EME: Education: Technology And Media Courses

Courses

EME 2040  Introduction to Educational Technology
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Assists educators in developing skills and competencies which are essential to the integration of technology into the delivery of classroom instruction. Students will survey a wide variety of instructional technology materials and systems. They will also learn to use these tools in a classroom environment.

EME 3002  Intelligence and National Security
College of Ed and Prof Studies, Department of Criminal Justice
3 sh (may not be repeated for credit)
Students will develop an academic understanding of national security and the government agencies that are responsible for protecting the United States and its interests. Students will learn about the intelligence cycle, national security decision making, and the intelligence community and review case studies of intelligence in action. Students will also become familiar with analytic writing and intelligence analysis through case studies and weekly assignments of current national security news.

EME 3003  Open Source Intelligence
College of Ed and Prof Studies, Department of Criminal Justice
3 sh (may not be repeated for credit)
Provides students with an academic and practical understanding of Open Source Intelligence (OSINT) and its applications. Students will learn about Open Source Intelligence as a discipline, its place in the intelligence world, and OSINT planning and execution. Students will become familiar with OSINT acquisition and exploitation techniques by developing an understanding of available technological tools and capabilities.

EME 3233  Technology Integration Planning
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Provides students with the knowledge, skills, abilities, and attitudes necessary to implement instructional technology. Students will learn to identify the constraints and risks associated with instructional technology planning and implementation. Students will utilize software tools associated with the implementation of instructional technology.

EME 3312  Technology Supported Learning
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Examines the use of current and emerging technologies to facilitate learning. Topics covered will include distance learning, formal and informal technology based learning and mobile learning. Strategies for integrating technology in educational settings will be explored.

EME 3351  Introduction to Instructional and Performance Technology
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
The distinct purposes of instructional technology and human performance technology are explored in depth in this course. The foundations and evolution of each discipline serve to establish distinct definitions that will be investigated. The similarities and differences will be compared to include the historical basis, models, major tasks, and desired outcomes.

EME 3410  Emerging Technology in the Classroom
College of Ed and Prof Studies, Department of Instructional Design and Tech
1 sh (may not be repeated for credit)
Prerequisite: EME 2040
Examines specific methods for integrating technology (hardware and software) into subject area curricula in the classroom. Students will explore models of technology integration, classroom management and administrative tasks that can be performed more efficiently using technology, and learn strategies to select appropriate mediums when planning for technology integration. Individualization will allow each student to select and develop materials in their disciplines.

EME 3624  Training Needs Assessment
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Examines the role of training needs assessment in instructional design. Students will be introduced to techniques used to collect and analyze data to identify and clarify training needs. Prepares students to employ needs assessment techniques to determine who needs to learn what and why prior to engaging in the design and development of instructional materials.

EME 3905  Directed Study
College of Ed and Prof Studies, Department of Instructional Design and Tech
1-12 sh (may be repeated indefinitely for credit)

EME 4001  HUMINT Operations
College of Ed and Prof Studies, Department of Criminal Justice
3 sh (may not be repeated for credit)
Students will learn the importance of human originated information, or HUMINT, in the context of law enforcement, military and intelligence operations. Students will learn about interview, interrogation and elicitation techniques that are employed within the law enforcement and national security communities. Students will be able to recognize and describe the difference between overt and clandestine source operations and when HUMINT should and should not be utilized in the pursuit of legal or national security priorities. Students will also be able to assess basic psychological indicators in the profiling of historic espionage cases and their impact on national security.
EME 4043  Instructional Technology Leadership
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Students will examine the role of the technology leader in effective integration, management and use of technology in a variety of settings, including education, training, military, public sector and non-profits. The course focuses on technology, information, and information literacy. Special attention is paid to the role of systems thinking in effective technology leadership. Offered concurrently with EME 5316, graduate students will have additional work.

EME 4083  Program Evaluation in Instructional Design and Technology
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Students will develop skills used in selecting the appropriate model for conducting various types of evaluations. A series of models will be reviewed and aligned with evaluation purposes and questions. Applying the appropriate evaluation model is critical to ensuring that interventions, programs, and projects are successful. Development of a comprehensive evaluation plan will provide students with the opportunity to align an evaluation model with data collection strategies and techniques for a specific evaluation purpose.

EME 4343  Multimedia Design and Development
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 3312
The basic visual and typographical elements and technical aspects of multimedia design and development to support learning are the focus of this course. Students will apply instructional design strategies and principles of multimedia learning to the design and development of multimedia. Included are a selection of software applications and services, design principles, hands-on production, and discussion of issues and useful resources.

EME 4350  Human Performance Technology
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 3351
Students are introduced to the field of Human Performance Technology (HPT). Through examination of the research, theories and models associated with HPT, students will be prepared to conduct comprehensive performance, gap and cause analyses in organizations, and identify training and non-training based solutions to resolve organizational performance concerns.

EME 4352  HPT Intervention Selection and Design
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 4350
Human Performance Technology (HPT) interventions are selected to resolve gaps in desired performance. The skills required to align interventions with the cause(s) of the problem are the focus of this course. Students will classify interventions using various models of Human Performance Technology and select potential interventions to resolve identified problems in human performance scenarios. Students will also develop a formal proposal to communicate recommendations to stakeholders.

EME 4474  Technical Intelligence Collection
College of Ed and Prof Studies, Department of Criminal Justice
3 sh (may not be repeated for credit)
Introduces students to intelligence disciplines (ELINT, SIGINT, MASINT, GEOINT) and intelligence organizations (NSA, NGA, NRO and DIA). Students will examine the history of these organizations, technologies used in each intelligence discipline, and common uses of each technology. The course focuses on improving analytical writing and research skills in the intelligence discipline.

EME 4673  Foundations of Instructional Design
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 4673
Introduces students to the field of instructional design, a systemic and systematic, research-based means of designing effective, efficient, learner focused instruction. Students will use the ADDIE process to design a lesson.

EME 4674  Development of Instructional Materials
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 4674
The pedagogical, technical, and logistical aspects of instructional messages will provide the foundation for students to learn the fundamentals of instructional development in this course. Message design principles and individual preferences are considered as they relate to the development of instructional materials. Media and technology aspects relating to effective message delivery will be addressed and related to the logistical constraints of time and cost.

EME 4684  Instructional Design and Technology Capstone
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
The capstone is designed to enable students to demonstrate mastery of the Instructional Design and Technology knowledge, skills, and abilities developed during the academic program. Students will identify, propose, and complete a capstone project and develop an electronic portfolio highlighting their attainment of the program level learning outcomes. Permission is required.
EME 4905  Directed Study
College of Ed and Prof Studies, Department of Instructional Design
and Tech
1-12 sh (may be repeated indefinitely for credit)

EME 5316  Instructional Technology Leadership
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
Students will examine the role of the technology leader in effective
integration, management and use of technology in a variety of settings,
including education, training, military, public sector and non-profits.
The course focuses on technology, information, and information
literacy. Special attention is paid to the role of systems thinking in
effective technology leadership. Offered concurrently with EME 4043.
graduate students will have additional work.

EME 5905  Directed Study
College of Ed and Prof Studies, Department of Instructional Design
and Tech
1-12 sh (may be repeated indefinitely for credit)

EME 6054  Foundations of Instructional Technology
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
Students investigate theoretical, historical, sociological, and
philosophical perspectives and applications of instructional technology
in education and training environments. Students develop the
knowledge, skills, and abilities needed to integrate instructional
technology theories and processes into education and training
settings. Students are introduced to the theoretical and philosophical
foundations of the field, and they are empowered to develop a
comprehensive definition of the field and a broad perspective of IT on
educational and training settings.

EME 6062  Applied Instructional Technology Investigations
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
This course provides an introduction to past, present, and future
instructional technology research. Research paradigms and underlying
theory appropriate for IT are emphasized. Quantitative, qualitative,
and mixed methods research designs and appropriate data analysis
techniques are explored.

EME 6317  Instructional Technology for Educational Leaders
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
This course provides future technology leaders with the basic
terminology, historical perspectives, theoretical basis, research and
practical application of instructional technology to enable them to
be empowered persons and professionals who work in educational
settings. This course builds knowledge and skills to assist school and
district leaders in using and applying instructional technology planning
and management techniques to real-world situations. Upon completion
of the course, students will have the ability to use instructional
technology for administrative and instructional purposes and to plan,
organize, and promote its use in PK-12 educational environments.

EME 6408  Integrated Technology Learning Environments
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
The skills and abilities necessary in planning for the integration of
technology into educational and training environments are the focus of
this course. Students will develop a technology integration plan for a
real-world scenario through the application of the major practices and
models of technology integration.

EME 6409  Distance Learning Implementation
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
Integrates theory and best practices to explore and develop skills
for developing and implementing effective education and training
environments delivered via distance learning media. Students will
focus on the principles and practices that are research-based and
result in quality distance learning experiences, and students will
explore technologies available to support and distribute distance
learning and the considerations unique to distance learning. The
course focuses heavily on online environments, and it emphasizes
application of the best practices by enabling students to develop
and implement their own instructional lessons that are delivered via
distance learning technologies.

EME 6414C  Web-Based Instructional Tools for Educators
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
Provides students with the knowledge and skills necessary to
design and develop web-based instruction using current authoring
software and services. The course integrates theory and application.
Students will learn to critically examine the instructional capabilities
of various technologies and identify instructional strategies that
support integration. Students will design and develop multiple units of
instruction that demonstrate their ability to author courseware.

EME 6415  Digital Video for Instruction
College of Ed and Prof Studies, Department of Instructional Design
and Tech
3 sh (may not be repeated for credit)
Principles of instructional video design and development including
designing for learning objectives, effective audio and lighting
techniques, video recording, editing, and delivery will be taught.
Students will explore the opportunities and technical challenges
associated with web-based video as a communication medium.
Practical application projects are an integral part of the learning
experience as students explore all aspects of instructional video pre-
production, production, and post-production.
Human Performance Technologists, the education and training leaders in organizations, identify gaps between desired and actual employee performance levels. Once the gaps have been identified, the HPT practitioner determines interventions or combinations of interventions that are needed to close those gaps. These interventions consist of instructional and non-instructional solutions that educators and trainers design and develop that, in turn, solve organizational performance problems.

**EME 6427 Implementing HPT Interventions**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Provides students with fundamental knowledge and skills related to the intervention implementation and change management activities associated with the practice of Human Performance Technology (HPT). Examines models of change management, the role of the change agent and the importance of developing and implementing effective change management plans to insure successful intervention implementation and institutionalization.

**EME 6428 Evaluating HPT Interventions**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Students will examine the theory and practice of evaluation models and processes as they relate to the formative, summative and confirmative evaluation of instructional and non-instructional HPT interventions. Students will develop the knowledge, skills and abilities necessary to plan and conduct comprehensive evaluations based on best practices.

**EME 6429 Human Performance Improvement**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Provides students with fundamental knowledge and skills related to the performance, gap and cause analysis activities associated with the practice of Human Performance Technology (HPT). Examines the importance of systems thinking in HPT and the theories and theorists of the field.

**EME 6458 Distance Learning Policy and Planning**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Examines the history of distance learning and the principles, policies and issues related to the design, development, implementation and administration of distance learning courses and programs in various settings. Issues related to technology, teaching, learning, assessment and faculty and student preparation will be considered from both theoretical and practical perspectives.

**EME 6460 HPT Interventions**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Provides students with the knowledge, skills, abilities, and attitudes necessary to provide leadership in the implementation of instructional technology. Students will learn to identify the constraints and risks associated with instructional technology planning and implementation and develop ways to manage these factors. Students will utilize software tools to manage the implementation of an instructional technology project.

**EME 6609 Principles of Instructional Design**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Learners will apply a systems approach to the instructional design process. Theoretical underpinnings and practical applications for instructional design will ground the course. Students will apply a research-based model and best practices to design a pedagogically sound instructional product.

**EME 6626 Emerging and Innovative Technology Systems**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Explore how innovation and new technologies can be used in technology project.

**EME 6607 Implementation of Instructional Technology Projects**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Provides students with the knowledge, skills, abilities, and attitudes necessary to provide leadership in the implementation of instructional technology. Students will learn to identify the constraints and risks associated with instructional technology planning and implementation and develop ways to manage these factors. Students will utilize software tools to manage the implementation of an instructional technology project.

**EME 6609 Principles of Instructional Design**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Learners will apply a systems approach to the instructional design process. Theoretical underpinnings and practical applications for instructional design will ground the course. Students will apply a research-based model and best practices to design a pedagogically sound instructional product.

**EME 6678 Theoretical Foundations of Instructional Design**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)

Students will examine the key components of the instructional system and the theoretical perspectives that inform the practice of instructional design. The role of communication theories, learning theories, and instructional theories, and the overarching concept of alignment in instructional design will be explored.

**EME 6905 Directed Study**
College of Ed and Prof Studies, Department of Instructional Design and Tech
1-12 sh (may be repeated indefinitely for credit)

**EME 6946 Instructional Design and Technology Capstone**
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for up to 6 sh of credit)

Students critique the academic program, identifying their key learning outcomes, and the courses and specific instructional strategies that led to those outcomes. Students identify, propose, and complete a complex project, integrating knowledge, skills, and abilities developed in multiple classes to solve an instructional or performance related problem in a real organization. Permission is required.
Students investigate the role of a technology leader in identifying performance problems and solutions in various settings. Explorations will include researching the impact technology has on resolving performance problems at different levels, applying technologies available, determining which technology is most appropriate for given situations, and deciding how to effectively use the technology to support performance. Special focus will be given to systems thinking.

Students develop a comprehensive picture of the research and theory related to the field of technology-based learning. Theoretical, historical, empirical, and philosophical perspectives are investigated as students delve into the various aspects of technology-based learning and related research. Students learn to critically analyze how theory and research influence practice.

Students will develop a systems perspective of the design and development of distance learning, exploring the associated risks and constraints and ways to mitigate these risks and constraints, particularly with regard to planning for distance learning. Students will investigate the processes and best practices associated with designing and developing distance learning and will develop skills and knowledge to provide leadership in distance learning.

Students will develop the knowledge and skills to be leaders in the implementation of distance learning into educational and training environments. As part of this process, students will develop a plan for implementing and evaluating distance learning and will consider all needed aspects of this kind of plan, including human and financial resources. Students will take a systems approach to implementing and evaluating distance learning, considering the impact of the implementation on the system.

Students examine the theoretical and conceptual foundations of the field of Performance Improvement through a comprehensive review and critical examination of the literature of the field. Students will develop knowledge, skills, and abilities necessary to apply research and theory to practice to improve organizational performance.

Examines the various types of data analysis consistent with improvement science. Appropriate qualitative and quantitative data analysis procedures and alignment with research questions and study purposes are addressed in this course.
EME 7609  Principles of Instructional Systems Design
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Students will examine the use of instructional systems design models to create instruction that is appropriate from a pedagogical and practical viewpoint. Theories and models to support the design of instruction for use in a variety of instructional formats will be emphasized. Focus areas will include analysis, instructional goals and objectives, assessment, instructional strategies and the role of formative evaluation in instructional design. Students will apply theories and best practices to design a pedagogically sound instructional product.

EME 7618  Instructional Design and Technology Research
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
This course provides an introduction to the design of research studies in the field of instructional design and technology. Aspects of research design and associated methodologies will be explored. Critical analysis of the research literature will highlight trends for problems and issues warranting further investigation. The quality and rigor of research will be emphasized, including research validity, methods of data collection and analysis, conclusions drawn from evidence, and ethical standards.

EME 7676  Theoretical Foundations of ID, IT, and PT
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Examination of the theoretical foundations of the fields of instructional design, instructional technology, and performance technology. Students will research, discuss, and critique systems, communication, and learning theories and their relationships to instructional and performance technology research and practice. Students will develop the knowledge, skills, and abilities necessary to select and apply appropriate theories to solve instructional and performance technology related problems.

EME 7685  Research-based Models of ID, IT, and PT
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Examination of the research-based models that guide practice in the fields of instructional design, instructional technology, and performance technology. Students will research, discuss, and critique instructional design models, technology integration models, and performance technology models and their applications. Students will develop the knowledge, skills, and abilities necessary to select and apply appropriate models to solve instructional and performance technology related problems.

EME 7692  Doctoral Seminar-Leading Performance Improvement Projects
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Focuses on the development of the skills necessary to effectively lead instructional and non-instructional performance improvement projects. Critical skills included in the course and related residency include leading projects and change initiatives, facilitating organizational communication, ethical behavior, and social justice. Coursework will also provide students with opportunities to continue to develop skills in critical thinking, scholarly research, and professional writing.

EME 7695  Applied Research in IDT
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
This course will prepare students to conduct applied research in organizational settings. Students will examine the concepts, processes, and components of applied research, including actionable problems of practice and the application of improvement science as a research methodology. Applied research is presented as a disciplined process of inquiry for the dissertation in practice.

EME 7905  Directed Study
College of Ed and Prof Studies, Department of Instructional Design and Tech
1-12 sh (may be repeated indefinitely for credit)

EME 7938  IT Research Design Seminar
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Provides Instructional Technology advanced graduate students with the opportunity to conduct an in-depth examination of the processes and procedures in applied IT research, specifically as related to the dissertation process. Students explore how to determine appropriate topics for IT research, format and style for research publications, strategies for conducting literature reviews, hypotheses, a research design, and appropriate statistical application.

EME 8608  IDT Foundations, Issues and Trends
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Students examine the history and evolution of the field of instructional design and technology and its three major areas of emphasis; instructional design, instructional technology, and performance technology. Students will also analyze current issues and trends influencing the field and their impact on research and practice. This course focuses heavily on research, critical thinking, and communication skills.
EME 8609  IDT Research Design
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 8695
Students should enroll in this course after successfully completing the Coursework Capstone Experience. This course guides students through the development of the dissertation-in-practice proposal. Students will work with the instructor and peers to identify an appropriate research opportunity and design the key components of the study, preparing them to work with their individual committees throughout the remainder of the program to develop and defend a proposal, conduct a study, and finalize and defend the dissertation.

EME 8693  Doctoral Seminar-Analysis and Dissemination of Performance Impvmt Research
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Critically examines the types of written reports and oral presentations practitioner-scholars use to communicate findings and recommendations to stakeholders. Students will learn how to tailor written and oral communications to meet the culture of the organization and the information needs of the audience. This course includes a residency requirement to be held on campus in Pensacola, during which students will defend deliverables one and two of the dissertation-in-practice.

EME 8695  Doctoral Seminar-Ed.D. Capstone
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 8982
This seminar serves as the culminating experience for students enrolled in the Instructional Design and Technology Ed.D. program. Students will demonstrate attainment of program level learning outcomes and present and defend the final dissertation-in-practice. The course will be presented primarily online; however, it will also include the third and final on-campus residency.

EME 8905  Directed Study
College of Ed and Prof Studies, Department of Instructional Design and Tech
1-12 sh (may be repeated indefinitely for credit)
Prerequisite: EME 8693

EME 8980  Dissertation
College of Ed and Prof Studies, Department of Instructional Design and Tech
1-6 sh (may be repeated for up to 18 sh of credit)
Major individual research in an area of significant educational interest; designed specifically for candidates in the Ed.D. Curriculum and Instruction, Instructional Technology program. The dissertation reflects intensive educational research produced by the student and collaboratively developed with the student's graduate committee. Graded on a satisfactory / unsatisfactory basis only. Admission to candidacy, completion of all other doctoral program requirements and permission is required.

EME 8981  Dissertation in Practice-Phase 1
College of Ed and Prof Studies, Department of Instructional Design and Tech
6 sh (may not be repeated for credit)
Prerequisite: EME 8983
Under the supervision of the dissertation-in-practice committee chair, students will use feedback received during the defense of deliverables one and two during EME 8983 to modify their applied research intervention recommendations. Upon approval of the modifications by the dissertation-in-practice chair and organizational stakeholders, students will design and develop the planned performance improvement interventions. Students will demonstrate ethical research practices and effective communication in all interactions. Students must complete EME 8983 with a minimum grade of B prior to enrolling in this class.

EME 8982  Dissertation in Practice-Phase 2
College of Ed and Prof Studies, Department of Instructional Design and Tech
6 sh (may not be repeated for credit)
Prerequisite: EME 8981
Under the supervision of the dissertation-in-practice committee chair, students will pilot test, modify, and implement applied research interventions aligned with a previously identified problem of practice. Students will demonstrate ethical research practices and effective communication in all interactions with clients. Students must successfully complete EME 8981, where they will design and develop their approved interventions, prior to enrolling in this class.

EME 8983  Dissertation in Practice-Phase 3
College of Ed and Prof Studies, Department of Instructional Design and Tech
3 sh (may not be repeated for credit)
Prerequisite: EME 8982
Under the supervision of the dissertation-in-practice committee chair, students will collect and analyze quantitative and qualitative data to evaluate the impact of their applied research interventions on the previously identified problem of practice. Students will demonstrate ethical research practices and effective communication in all interactions. Students must successfully complete dissertation-in-practice phases one and two (EME 8981 and EME 8982) prior to registering for this course. Final defense of the dissertation-in-practice, including reporting of findings, conclusions, and recommendations identified in this course, will take place during the residency portion of EME 8985.

EME 8984  Dissertation in Practice-Continuation
College of Ed and Prof Studies, Department of Instructional Design and Tech
1 sh (may not be repeated for credit)
Prerequisite: EME 8983
Facilitates continuous enrollment for students who have completed all required coursework without successfully defending the dissertation-in-practice and/or meeting other graduation requirements. Students enrolled in this course will work with their dissertation-in-practice committee chair to complete all remaining requirements to successfully graduate.