

PROGRAM REVISION
Masters of Science in Education in Instructional Systems Technology (Online)

The current MEd in Instructional Systems Technology is based on a common core of 15 credits with three tracks, each of them with 12 credits of prescribed “core electives” in the major and 9 credits of courses outside the major. The tracks are (see attached programs of study):

- Workplace Learning and Performance Improvement (WLPI)
- Learning Environments
- Instructional Design Practice

This proposal would remove the tracks from the program, retaining the 15-credit core as it is now and allowing students to specialize their programs toward their professional goals with the guidance of an academic advisor who recommends appropriate clusters of courses as in the examples shown. While internship is an option in the current tracks, and would remain an option in the program without tracks, it is not required as it is in the onsite program and would not be required in this revision. Most of these students work in the field already and demand for internship in this program is almost none.

Program description

IST Core Courses (15 credits)	R511 Instructional & Performance Technologies Foundation I R521 Instructional Design & Development I R541 Instructional Development & Production Process R561 Evaluation and Change in the Instructional Development Process R621 Analysis for Instruction and Performance Improvement
Specialization electives (12 credits)	Options here include all IST masters program electives available online. Additionally, students with a focus on adult education, learning science or other related area may take up to 6 credits from such an area with approval of the advisor, providing that these courses are available online.
Outside Electives (9 credits)	P540 or D505 required as an outside elective, depending on the student’s professional goals. Other electives may be strongly recommended by the advisor based on student’s goals.

Sample course clusters that might be recommended through advising:

Example of WLPI cluster
Specialization electives R563 Principles of Workplace Learning and Human Performance Improvement

<p>R551 Learning in Organizations R660 Change Management, Consulting & Group Training additional IST elective</p> <p>Outside electives D505 Adult Learning Through the Lifespan Y527 Educational Assessment And Psychological Measurement additional elective in business, higher ed leadership</p>
<p>Example of Adult Education cluster</p>
<p>Specialization electives R626 Instructional Strategies and Tactics R625 Designing Instructional Systems R551 Learning in Organizations D505 Adult Learning Through the Lifespan D506 Adult Education Program Planning & Development</p> <p>Outside electives D505 Adult Learning Through the Lifespan Y520 Strategies for Educational Inquiry D512 Forms and Forces in Adult Education</p>
<p>Example of General Skills cluster</p>
<p>Specialization electives R626 Instructional Strategies and Tactics R620 Task & Process Analysis for Performance Improvement R547 Computer-Mediated Learning R563 Principles of Workplace Learning and Human Performance Improvement</p> <p>Outside electives P540 Learning and Cognition in Education D505 Adult Learning Through the Lifespan Y520 Strategies for Educational Inquiry</p>

Rationale for the program/action:

The track-based MESd in IST program was originally proposed in response to increased complexity in the field of practice. Since that time, and quite rapidly, we have seen an integration of perspectives in the field. Our graduates still focus in different areas, but these are less clearly delineated than our current program design would indicate. This means that, as implemented, there is more overlap between the tracks than originally envisioned. We have seen little to no demand for the Learning Technologies track, and substantial overlap between the interests of those in WLPI and Instructional Design Practice.

In addition, the complexity of the three-track program has proven to be difficult for students and advisors to navigate. This proposal simplifies the program of study while retaining the key elements of the previous plan.

Cost, support for program and quality of program

The program itself does not change substantially. No new courses are required; course changes associated with the previous tracks have been made and approved previously. They involved infusion of the human performance perspective into existing core classes, which was always intended to apply to every student

in every track. Faculty with expertise in all clusters are available to teach as they have already been doing.