Industrial Technology, Instructional Design, and Community College Leadership

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The Department of Industrial Technology, Instructional Design, and Community College Leadership (ITIDCCL) prepares students with marketable technology and leadership skills to pursue careers in a variety of professional settings, including K-12 schools, higher education, and an array of industry and business environments. The department offers two undergraduate bachelor's degrees, two Master of Science degrees (Instructional Technology; Workforce Education Leadership), Master of Arts in Community College Education, Educational Specialist in Technology, and two Doctor of Philosophy degrees (Community College Leadership; Instructional Systems and Workforce Development).

Graduate Programs in Instructional Technology

Accelerated Program

Highly qualified undergraduates at Mississippi State University are encouraged to apply to the Accelerated Program in ISWD. This program permits students to earn up to 15 hours of graduate-level coursework during the final year of undergraduate studies. Students take graduate-level courses and earn both undergraduate credit and graduate credit simultaneously. Upon completion of the graduate course(s), undergraduate credit is also awarded.

Students need to consult with a potential graduate advisor or the graduate coordinator to ensure graduate credit could be applied to a program of study for the M.S. degree. Interested students should contact the graduate coordinator, and consult Accelerated Programs (http://catalog.msstate.edu/archives/2023-24/graduate/colleges-degree-programs/) for complete information. Graduate courses in our department are online, so there is an additional cost for online education fees.

M.S. and Ed.S, Instructional Technology

The Department of Industrial Technology, Instructional Design and Community College Leadership (ITIDCCL) offers graduate coursework leading to a master's degree in Instructional Technology (MSIT). The master's program requires a minimum of 33 semester credit hours, and both thesis, and non-thesis options are offered. The educational specialist degree may be earned with a major in Education and a concentration in Technology. A doctor of philosophy degree program in Instructional Systems and Workforce Development is also available.

Ph.D., Instructional Systems and Workforce Development

The Doctor of Philosophy in Instructional Systems and Workforce Development (ISWD) is focused on the intersection between learning and technology. Some potential areas of research in this program include instructional design, technology integration into educational settings, media design for learning, distance learning, organizational training and performance, and workforce development, among many other related areas. A formal program of study is developed by the student with the advice and concurrence of the student's major professor and other committee members.

A minimum of 90 semester hours of post-baccalaureate credit is necessary to meet the ISWD doctoral degree. In order for the program to reflect students' content areas in research and foundation levels, students are required to take two research and statistics courses and two foundations courses from the Department of ITIDCCL. The hours taken in these required classes will serve to meet the requirements for Research, Foundations, and Postsecondary and will not be reflective of the 24-30 hours needed to complete the Technology requirements. Two-thirds or more of the hours on the doctoral program of study, exclusive of dissertation credits, must be in 8000-9000 level courses or their equivalent. Approved 7000 Directed Individual Study courses count toward this requirement. Ordinarily no more than 6 semester hours of graduate credit earned in DIS courses or 6 semester hours of special problem courses may be included on the student's approved program of study. No more than 9 semester hours of a combination of DIS and special problem courses may be included on the student's approved program of study. Twenty hours of dissertation research, written and oral preliminary examinations, a dissertation, and an oral examination in defense of the dissertation are required.

Completion Requirements

All graduate students submitting a thesis or dissertation must attend the thesis/dissertation workshops conducted by the Library for the Department of ITIDCCL prior to the application for the written comprehensive examination. All students seeking the doctor of philosophy degree must satisfy research skills requirements before taking the written preliminary examination.

A student applying for admission into graduate programs in Instructional Design and Workforce Development must submit the complete application packet to the Graduate School no later than:

Applying For	Domestic Deadline	International Deadline
Summer first 5-week	April 1	March 1
Summer second 5-week	April 1	March 1
Summer 10-week	April 1	March 1
Fall	July 1	May 1
Spring	November 1	September 1

No applications are accepted after these deadlines for the respective admission semester.

A complete admission packet consists of the following items:

Master's and Educational Specialist (Ed.S.) Programs

1. Application to the graduate degree program

2. Three letters of recommendation (preferably from faculty and administrators who can comment about your scholarly ability)

3. Statement of purpose (a minimum of one page, single-spaced). In the statement, please make sure to address the following.

- Describe the purpose of applying for the degree in this program area
- Discuss your career goals

4. Official transcripts from all colleges and universities attended. A minimum GPA of 3.00 is required for full admission consideration.

Ph.D. Program

1. Application to the graduate degree program

2. Three letters of recommendation (preferably from faculty and administrators who can comment about your scholarly ability)

3. Statement of purpose (a minimum of one page single-spaced). In the statement, please make sure to address the following.

- Describe the purpose of applying for the Ph.D. degree in this program area
- Identify your research interest
- Discuss your career goals

4. Official transcripts from all colleges and universities attended

5. A copy of professional résumé

6. A copy of a writing sample

Ph.D. applicants who pass the initial screening will be contacted for an online interview.

Graduate Programs in Community College Education/Leadership and Workforce Education

Master of Arts in Teaching in Community College Education (M.A.T.)

The Master of Arts in Teaching in Community College Education is an interdisciplinary degree program designed to prepare professionals for teaching in a community college setting. The degree requires a minimum of 18 graduate hours in the student’s teaching field (i.e., history, math, English, biology). The professional education sequence consists of 12 hours. The education courses introduce students to the philosophy and culture of the community college and prepare them to teach non-traditional and first-generation students. Sensitivity to diversity and adult learning theory is also included in the curriculum. The program is not completely online for the teaching areas of math and English since those courses are often only offered on campus.

Master of Science in Workforce Education Leadership

The Master of Science in Workforce Education Leadership is a distance learning program designed to prepare professionals for employment in workforce education in postsecondary educational institutions and social services entities, advancing the knowledge base of workforce preparation, workforce development education, and professional development. The program is offered completely online.

Doctor of Philosophy in Community College Leadership

The Ph.D. degree program in Community College Leadership is designed to prepare professionals for leadership positions in community colleges. The program consists of courses in history and philosophy of the community college, leadership and organizational theory, leading and managing a community college, and research and statistics. The program is offered completely online.

Admission Criteria

Deadline for admission is March 15 for summer (there is no admission for fall or spring). To be eligible for admission to the program, the applicant must hold a master's degree from an accredited institution, meet the basic requirements specified for graduate students at Mississippi State University, demonstrate interest in the mission of community colleges, and demonstrate academic proficiency based on the following indicators:

a. Grade point average (GPA) of 3.40 on first master's degree (or other graduate degree if GPA is higher)
b. Names and contact information for three people to provide a reference
c. An interview
d. At least one year of full-time equivalent work experience in a community college setting and current employment in higher education
e. Curriculum vitae
f. Statement of purpose of 500-1000 words to include reason(s) for wanting to be in the program, research interests, and career goals and aspirations
g. Official transcripts from each college or university attended

Provisional Admission

If an applicant does not fully meet the requirements of the program, it may be possible for that student to be admitted provisionally. **If admitted provisionally, the student must attain a 3.00 GPA on the first 9 hours of graduate courses at Mississippi State University after admission to the program.** Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. If a 3.00 GPA is not attained, the student **shall** be dismissed from the graduate program.

Contingent Admission

A student may be admitted to departmental graduate programs with conditional requirements identified by the department (e.g., writing requirement). If a prospective student has met all admission requirements and is in the final semester of previous degree work, the student may be eligible for contingent admission. If the student is admitted contingently, s/he has to fully complete the conditional requirements no later than the third semester after admission to the program.

Readmission Criteria

The Department of Instructional Systems and Workforce Development requires that a student who has not been enrolled for three consecutive semesters must submit a readmission application that includes:

- Three letters of recommendation (if they are older than three years since the last application), and
- A revised statement of purpose that:

a. describes the purpose of reapplying
b. discusses the applicant's career goals
c. explains how circumstances have changed making academic improvement a realistic goal
d. identifies the applicant's research interest (Ph.D. students only).

Academic Performance

Unsatisfactory performance is defined as any of the following:

- Failure to maintain a B average in graduate courses attempted after admission to the program (i.e., program and non-program courses)
- A grade of U, D, or F in any one course
- More than 6 credit hours of C grades
- Failure of the preliminary/comprehensive examination
- Unsatisfactory evaluation of a thesis or dissertation
- Failure of the research defense
- Any other failure of a required component of one’s program of study

Any one of these or a combination will constitute the basis for review for possible dismissal. If unsatisfactory performance is determined, the graduate coordinator, the major professor, and the dean will review the student's record and determine a course of action: immediate dismissal or the establishment of a probationary period in which corrective action must take place. It is the major professor's responsibility to ensure that any student who has performed unsatisfactorily be recommended for termination from the degree program before the beginning of the subsequent semester.

Appeal of dismissal can be made by submitting a written appeal statement to the graduate coordinator and/or department head. If the dismissal, upon the student's appeal, is upheld by the graduate coordinator and/or department head, the student can then submit a written appeal to the Dean of the College of Education. If the student is not satisfied with the decision of the Dean, he/she may choose to submit a final appeal of the dismissal to the Provost.

Master of Science in Instructional Technology (M.S.I.T.) - Thesis

Required Courses		**15**
TECH 8693	Multiple Perspectives on Instructional Systems and Technology	
TECH 8703	Trends and Issues in Instructional Systems	
TECH 8713	Research in Instructional Systems & Workforce Development	
TECH 8793	Directed Project and Portfolio Development	
TECH 8843	Foundations of Instructional Systems and Technology	
Concentration (choose one concentration)		**12**
Instructional Design Concentration:		
TECH 8523	Project Management in Instructional Design	
TECH 8533	Evaluation and Assessment in Instructional Systems & Technology	
TECH 8623	Instructional Design I	
TECH 8723	Instructional Design II	
Distance Education Concentration:		
TECH 8813	Foundations of Distance Education	
TECH 8853	Learning Technologies in Distance Education	
TECH 8823	Design, Delivery, & Management of Distance Education	
TECH 8863	Grant Writing Essentials	
Multimedia Concentration:		
TECH 8443	Theory of Multimedia Learning	
TECH 8543	Multimedia Design I	
TECH 8743	Interactive Media	
TECH 8643	Multimedia Design II	
Thesis Option		
TKT 8000		6
Total Hours		**33**

At least 12 hours must be from 8000-level courses. A written comprehensive examination and an oral comprehensive examination in defense of the thesis are required.

Master of Science in Instructional Technology (M.S.I.T.) - Non-Thesis

Required Courses		**15**
TECH 8693	Multiple Perspectives on Instructional Systems and Technology	
TECH 8703	Trends and Issues in Instructional Systems	
TECH 8713	Research in Instructional Systems & Workforce Development	
TECH 8793	Directed Project and Portfolio Development	
TECH 8843	Foundations of Instructional Systems and Technology	
Concentration (choose one concentration)		**12**
Instructional Design Concentration:		
TECH 8523	Project Management in Instructional Design	
TECH 8533	Evaluation and Assessment in Instructional Systems & Technology	
TECH 8623	Instructional Design I	
TECH 8723	Instructional Design II	
Distance Education Concentration:		
TECH 8813	Foundations of Distance Education	
TECH 8823	Design, Delivery, & Management of Distance Education	
TECH 8853	Learning Technologies in Distance Education	
Multimedia Concentration:		

TECH 8443	Theory of Multimedia Learning	
TECH 8543	Multimedia Design I	
TECH 8643	Multimedia Design II	
TECH 8743	Interactive Media	
Non-Thesis Option Electives		**6**
Total Hours		**33**

At least 15 hours must be from 8000-level courses. A written comprehensive examination is required.

Educational Specialist in Education (Ed.S.) with Concentration in Technology - Thesis

EPY 6214	Educational and Psychological Statistics	4
TKT 8000		6
Additional courses selected with approval of the student's graduate committee and the graduate coordinator		21
Total Hours		**31**

One-half or more of the hours must be from 8000-level courses. A final written comprehensive examination and thesis defense are required.

Educational Specialist in Education (Ed.S.) with Concentration in Technology - Non-Thesis

EPY 6214	Educational and Psychological Statistics	4
TKT 7000		3
Additional courses selected with approval of the student's graduate committee and the graduate coordinator		24
Total Hours		**31**

At least 15 hours must be from 8000-level course. A final written comprehensive examination is required.

Doctor of Philosophy (Ph.D.) in Instructional Systems and Workforce Development

Research and Statistics Requirement		
EPY 8214	Intermediate Educational and Psychological Statistics	
EPY 6214	Educational and Psychological Statistics	
Select three of the following:		9
EPY 9213	Multivariate Analysis in Educational Research	
EDF 9373	Educational Research Design	
EPY 9263	Applied Research Seminar	
EDF 9443	Single-Subject Research Designs for Education	
EDF 9453	Introduction to Qualitative Research in Education	
EDF 9463	Qualitative Data Collection in Education	
EDF 9473	Qualitative Data Analysis and Presentation in Education	
Foundations Courses		
Select two of the following:		6
TECH 9213	Foundations, Trends and Issues in Workforce Development, Technology and Leadership Education	
TECH 8273	Contemporary Issues in Curriculum Planning in ISWD	
TECH 6263	Diversity in Work and Educational Environments	
Postsecondary Courses		
Select one of the following:		3
TECH 8263	Philosophy and Administration of Career and Technology Education	
TECH 8213	Content and Methods of Teaching in Career and Technology Education	
TECH 8233	Analysis of Workforce Education Programs and Survey Research in Workforce Development	
Approved technology electives (see advisor) [1]		24-30
Approved general electives (see advisor for list of approved general electives)		12-18

TKT 9000	(hours and credits to be arranged)	20
Total Hours		**80**

[1] A technology elective is any 6000, 7000, 8000 or 9000-level course with a TECH/TKT prefix that is not included in the required courses. If a student takes more than the required number of courses in research, foundations, or postsecondary, those courses will be classified as an approved free elective.
Minor courses are optional.
All department requirements must be completed, and all College of Education requirement courses must be completed to satisfy degree requirements prior to graduation.

The Doctor of Philosophy in Instructional Systems and Workforce Development (TSWD) is located within the College of Education and is designed to provide students with knowledge of instructional technology, research design methodologies to conduct research, foundations of education, and postsecondary education. Each student is assigned a major professor and a committee. A formal program of study is developed by the student with the advice and concurrence of the student's major professor and other committee members no later than the student's second semester of enrollment.

A minimum of 90 semester hours of post-baccalaureate credit is necessary to meet the ISWD doctoral degree. In order for the program to reflect students' content areas in research and foundation levels, students are required to take two required research and statistics courses and two required foundations courses from the Department of Instructional Systems and Workforce Development (ISWD). The hours taken in these required classes will serve to meet the requirements for Research, Foundations, and Postsecondary and will not be reflective of the 24-30 hours needed to complete the Technology requirements. Two-thirds or more of the hours on the doctoral program of study, exclusive of dissertation credits, must be in 8000-9000 level courses or their equivalent. Approved 7000 Directed Individual Study courses count toward this requirement. Ordinarily no more than 6 semester hours of graduate credit earned in DIS courses or 6 semester hours of special problem courses may be included on the student's approved program of study. No more than 9 semester hours of a combination of DIS and special problem courses may be included on the student's approved program of study. Twenty hours of dissertation research, written and oral preliminary examinations, a dissertation, and an oral examination in defense of the dissertation are required.

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