time leave of absence of one semester only will normally be granted upon request for students who qualify and will not require an application for readmission to the university. Registration for the semester following the leave will be available to the student.

Students requesting a subsequent leave or a leave longer than one semester are required to provide appropriate substantial documentation (e.g., doctor's recommendation, verification of employment). Such requests must also be endorsed by the appropriate degree program authority (normally the graduate program adviser).

A leave granted to a degree objective student preserves the election of curriculum rights regarding catalog requirements. However, leaves of absence do not change the time limit for completion of the degree. For credential students, a leave granted by the university does not exempt them from new requirements imposed by the state regardless of the catalog year and also does not extend time limitations imposed by the state for completing specific teaching credential requirements.

Graduation

Completion of Requirements and Award of Degree

All coursework for the degree, except final course examinations, must be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate Study Plan. Award of the degree also requires the recommendation of the appropriate graduate program adviser and committee, the approval of the faculty, and the approval of the associate vice president for academic programs (or designee).

Applying for Graduation

Students must apply for a graduation check and pay the $115 graduation and diploma fee prior to the deadline. The last date to file the application is listed in the Registration Guide for each regular semester and is posted on the Office of Graduate Studies website.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee is required to change the graduation date.

Forms for changing the graduation date are available at the Office of Graduate Studies.

Grad Check Deadlines can be found here: http://records.fullerton.edu/academics/graduation.php

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.

Commencement ceremonies are held only at the end of the spring semester. Once students have completed the graduation check process (i.e. filed for graduation check and paid the graduation fee), they are eligible to participate in the commencement ceremonies appropriate to their graduate date. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Check the university's website (http://fullerton.edu/commencement) for further details about commencement events and procedures. Arrangements for cap, gown and hood purchase are made in the campus bookstore, Titan Shops.

Updated October 2020

Resources

Technology Requirements

	Recommended	Minimal
Operating System	- Win 7/XP/Vista - Macintosh OS X 10 and higher - Most Linux distributions	Win XP or Macintosh OS 10x
Processor	1500 MHz	700 MHz
Memory	2 GB	1 GB
Plug-Ins	- Adobe PDF Reader - Windows Media Player - Apple Quicktime - Powerpoint Viewer - JavaScript	- Adobe PDF Reader - Windows Media Player - Apple Quicktime - Powerpoint Viewer - JavaScript
Browser	- Firefox 6 - Internet Explorer 10/11 - Chrome - Safari - Opera	Internet Explorer 6 or Mozilla Firefox 3x
Internet Connection	DSL/Cable/Wireless	DSL/Cable/Wireless
Software	Microsoft Office 2007/2010	Microsoft Office 2000

Software Requirements

Students are responsible for purchasing authoring software, typically either Adobe Captivate or Articulate Storyline. Otherwise, the CSUF Campus offers a variety of software for free to currently enrolled students.

Link to student software website: http://fullerton.edu/it/students/software/

APA Style Guidelines (7th Edition)

MSIDT students currently use APA Style citation. Please follow this link to the Pollak Library's guides for APA: https://libraryguides.fullerton.edu/c.php?g=513710&p=3509777

Updated October 2020

Bookmark these pages:

MSIDT Research Guide   http://libraryguides.fullerton.edu/msidt

Pollak Library   http://www.library.fullerton.edu/

OneSearch
* Default searches EVERYTHING on all CSU campuses
* Find eBooks with the green 'Online access' link
* Find full text articles with the green 'Full text available' link
* Checking 'Include results from other libraries' expands results
* Login with CSUF username and password for additional features

Databases
* Contain academic journal articles, newspaper articles, magazine articles, encyclopedias, white papers, conference proceedings, and more, with no ads or paywalls, and organized by subject
* Find full text with this button: Find It @ Pollak Library!!
* Check Scholarly/Peer Reviewed box when available

ILLiad
* Get free PDF copies of articles that Pollak Library doesn't own
* Login with CSUF username and password to access request link
* Retrieve articles through your ILLiad account found at 'My Library' on the main page

Research Help
* Go to the Research Center Desk on the 1st floor of Pollak library
* Book a research consultation with a librarian (online or in-person)
* Chat online with a Librarian 24 hours a day, 7 days a week through Instant Message or Chat Reference (Get Help)

Sarah Parramore * **sparramore@fullerton.edu** *   657-278-5801

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Contact Information

Contact	Contact Information
Dr. Cynthia Gautreau *Program Director*	cgautreau@fullerton.edu 657.278.3639
MSIDT Main line	msidt@fullerton.edu 657.278.2842
Center for Creativity and Critical Thinking	http://ed.fullerton.edu/sfccct/
CSUF Career Center	careercenter@fullerton.edu 657.278.3121
Office of Admissions	admissions@fullerton.edu 657.278.3100
Office of Financial Aid	financialaid@fullerton.edu 657.278.3125
Office of Graduate Studies	gradstudiesrecept@fullerton.edu 657.278.2618
Office of Student Business Services	sbs@fullerton.edu 657.278.2495
Records and Registration	arsc@fullerton.edu 657.278.7601
Student IT Helpdesk	studentIThelpdesk@fullerton.edu 657.278.8888

COVID Statement

For updates and resources related to COVID-19, please visit: http://coronavirus.fullerton.edu/

Please note that if you choose the conduct field-based activities, you must fulfill the following requirements prior to going into the field:

1. Sign the *Academic Internship/Program Site COVID-19 Acknowledgement*
2. Sign the university's *Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims* as modified with COVID-specific language developed by the Chancellor's office.
3. Complete the *CSU Fullerton COVID-19 Safety Training for In-Person Internships Spring 2021*

All three items may be found at the following: https://app.calstates4.com/Fullerton/covid_waiver

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Instructional DesignCompetencies

ibstpi INTERNATIONAL BOARD OF STANDARDS FOR TRAINING, PERFORMANCE AND INSTRUCTION

There are twenty–two (22) newly updated ibstpi® instructional design competencies in the Revised 2012 Edition. These competencies are clustered into five (5) domains and are supported by one hundred and five (105) performance statements.

These competencies reflect the fact that the field of instructional design has grown in breadth, depth, and complexity such that no one person can be expected to be fully competent in all related skills and knowledge.

2012 ibstpi®

Instructional Design Competencies

PROFESSIONAL FOUNDATIONS	Level of Expertise
1. Communicate effectively in visual, oral and written form.	Essential
2. Apply research and theory to the discipline of instructional design.	Advanced
3. Update and improve knowledge, skills, and attitudes pertaining to the instructional design process and related fields.	Essential
4. Apply data collection and analysis skills in instructional design projects.	Advanced
5. Identify and respond to ethical, legal, and political implications of design in the workplace.	Essential

(Essential for all Instructional Designers; Advanced Instructional Designers [E+A]; Managers of Instructional Design function [M+A+E])

2012 ibstpi®

Instructional Design Competencies

PLANNING AND ANALYSIS	Level of Expertise
6. Conduct a needs assessment in order to recommend appropriate design solutions and strategies.	Advanced
7. Identify and describe target population and environmental characteristics.	Essential
8. Select and use analysis techniques for determining instructional content.	Essential
9. Analyze the characteristics of existing and emerging technologies and their potential use.	Essential

(Essential for all Instructional Designers; Advanced Instructional Designers [E+A]; Managers of Instructional Design function [M+A+E])

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Instructional Design Competencies

DESIGN AND DEVELOPMENT	Level of Expertise
10. Use an instructional design and development process appropriate for a given project.	Essential
11. Organize instructional programs and/or products to be designed, developed, and evaluated.	Essential
12. Design instructional interventions.	Essential
13. Plan non-instructional interventions.	Advanced
14. Select or modify existing instructional materials.	Essential
15. Develop instructional materials.	Essential
16. Design learning assessment.	Advanced

(Essential for all Instructional Designers; Advanced Instructional Designers [E+A]; Managers of Instructional Design function [M+A+E])

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Instructional Design Competencies

EVALUATION AND IMPLEMENTATION	Level of Expertise
17. Evaluate instructional and non-instructional interventions.	Advanced
18. Revise instructional and non-instructional solutions based on data.	Essential
19. Implement, disseminate, and diffuse instructional and non-instructional interventions.	Advanced

MANAGEMENT	Level of Expertise
20. Apply business skills to managing the instructional design function.	Managerial
21. Manage partnerships and collaborative relationships.	Managerial
22. Plan and manage instructional design projects.	Advanced

(Essential for all Instructional Designers; Advanced Instructional Designers [E+A]; Managers of Instructional Design function [M+A+E])

request form can be obtained at

![ibstpi logo] **ibstpi** INTERNATIONAL BOARD OF STANDARDS FOR TRAINING, PERFORMANCE AND INSTRUCTION

2012 ibstpi®
Instructional design Performance Statements
Examples

PROFESSIONAL FOUNDATIONS	
Competencies	Performance Statements
1. **Communicate effectively in visual, oral and written form. (Essential)**	a. **Write and edit messages that are clear, concise, and grammatically correct (Essential)**
	b. **Deliver presentations that effectively engage audiences and communicate clear messages (Essential)**
	c. **Use active listening skills (Essential)**
	d. **Solicit, accept, and provide constructive feedback (Essential)**
	e. **Present written and oral messages that take into account the type of information being delivered and the diverse backgrounds, roles, and varied responsibilities of the audience (Advanced)**
	f. **Facilitate meetings effectively (Advanced)**
	g. **Use effective collaboration and consensus–building skills (Advanced)**
	h. **Use effective negotiation and conflict resolution skills (Advanced)**
	i. **Use effective questioning techniques (Advanced)**
	j. **Disseminate status, summary, or action–oriented reports (Advanced)**

Competencies are the core component of the ibstpi® model. They are short statements, each one providing a general description of a complex effort.

Each competency is supported by a list of performance statements **which provide a fuller description of how the competency is demonstrated.**

ibstpi

INTERNATIONAL BOARD OF STANDARDS FOR
TRAINING, PERFORMANCE AND INSTRUCTION

Download Competencies	**Free to download and use as a personal benchmark for your own professional development (requires registration)**
Acquire Performance Statements	**Complete set of Competencies and Performance Statements. All competencies are further developed into detailed performance statements, which have been internationally validated by practitioners in the field. (requires registration + online payment.)**
Adopt ibstpi Standards	**Adopt the ibstpi® Standards in your organization and** use them to **define job descriptions, training programs and expectations with vendors. Benefit from the advice of our Directors and qualify to participate in future research and publications.**
Contact	**Let us know how we can be of service. Share your ideas, research projects, publications and experiences applying the ibstpi®** Standards.

Visit us at www.ibstpi.org

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