

INSTRUCTIONAL TECHNOLOGY AND DESIGN PROGRAM

Master's Level Certificate

1. What was the Instructional Technology and Design Program created to do in the first place?

The Instructional Technologies and Design program was originally created in 2012 to be a standalone master's program. The program was designed to prepare students in the fields of instructional design, online learning, and educational technology. The program was designed to be delivered online specifically to meet the needs of the diverse and largely rural population we serve as an institution.

Since we were unable to gain approval for the addition of a regular MA by the New Mexico Graduate Deans Council, the program has become a concentration for students seeking a MAT or a master's in interdisciplinary studies. The program gained approval from WNMU during the 2012-2013 academic year. Students were able to declare ITD as a concentration for an MAT beginning fall 2013, but did not gain approval from Interdisciplinary Studies until spring 2014.

Courses within the program are delivered online and most classes are offered in an 8 week format. This provides students with the opportunity to complete 36 hours in 3 semesters, taking 2 classes during each 8-week period, 4 classes per semester. It also allows the program to offer a course rotation which will allow students to complete a concentration of 9 to 27 hours within a compressed time frame. This greatly reduces the chance that a student will have to delay completion of their degree because a course has not been offered.

2. What is the program doing now?

The program is fairly new, with a full rotation of courses having been offered for the first time in fall 2013. Five students have declared a concentration in ITD, and our first completer graduated with a Master's in Interdisciplinary Studies fall 2014 and another in the Summer of 2016. ITD courses can also be taken as part of an Education concentration in an MAT degree, and we have a number of students taking classes who are completing a concentration in Education.

Enrollment in ITD courses is still building, growing from initial enrollments of 3-5 students to current enrollments of 8-12 students. Majors and concentrations have held steady the last two years. Students initially interested in the program were put off because the program was not immediately associated with a specific degree. Also, the cancelling of initial course offerings because of the lower enrollments commonly seen in new programs proved to be a barrier to attracting students. Now that we have built a base, have successfully encouraged the perception that the program will continue, plus our relationships with other departments, the program is just beginning to grow. Given the barriers this program faced in fall 2013, our first semester as a fully functioning program was really spring 2014.

3. Should it be doing what it's doing now?

As the program moves forward, we have begun the process of building a collaboration with the School of Business. Initially conversations with Bob Sweitzer, a former member in the School of Business, we began conversations regarding a collaboration involving the development of performance-based learning experience which would involve working with businesses and other entities in the communities Western serves. Conversations continue with Dr. Vicens, the new contact in Business. Specifically we will meet to discuss moving forward with a recruitment plan. This will happen in the next few weeks. A tentative meeting has been scheduled. This also aligns well with ALAS. Providing for a well-rounded student.

The collaboration with the Business department has resulted in a 9 credit hour concentration in the MBA. Specifically, students seeking an MBA with an ITD concentration can take:

ITD 546 Learning Theories & Instructional Technology,

ITD 552- Change and Organizational Development,

ITD 555-Instructional Design,

ITD 577- Project Management and

ITD 587-Multimedia Resources, Research & Development.

Next item related to the MBA and ITD collaboration is to seek opportunities for recruitment. A meeting with Miguel Vicens has been discussed and will be scheduled soon.

Being involved with the MAIS department has allowed ITD to support and enhance other programs. For example, one graduate student has a concentration in ITD and Educational Leadership. Another graduate students has a concentration in ITD and English. Students currently enrolled in ITD courses have expressed interest in teaching online, Elementary and Bilingual Education, Secondary Education and English, and Special Education. From our [website](#): “This unique degree allows students advanced study in multiple disciplines and the chance to see the inter-connectedness of those disciplines. Thirty-six hours are required for the Master of Arts in Interdisciplinary Studies program (just 30 hrs if you already have a graduate degree). Students are required to select two or three fields of study. It is recommended that at least 18 hours are completed in one of the fields of study. For a field of study to be listed on a student’s transcript as a concentration, at least nine credit hours must be completed in that field.”

“This degree has found incredible popularity with several types of students. These include:

1. those aspiring to teach at the community college level or who want to expand their current teaching

2. licensed K-12 teachers who want to enhance their content knowledge and advance within their career
3. individuals across many careers for whom the MA degree will result in increased pay and opportunities, including facilitating promotions
4. life-long learners who simply enjoy the sport of academia or for whom a graduate degree has always been an aspiration.”

Students in the School of Education also have the option (and are encouraged) to move forward with their MAT-Masters of Arts in teaching, which will allow them to become Online Teachers, Instructional Designers, Technology Coaches and Technology Coordinators.

Previously, the ITD program was supported by three faculty members who had primary responsibilities other than teaching ITD in the department. Each faculty member was responsible for teaching one ITD class each semester and each helped advise and recruit for the program. Up until 2015, there were four faculty members supporting the program, and this faculty were teaching ITD classes as an overload. The loss of two faculty members has interfered with our ability to maintain our current course rotation, even with the option of a course overload.

As of Spring 2017 two faculty members plus one adjunct professor are teaching ITD courses. The addition of teaching courses during the summer sessions will help students progress towards certification and will ease teaching load responsibilities.

4. If not, what should it be doing?

With the expectation that the program will grow, it is our assertion that the program will be able to support a full-time load justifying a full-time ITD faculty position. Having a person focused specifically on ITD would give students a single point of contact, clarify advising, and would result in increased efforts in terms of marketing and recruiting for the program. Easier access to program information (web site), collaboration with other departments initiating and implementing a recruiting plan will facilitate the programs growth.

5. How should it be doing what it should be doing?

Additionally, the program would benefit if we could gain approval for a master’s specifically in Instructional Technology and Design. The institution would benefit by offering another master’s degree other than a generalist degree through MA in Interdisciplinary studies, a teaching degree through the MAT, and a business degree through the MBA. By opening the door to traditional MA degrees we would allow programs to grow and help students develop expertise within a specific field, improving the marketability of our students to potential employers and our

marketability as an institution. With the support of the VPAA's office, we would like to work toward opening the door for the institution to offer master's in specific fields.

It is also evident that some immediate measures can be taken to increase the number of students interested in the Instructional Technologies and Design (ITD) program and still remain within budget. The issues or barriers previously revolved around time constraints, the information was difficult for students to access, and attention was aimed at accreditation matters. This minimizes time for recruitment. Those involved in the Instructional Technologies and Design program will take a five step approach to recruit for the program. The first step is to schedule a time to meet, plan and design a recruitment strategy. This includes locating and scheduling recruiting activities where the ITD program can be introduced. Seek new departmental collaborations (e.g., Nursing, Social Work, Expressive Arts). Materials associated with this have already been created. A small amount of money will be requested to print and share that material with prospective students. The second step will include the Business department. Previously collaboration with the Business department has resulted in offering a concentration in Instructional Technologies and Design. A meeting has been set to meet with the Business department to plan recruitment efforts that will benefit the Business department and the ITD program. The third step includes the opportunity that has arisen with members of Mexican Universities whom recently visited WNMU. Tentative "Memorandums of Agreement" have been signed by WNMU and universities from Sinaloa and Chihuahua. This means that these universities are committed to move forward in this endeavor. With careful planning we should see a minimum of one hundred students at our WNMU doorstep as soon as Summer 2017. The School of Education's Bilingual Education (BLED) program and Instructional Technologies and Design (ITD) program are poised to meet the challenge. Specifically courses in both programs can address the three basic areas mentioned by the University of Chihuahua's President on Tuesday the seventh of March. Those areas are research, academic collaboration, social and cultural issues. On the twenty-second of March members of both programs (BLED and ITD) will come together to create a plan that will be forwarded to the Sinaloa University. The intent is that everything will be up and running by summer 2017. Two documents will be discussed at this meeting. A certificate of completion that will be awarded by the School of Education along with a certificate from ITD if the minimum of eighteen credit hours is completed. This approach will add value to plan. As discussed at both the Sinaloa and Chihuahua University meetings they are looking for the best value for their money. We can deliver this. Step number four will be to increase exposure to the ITD program by making it easier for interested students to access the information on WNMU's website. This will be done by requesting the Graduate studies program to move ITD's current location on the website to a more suitable placement. Currently it takes too long for prospective students to get to information. A better placement would be to place the IT&D information within 3 (preferably 2) clicks. Working with the IT department will take care of the technical aspects related to this request. Step 5 will be to include summer course offerings. The summer schedule aligns with the proposed eight week ITD offerings previously discussed.

Please note: Data has been difficult to gather for this program. For example, the Major's Table indicates that 2 Graduate students (Cynthia Andrews and Dean Foster) completed the certificate program in Fall 2014 and Spring 2015. Is this possible given the programs beginning? We will need to address this internally. A review of ITD 540_Spring 2017 shows that students are also involved in Bilingual Education, Education, and Special Education. We do not know about others in different departments. I have requested an excel spreadsheet that would show how many students are in the program and how many have graduated. Once this is completed I will be able to get a better idea of how many students are in the program and how many have graduated. Our goal is to get better information so we can make decisions based on what is learned.