Instructional Design & Technology
Master of Education

The Instructional Design and Technology (IDT) program is a collaboration between the College of Education and Human Development, the College of Arts and Sciences, and the John D. Odegard School of Aerospace Sciences. The designers believe the program benefits from the expertise of a diverse faculty, the various resources of the different organizational units, and a collaborative decision-making structure among the three units. The IDT program currently offers a Master of Science, a Master of Education, a Certificate in K-12 Technology Integration, a Certificate in eLearning, and a Certificate in Corporate Training and Performance.

The primary mission of the IDT program is to prepare graduates for service in education, business, government, and industry who will enhance instruction and learning through the use of IDT. These graduates will be able to design curriculum, training, and human performance solutions using any medium, and for any subject area, environment, or learner.

The Master of Education (MEd) degree is primarily intended for students who plan to work in an education environment, including K-12 schools and higher education. Individuals pursuing this degree will work primarily as technology facilitators or curriculum design specialists. As technology facilitators, they are likely to work with instructors in assisting them to appropriately, effectively, and successfully integrate technology into their instruction. They are also likely to do some direct work with students in teaching skills associated with technology integration. As curriculum design specialists, they are likely to work at the school, district, or state levels to design curriculum for public education. Students pursuing this degree will learn the theoretical issues associated with technologically supported instruction but their emphasis will be in the application of this knowledge in terms of best practices. A scholarly project is required and is considered a capstone experience. The scholarly project must address a real-world, practical instructional design learning or performance problem and fully employ an instructional design or human performance technology model to the solution of that problem or address a theoretical construct in the same way that a thesis does.

Admission Requirements
The applicant must meet the School of Graduate Studies’ current minimum general admission requirements as published in the graduate catalog.

1. An overall undergraduate grade point average of 2.75 or a junior/senior year grade point average of 3.00 for the Master of Education and Master of Science degrees, and for the certificate programs.
2. A 3.5 or better grade point average for all graduate work.
3. Satisfy the School of Graduate Studies’ English Language Proficiency requirements as listed in the Graduate Academic Information section of the graduate catalog.
4. Two essay questions as part of the application process.

Provisional admission may be considered for students whose academic performance does not meet these criteria. Whether such consideration is given will depend on the circumstances and the judgment of the admissions faculty.

A basic knowledge of the microcomputer and substantial skill in using standard applications to produce work products (word processing, spreadsheet, drawing/painting, graphing, and other common applications).

Degree Requirements
Students seeking the MEd degree at the University of North Dakota must satisfy all general requirements set forth by the School of Graduate Studies as well as particular requirements set forth by the IDT program.

1. At least one-half of the credits must be at or above the 500 level.
2. A maximum of one-fourth of the credit hours required for the degree may be transferred from another institution.

Apply online: http://graduateschool.und.edu
Deadlines apply. See our website for more details.

Last Updated: 6/13/2014
Email: questions@gradschool.und.edu
Required Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core coursework in IDT</td>
<td>9</td>
</tr>
<tr>
<td>Additional coursework in IDT area of emphasis</td>
<td>6</td>
</tr>
<tr>
<td>Foundations coursework in education and psychology</td>
<td>6</td>
</tr>
<tr>
<td>Scholarly tools/research</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly Project/Independent Study</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

The IDT degree options are based on the same set of program components:

1. **Program core component**: New courses presenting IDT content.
2. **Research component**: Development of research skills.
3. **Foundations component**: Fundamental background in psychology.
4. **Area of Emphasis in IDT**: Opportunity for area or skill specialization within IDT.

The IDT course requirements are organized within a major, foundations area, research/scholarly tools area, and area of emphasis. The major consists of the IDT core and the area of emphasis in IDT. Students in the MEd degree program will be required to complete 15 credit hours of coursework in IDT subject matter. This requirement includes core coursework and electives. Please refer to the academic catalog for course options.

**Degree Delivery Options**

The IDT master’s and certificate programs are available for on-campus and distance delivery, making it possible to attain these degrees via distance delivery, on-campus attendance, or a combination of both. Online students and on-campus students are peers in the same class sessions and experience the same educational opportunities. Courses typically have a few synchronous (live) class sessions, where students may attend on-campus in the actual classroom or they may participate through our distance delivery system. In this manner, class lectures, discussion, presentation, and collaboration are done seamlessly, in a nearly identical fashion to traditional classes.

Asynchronous sessions (those done at the time and place of the students’ choosing each week) are handled through a course management system. Students use these tools to read material loaded by the teacher, turn in assignments, communicate through message boards, participate in discussions through threaded discussion tools, take tests, and receive their grades. There are assignments and participation activities every week, whether the class meets live or not. In this way, students get the best of both worlds: the flexibility of online learning and the personal contact and connection of face-to-face instruction.

**Faculty and Areas of Expertise**

- **Mark Grabe, Ph.D.**, technology supported study environments in higher education; technology applications in project based learning (K-12); the relationship between educators’ epistemological beliefs and uses of technology
- **Woei Hung, Ph.D.**, problem-based learning, problem solving, types and difficulty levels of problems, systems thinking and modeling, and concept mapping and formation
- **Richard Van Eck, Ph.D.**, Graduate Director, instructional simulations and games, computer-based and interactive instruction; instructional systems design and development; media and technology utilization.

**Contact Information**

Dr. Woei Hung, Graduate Director
College of Education and Human Development
University of North Dakota
Instructional Design and Technology
231 Centennial Drive, Stop 7189
Grand Forks, ND 58202-7189
P: 701-777-4255
F: 701-777-4365
E: idt@und.edu

http://education.und.edu/teaching-and-learning/idt/

*IDT also offers a doctorate through the Teaching and Learning Ph.D. program, in which IDT is an area of emphasis (see Teaching and Learning in the graduate catalog).*

**Apply online:** [http://graduateschool.und.edu](http://graduateschool.und.edu)

**Deadlines apply. See our website for more details.**  

Last Updated: 6/13/2014

Email: questions@gradschool.und.edu