INSTRUCTIONAL TECHNOLOGY M.S.

Degree: Master of Science
https://www.towson.edu/coe/departments/edtech/grad/instructiontechms/

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The Master of Science degree in Instructional Technology is an applied professional program that helps to educate leaders in three technology fields: training and development, school library media, and educational computing and media.

The Instructional Technology graduate program is intended for both current professionals in the fields of media, design, computing, education and libraries as well as those who are seeking advanced degrees and an upgrade in their skills and knowledge base related to technology. The program is hands-on and practical with a considerable focus of most courses being inventive and authentic learning projects.

Students select one of three concentrations. The first, Instructional Design and Development, offers a flexible program of study designed to develop instructional design and media-related competencies for those who wish to work in training or instructional settings in business, industry, government, the military or medical education. The second, School Library Media, meets the Maryland State Department of Education requirements for the Library Media Specialist Certification and is designed for students who wish to serve as directors of school library centers. The third, Educational Technology, is designed for those who wish to integrate technology into classroom teaching or to coordinate the planning and integration of educational technologies at the school, district or state level.

The program is most often completed by students on a part-time basis, although full-time study is encouraged. A majority of the graduate students in the Instructional Technology program are full-time working professionals who take classes in the late afternoon or early evening. Professionals seeking to advance or change careers comprise a substantial portion of the student population in the Instructional Technology program. These include students who intend to become school library media specialists, industry training specialists and leaders in educational computing and technology.

Please note that only one degree in Instructional Technology can be awarded; students who complete more than one concentration in Instructional Technology will earn only one degree.

This program is approved to be offered fully online.

Admission Requirements

- A minimum undergraduate GPA of 3.00 for full admission and 2.75 for conditional admission. All GPA calculations for admission are based upon the last 60 units of undergraduate and post-baccalaureate study.

- Technological literacy including the ability to use application programs is a necessary background requirement for Concentrations I, II and III.

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complying/j1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/isso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

**See Exceptions to Policy in Graduate Admissions (https://www.towson.edu/academics/international/programs-complying-j1-f1-regulations.html).**

### Instructional Design and Development Concentration Requirements

Prerequisites: None.

**Thesis Option (minimum 36 units)**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>EDUC 605</td>
<td>INFORMING EDUCATIONAL PRACTICE TO AFFECT CHANGE</td>
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<td>APPLIED PSYCHOLOGY OF LEARNING</td>
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<tr>
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<td>Individually selected elective at the 600-700 level</td>
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<tr>
<td>Level III: Advanced Sequence</td>
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<td>MULTIMEDIA DESIGN</td>
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<tr>
<td>ISTC 767</td>
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<td>ISTC 787</td>
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**Non-Thesis Option (minimum 36 units)**

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https://www.towson.edu/academics/grad/
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HRD elective is required 3
Individually selected elective units at the 600-700 level 9

Level III: Advanced Sequence
ISTC 655 MULTIMEDIA DESIGN 3
ISTC 685 RESEARCH IN INSTRUCTIONAL TECHNOLOGY 3
ISTC 767 ADVANCED THEORY AND INSTRUCTIONAL DESIGN 3
ISTC 787 INSTRUCTIONAL TECHNOLOGY CAPSTONE 3
Total Units 36

School Library Media Concentration Requirements

Prerequisites: Completion of the following courses or their equivalents:

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<tr>
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<tr>
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<td>PSYC 201</td>
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<tr>
<td>SPED 301</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
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Thesis Option (minimum 36 units)

Level I
ISTC 615 COLLECTION DEVELOPMENT 3
ISTC 653 THE ORGANIZATION OF KNOWLEDGE 3
ISTC 667 INSTRUCTIONAL DEVELOPMENT 3

Level II
EDUC 717 CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING 3
ISTC 541 FOUNDATIONS IN INSTRUCTIONAL TECHNOLOGY 3
ISTC 651 INFORMATION LITERACY AND ACCESS 3
ISTC 702 EDUCATIONAL LEADERSHIP AND TECHNOLOGY 3
SCED 518 YOUNG ADULT LITERATURE 3

Level III
ISTC 601 SCHOOL LIBRARY MEDIA ADMINISTRATION 3
ISTC 789 PRACTICUM AND PORTFOLIO IN SCHOOL LIBRARY MEDIA 3
ISTC 685 RESEARCH IN INSTRUCTIONAL TECHNOLOGY 3
Individually selected elective units at the 600-700 level 3
Total Units 36

Non-Thesis Option (minimum 36 units)

Level I
ISTC 615 COLLECTION DEVELOPMENT 3
ISTC 653 THE ORGANIZATION OF KNOWLEDGE 3
ISTC 667 INSTRUCTIONAL DEVELOPMENT 3

Level II
EDUC 717 CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING 3
ISTC 541 FOUNDATIONS IN INSTRUCTIONAL TECHNOLOGY 3
ISTC 651 INFORMATION LITERACY AND ACCESS 3
ISTC 702 EDUCATIONAL LEADERSHIP AND TECHNOLOGY 3
SCED 518 YOUNG ADULT LITERATURE 3

Level III
ISTC 601 SCHOOL LIBRARY MEDIA ADMINISTRATION 3
ISTC 789 PRACTICUM AND PORTFOLIO IN SCHOOL LIBRARY MEDIA 3
ISTC 685 RESEARCH IN INSTRUCTIONAL TECHNOLOGY 3
Individually selected elective units at the 600-700 level 3
Total Units 36

Educational Technology Concentration Requirements

Prerequisite: Maryland State Department of Education certification as a classroom teacher, administrator or specialist.

Degree Requirements (minimum 36 units)

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</tr>
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Level II: Elective Sequence
Individually selected elective units at the 600-700 level 9

Level III: Advanced Sequence
ISTC 685 RESEARCH IN INSTRUCTIONAL TECHNOLOGY 3
ISTC 702 EDUCATIONAL LEADERSHIP AND TECHNOLOGY 3
ISTC 717 DISTANCE EDUCATION IN THEORY AND PRACTICE 3
ISTC 731 THEORY AND PRACTICE FOR INTEGRATING DIGITAL RESOURCES INTO LEARNING AND TEACHING 3
ISTC 787 INSTRUCTIONAL TECHNOLOGY CAPSTONE 3
Total Units 36

These standards apply to the candidates preparing to develop and manage school library and information services:

ALA/AASL Standard 1: Teaching for Learning
Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students’ interests and develops their ability to inquire, think critically, gain and share knowledge.

ALA/AASL Standard 2: Literacy and Reading
Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children’s and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.
ALA/AASL Standard 3: Information and Knowledge
Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

ALA/AASL Standard 4: Advocacy and Leadership
Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

ALA/AASL Standard 5: Program Management and Administration
Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.