



ILT Advising Handbook

ILT Master's Program - Instructional Design and Adult Learning

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Congratulation on your acceptance into the ILT master's program—and welcome into the instructional design track!

This handbook is designed to help you navigate your way through the program. The first several items help you get started successfully. Additional items support your completing program requirements and final-term activities. The appendix contains rubrics for assessments that are integrated into various courses and learning experiences.

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Getting Started

New students should start here as they get oriented toward program requirements and resources.

ILT-L - the Program Listserv

Every ILT student is asked to subscribe to the program listserv, called *ILT-L*. Changes in course offerings and program requirements are announced there, as well as notices about jobs, professional meetings, service opportunities, and professional resources. You may also post announcements and respond to issues from that same email account. To subscribe, follow the instructions below.

How to Subscribe to ILT-L

To subscribe, follow the instructions at:

<http://thunder1.cudenver.edu/ilt/resources/listserv.htm>

Student Advisement Site

We have created an advisement site for continuing students within the Ning social-networking tool. Please sign up for Ning and subscribe to this site:

<http://iltadvising.ning.com/>

Create your settings to be notified upon any activity at the site - that way you can keep up with announcements.

ILT Competencies and Core Courses

Graduate degrees are based on professional standards established in the field. Our program is based on standards established by AECT (Association for Educational Communications and Technology) and ISTE (International Society for Technology and Education). We have developed a set of 10 competencies designed to meet these professional standards. The competencies include skills in systems analysis, instructional design, problem-based inquiry, leadership, change, and management. The full list is presented below.

As you progress through the program, you will demonstrate these competencies by completing specific projects in different courses.

Competency	Residential Courses	Assessment
1. Adopt a reflective-practice stance to your work	IT 6750 Trends & Issues	Reflective Practice
2. Conduct a needs assessment for learning or performance interventions	IT 5600 Multimedia Authoring: Web	Needs Assessment
3. Applying theory and best practices, conduct an analysis of learners, content and context for instruction, and design activities and experiences for learning	IT 6740 Learning Processes	Design Rationale
4. Accommodate the needs of diverse learners through media and technology	IT 6740 Learning Processes	Tools for Learning
5. Use tools and apply message-design principles to develop products and resources to support learning and performance	IT 5600 MM Authoring: Web; IT 5130 Instructional Message Design	Development
6. Implement and evaluate effectiveness of programs, products, or practices	IT 6720 Research; IT 6930 Internship	Implementation and Evaluation
7. Assess student/participant learning	IT 6720 Research; IT 6930 Internship	Student Assessment
8. Utilize research methods to investigate a learning, organizational, or performance problem	IT 6720 Research	Research
9. Manage a development or related project	IT 5160 Managing ILT Programs	Management Report
10. Participate in a change process and provide leadership in helping people adopt new technologies or practices	IT 6930 Internship	Leadership Report

LiveText is an online assessment system that will keep track of your progress with these competencies. You will be assessed a fee at the beginning of your studies to cover the costs of this system - it will then be available to you as you complete the program. LiveText can be used for submission of assignments, feedback on assignments, and optionally, creation of a portfolio.

ILT Values

Accompanying the ILT Competencies are a set of values that form the basis for our teaching, learning, and professional practice.

Diverse settings and environments. ILT students prepare to work in diverse settings and apply their knowledge to those settings, including corporate, higher-education, and K12 settings. Within those settings, ILT skills relate directly to classroom, work/field, online, and informal learning environments.

Moral and responsible conduct. ILT students are trained to acknowledge and honor the moral dimensions of their work. As instructional technologists, ILT graduates should maintain the highest level of professional comportment, including dealing responsibly to issues and problems related to technology and education. ILT students and graduates should respect diverse perspectives and work to ensure full equity, fairness, and access to technology for their constituents.

Collaboration and inclusive decision-making. Professional practice requires constant collaboration, communication, and distributed participation. Much work is completed within problem-solving teams. Wherever possible decision-making processes should include all stakeholders and reflect democratic values that respect the varying perspectives of all participants.

Design of learning resources extends to instructional, informational, multimedia, and work-support products. All of these resources need to be integrated into a system of accountable learning and performance. Principles of cognition serve as a foundation for design, complemented by aesthetic, pragmatic, and moral concerns.

Appropriate use of technologies and resources is the second main concern of the ILT program. This includes the integration of learning technologies into teaching environments and practices; adoption of resources; and systemic change by individuals, groups, and organizations.

Inquiry is a key to professional improvement and effective practice—not just reserved for professors and doctoral students. ILT students conduct inquiry for understanding, and to improve professional practice and decision-making. In many ways, completion of the master's degree itself is a major commitment to inquiry.

Evaluation and assessment are critical to practice in today's world to assure a proper fit of learning technologies and interventions within existing systems of teaching, learning, and performance. Evaluation for improvement (formative) and accountability (summative) depends on assessment of student learning outcomes and attitudes. ILT students learn to create and use assessments for various evaluation purposes, and to evaluate programs, products, and practices.

Pragmatic stance toward practice. The ILT program relies on a diverse mix of theories and knowledge bases, from ISD to the learning sciences to critical theory to management models and principles. This diversity is intentional and grounded in a belief that the problems should dictate the model—not the other way around. Reflecting this pragmatism, ILT courses usually adopt a constructivist, activity-centered approach, but also include direct-instructional strategies and field experiences to fully prepare instructional technology leaders.

Open boundaries. The field of instructional design and technology (IDT) has an established knowledge base, but we should always remain open to new ideas and connections with other disciplines. Hence ILT professionals should seek out interactions with other educators

and workers, to learn from them and to contribute to collective understanding of challenging problems of practice.

You will demonstrate these values in your submitted work, including your professional portfolio. In particular, faculty will look for these values in reflections, philosophy statements, and professional reports. Failure to adhere to professional standards and values, including university and School ethics requirements, may be grounds for discipline and dismissal from the program.

Related to the ILT values, you will complete a diversity competency required of all students in the School of Education and Human Development. At three points in your program (admissions, prior to internship, and prior to completion), you will be asked to reflect on your experience with diverse audiences and values. We hope to see progress over time as you reflect on your own experience, on those you work with, and on the larger systems of society and culture.

Technology Requirements

Each ILT student is expected to have access to a Web-connected computer for completing of routine course requirements and communication with the program. Development courses (e.g., IT 5600) will have software or web hosting requirements, and you are strongly advised to purchase software or hosting access as suggested by your instructor. Wait until you take the course, however, before purchasing, to make sure you are getting the correct version of required resources.

You will need regular access to high-speed Internet connection, either at home or a convenient location at work. In most cases students will arrange for broadband connectivity from home.

The university conducts much of its official business using your email address. It is therefore essential that you provide them with your preferred email address. A free email address is available to all students using the Ouray server. For more information see:

<http://www.cudenver.edu/Resources/ITS/techServices/accountPasswords.htm>. This Ouray email becomes your default email address that the university uses to communicate with you. To change to another email address, see the instructions within the SMART registration system:

<https://hydra.cusys.edu/pinnacle/cgi-bin/sisget.cgi/dn/awssgnsn/>

If you own a laptop, you may want to get in the habit of bringing it to classes. You can connect to the Internet through a wireless network available in campus classrooms.

Most ILT courses use eCollege shells. eCollege is a course management system, similar to WebCT or Blackboard. Within the course shell, you are able to submit assignments, share resources, download documents, and participate in discussions. To get access, you need to sign onto the CUOnline website: <http://www.cuonline.edu/>. Other tools you may encounter in classes include LiveText, Google Sites and Documents, and Moodle.

Make and keep back-up copies of ALL your work. When working with computers STUFF HAPPENS. Back up everything frequently. Expect disks (even the hard disks on file and Web servers) to go bad. Technology failure is not an excuse for late or incomplete work.

We encourage you to get to know the resources available at the ILT website, for example, the Resources page at: http://thunder1.cudenver.edu/ilt/resources/campus_resources.htm

Completing the Program

This section is meant to equip continuing students with information useful in completing the program.

Required and Elective Courses

The table below presents the required courses in the ILT program, divided into early, middle, and late courses. Also shown are some common electives.

Core Courses (27 grad credits)		
3	IT 6750 Current Trends and Issues in IT	Hybrid-weekend
3	IT 5600 Multimedia Authoring: Web	Hybrid-weekend
3	EPSY 5220 Adult Learning and Adult Education	On-Campus
3	IT 6710 Creative Designs for Instructional Mtls	Online
3	IT 6720 Research in IT	Online
3	IT 5680 Integrating Media in eLearning Env's	Online
3	IT 5830 Workshop: Games and Simulations	Online
3	IT 6930 Internship in IT	Field Experience
3	IT 5160 Managing ILT Programs	Online
Elective (choose one)		
3	IT 5830 Workshop: Assessment and Technology	Hybrid-weekend
3	IT 5340 Digital Stories in the Curriculum	Online

The ID and Adult Learning MA is a hybrid program, with a combination of online and hybrid courses - and EPSY 5220 offered on-campus.

Consult with your advisor about your selection of courses. There is some flexibility in courses within the constraints of the schedule.

Course Schedule

IT courses are offered by the ILT program on Saturdays, weekends, and online. You can take classes at your own pace, choosing courses as they fit your scheduling needs. We try to make courses available at convenient times. A schedule of planned courses for upcoming terms is available from the Ning advisement site.

Working with your Advisor

Your advisor, typically Brent Wilson, is a critical link to the program. Get to know him and feel comfortable consulting with him about your progress in the program. He will need to approve your chosen electives. Check in as you enroll for courses each semester. Email is a favored form of communication because it leaves a record of your conversation. Keep track of any correspondence relating to plan of study, course changes, or approved electives.

Graduating

In this section we review the procedures for completing your studies and graduating successfully. Your last classes should include IT 5160 Managing ILT Programs, and IT 6930 Internship. Consult with your advisor about the best time to take these courses, given your situation. Note that internship credits are usually offered fall. You may take fall credits and receive an “in-progress” grade of IP if you need to finish the work in the spring or summer.

Graduation Paperwork

In order to graduate, a set of forms needs to be completed and returned to your advisor. Obtain a graduation application the semester before you plan to graduate. They are available at the Student Services Center or on the Student Services website:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/Home.aspx>

These forms are due back to your advisor by the first week of your final term.

Other items to keep in mind:

- Be sure to pay all fees for library fines, traffic tickets, or other encumbered charges. The university is good at keeping track of these things!
- You can participate in cap-and-gown graduation ceremonies, conducted fall and spring semesters. You should receive information about this once you have submitted your graduation forms. You will need to order a rented cap and gown for this event.
- If you do not plan to participate in graduation ceremonies, notify the Records Office (303-556-2388) and submit a \$5.00 check with directions for mailing the diploma to your home.

Submitting your Portfolio

A professional portfolio is required during the final term of your program. Deadlines are:

Fall graduation: November 1st
Spring graduation: April 10th
Summer graduation: July 1st

The portfolio serves as the comprehensive exam for your master's degree. The portfolio, published on the Web, presents an opportunity for you to showcase your accomplishments to professionals and prospective employers. Required elements include:

- A main page
- A résumé and contact information
- A statement of philosophy about learning, instruction, and technology
- Projects, project excerpts, and reports that demonstrate your mastery of professional competencies and values
- A presentation to a professional audience and accompanying report
- Summary/reflection accompanying each project

A rubric is being developed for this revised conception of your portfolio. To pass:

- You must have completed all required PBAs (see LiveText)
- All portfolio elements above must be present

- Website design must meet professional standards

Good luck as you proceed through the program. We are confident of your success!

Non-discrimination

The University of Colorado Denver (UCD) is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students should contact the Disability Services Office, Arts Building 177, 303-556-8387, TTY 303-556-8484. Any other person requiring accommodation in order to access programs and services of the University of Colorado at Denver, either on or off campus, should request accommodation from the individual or office responsible for providing the program or service. This request should be made in a timely fashion to allow the individual or office adequate opportunity to provide reasonable accommodation. For further information or for assistance, contact the Ombuds Office, CU-Denver Building, Suite 700; 303-556-4493, TTY 303-556-6204, Fax 303-556-5855; e-mail: ombuds@carbon.cudenver.edu