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Introduction: Learning Design

The Learning Design Masters of Education program prepares students to assume learning leadership roles in diverse organizations. Students focus on performance through learning, interactive instructional design, learning theories and strategies, developing learning systems, leadership development, evaluating learning solutions and interventions, helping organizations adapt to continuous and sustainable change and improvement, applied research skills, and leveraging adaptive and immersive learning technologies. Course work in the Learning Design program emphasizes skills in needs analysis, instructional design, instructional strategies, curriculum development, evaluation, cost benefit analysis, interactive media, digital learning theories, new and emerging learning technologies and motivation.

These can be blended with course selections from other University program offerings such as technical communication, industrial psychology, human resource management, education, and organization development. Many courses involve projects in business or industry, higher education, or K-12 education settings. This program will prepare students for the following profit and nonprofit career environments: Education, Business & Industry, Military, Government, and Health.

Candidates may pursue the M.Ed. degree under one of two plans.

Plan I: Under this research-centered plan, students must take a minimum of 33 semester hours of graduate credit, write a thesis, and pass a final oral examination.

Plan II: Under this course-centered plan, students must take a minimum of 36 semester hours of graduate credit, write, and defend a major project or comprehensive examination.

In order to maximize graduate offerings in relation to career goals, the remainder of the degree program is designed by each student in consultation with the graduate coordinator. Persons who have undergraduate work in a component area of Learning Design may pursue a degree program to broaden their career opportunities. Persons from education, health, government, military, business or industry may similarly individualize their degree programs.

Administrative and Faculty Roles

Director of Graduate Studies

The Director of Graduate Studies, or Graduate Coordinator, is responsible to the Dean of the College of Technology, serves the college departments and graduate faculty, and maintains a liaison with the Graduate College. The Director is also responsible for working with the department chairs and graduate faculty in assuring quality of offerings and student work.
Major Advisor

The major advisor is a faculty member assigned by the Director of Graduate Studies upon the recommendation of the Department Chair to serve the student throughout the student’s academic program. The major advisor is assigned after the student is accepted and has chosen a concentration. The major advisor approves all course registrations or changes. The major advisor may also serve as chair of the student’s Plan I (Thesis) or Plan II (Comprehensive Exam/Major Project) committee.

A student’s major advisor is carefully selected by the Director of Graduate Studies and the Department Chairs. The major advisor is entrusted with guiding the student through a degree program that has integrity and meets the needs of the student. All independent studies should be agreed upon between the major advisor and student prior to being processed through the college.

The thesis, project, or comprehensive exam is a mutually supported venture between the student and major advisor who select a faculty member to chair the committee. The student and major advisor should have considerable interaction regarding tentative research ideas, and also perhaps with another faculty member who has a research interest in the student’s research area.

The major advisor should initial the thesis proposal sheet on the Graduate Director’s signature line prior to the thesis proposal meeting to confirm that appropriate interaction among the student, major advisor, and committee chair has occurred. The relationship among the student, major advisor, thesis/project/exam advisor, and the assistantship supervisor may be simple or complex. The supervisor, thesis/project/exam advisor, and major advisor may be the same person or each role may be served by a different person. The key relationship in the milieu is between the student and major advisor, and it should be understood that a positive interaction between these two individuals is essential for a quality learning experience on the part of the student.

Often work that a student is pursuing as part of a research assistantship begins a line of research that may lead to an independent study or can become a thesis or project. This development is an accepted university model. However, such activity must be approved by the major advisor.
**Thesis, Project, Comprehensive Exam Committee Chair and Members**

The thesis/comprehensive exam or project committee is comprised of three or more members. Members include an expert in the student’s field of study and an expert in the student’s area of concentration, either of which could be named chair. The third committee member should have expertise or interest in the field.

The chair’s specific responsibilities are:

- To assist the student in developing an appropriate reading list for the exam, or a worthwhile topic for a thesis, or a project of some importance.
- To check with the graduate advisor regarding specific requirements for the exam, the thesis, or project.
- To solicit suggestions from other committee members regarding the topic.
- To develop a process with the student for maintaining contact with other committee members, and notify them of changes and progression.

All members of the committee are responsible for evaluating student performance, giving feedback and offering guidance. Some chairs may wish to do most of their interacting with the student between formal meetings. At times, a student can get some mixed signals from committee members so the chair should communicate to the student the process of interacting with committee members.

Students must maintain at least a 3.0 grade point average to remain in good standing and to meet graduation requirements. The degree program requires a minimum of 33 semester hours for Plan I (Thesis) and a minimum of 36 semester hours for Plan II (Comprehensive Exam/Major Project). The coursework is composed of three phases: (1) the core phase (12 semester hours), (2) the concentration phase (15-18 semester hours), and (3) the synthesis (research/application) phase (six semester hours). Enrollment and completion of courses without prior approval of the Major Advisor could result in those courses being excluded from the student’s degree program.

According to the Graduate Catalog, a student may request a transfer of credit (up to nine hours) from another accredited graduate school upon the satisfactory completion of eight hours of credit at BGSU. Keep in mind that:

- An A or B must have been earned in the course for which transfer credit is being sought.
- In a case of Satisfactory/Unsatisfactory grading, transfer credit is only accepted if the S grade is equivalent to a B or higher at the grading school.
• If a student is admitted conditionally, he/she must achieve regular status before requesting a transfer of credit.

• Only credit hours, not grades, are transferable. Thus, the grades earned from transferred credit do not count toward the GPA.

While the Graduate Dean grants final approval of transferred credit, the student must consult with the Major Advisor and the Director of Graduate Studies to discuss which transfer credits are most advantageous based upon academic and career goals.
The Master of Education Degree

Graduate study in Learning Design is designed to develop competencies in the creation, implementation, evaluation, and management of systems for instruction and training in the area of human performance education, and enterprises dealing with the world of tangible products and services.

Core Phase

The core courses provide a foundation for the program. Included are courses in principles and theories, data analysis and decision making, research techniques, and an integrative seminar. With the exception of the seminar, the core courses are taken relatively early in the program. At the end of the coursework the required seminar must be taken to integrate and synthesize the experience.

Concentration Phase

This phase is designed to build specific competencies related to one of the career roles mentioned earlier. A desirable pattern for the concentration might be to have 15-18 hours within the College of Technology. Alternatively, students may select courses from outside the College of Technology in conjunction with the Graduate Coordinator and/or Major Advisor.

Synthesis Phase

During this final phase, there are two major alternatives available:

Plan I - Thesis

Plan I involves six semester hours of research that typically includes 6 hours of thesis preparation (LRND 6920) and thesis research (LRND 6990) which culminates in the completion of a thesis.

Plan II – Comprehensive Exam/Major Project

Plan II consists of a comprehensive examination or a major project of directed research. The Plan II: Comprehensive Examination option involves six credit hours over two semesters. During the first semester, students take 3 credit hours of LRND 6920 for comprehensive examination preparation. During the second semester, students take 3 credit hours of LRND 6980 for the actual comprehensive examination and oral defense (6 credit hours of LRND 6980 can also be taken to fulfill this requirement). The Plan II: Major Project option involves six credit hours over two semesters. During the first semester, students take 3 credit hours of LRND 6920 for the major project proposal development. During the second semester, students take 3 credit hour of LRND 6910 for the completion of the project.
Plan I - Thesis

To earn a Master of Education degree in Learning Design, a student must complete a minimum of 33 semester hours of study for Plan I and a minimum of 36 semester hours for Plan II. The coursework is composed of three phases: (1) the core phase, (2) the concentration phase, and (3) the synthesis (research/application) phase.

During the first 12 hours of substantive coursework the student will be exposed to many ideas for research topics which should be of interest. During this period the student is encouraged to discuss topics informally with his/her Major Advisor, other faculty, and colleagues. If the student intends to engage in thesis research, enrollment in 6920 (three credit hours) during the first semester of the process and 6990 (three credit hours) during the second semester of the process is necessary to complete the thesis. However, no more than six thesis credit hours may count toward the completion of degree requirements. The thesis topic must be approved by his/her committee during the semester prior to the term in which the student intends to graduate.

The student must be enrolled in either LRND 6920 or LRND 6990 each semester (excluding summer) while working on the approved thesis topic. During the semester or term of graduation, registration is required in at least one hour of LRND 6990. Research in Learning Design (LRND 6790), must be completed before registering for LRND 6920 or LRND 6990. Students may not enroll in LRND 6990 prior to the semester in which the thesis proposal will be approved.

CAUTION: If a student decides to complete a project instead of a thesis AFTER registering for thesis credit hours, the student and the Major Advisor must be aware that the grade for thesis credit hours will change from IP (in progress) to NG (no grade).

Procedure

The responsibility of meeting all deadlines and specifications of the Graduate College and the College of Technology rests with the student. Students who follow the process outlined below achieve success with minimum frustration.

1. After completing 12 semester hours of substantive coursework but before 24 semester hours are completed, the student should formulate in writing some tentative research ideas to discuss with his/her Major Advisor.

2. The student should review the names of graduate faculty and, in consultation with the Major Advisor, tentatively select the thesis committee chair.

3. Once the student and the committee chair discuss and agree upon the tentative topic, at least two additional committee members should be selected on the basis of their ability to contribute to the research. One of these two additional members must be from the College of Technology graduate faculty.
4. The student should then write a thesis proposal. The proposal should include the first three chapters from the suggested thesis guidelines. Chapter I (Introduction) must be complete. Chapter II (Review of Literature) should be complete but may be a partial review supplemented with an outline at the discretion of the chair and committee. Chapter III (Methodology) should also be complete. A timeline for completion of the research should also be part of the proposal. The proposal may be revised in response to input from the committee.

5. Upon completion of the proposal and with the committee chair’s approval, arrangements should be made for an oral presentation of the proposal to the entire committee. A copy of the proposal should be given to each committee member at least one week in advance of this meeting. The student should prepare a copy of the Applications/Masters Report form (referred to as a Masters Report on web). The time and place of the presentation should then be confirmed with the committee members by memorandum and/or e-mail.

6. At this time, forms for the Human Subjects Review Board (if applicable) are completed and submitted. The thesis committee chair should sign the necessary forms.

7. Most committees provide feedback at the end of the oral presentation with a detailed report including analysis, critique, suggestions, and expectations based on prior review and interactions. The student should make every attempt to comply with the recommendations of the committee in completing the research and inform the chair of any deviations from the committee’s recommendations.

8. Upon approval of the completed proposal, the committee members will sign a copy of the Applications/Reports form. The form is then submitted to the Director of Graduate Studies along with a copy of the proposal including the timeline. The Director will review the materials and, upon approval, will sign and forward one copy of the Applications/Reports form to the Graduate College. A copy is kept by the Office of Graduate Studies for sign off at the final defense. When the Applications/Reports form is signed by the Graduate College, the Dean of the Graduate College will notify the student and formally recognize the committee members.

9. The student should proceed with the research and writing activities, maintaining a continuing dialogue with the committee chair and, when appropriate, the other committee members. The student should revise his/her work based on their suggestions.

10. The student will complete all research and write subsequent chapters of the thesis. The final draft of the thesis will be submitted to the thesis committee chair for feedback.
11. A date for the thesis defense should be set at least two weeks prior to the Office of Graduate Studies and Graduate College deadlines.

12. The student will submit a copy of the final draft of the completed thesis to each committee member no less than ten days in advance of the date of the defense.

13. The thesis committee chair may schedule a separate meeting with the student to outline the procedures and expectations of the committee for the defense, including elements of the presentation and emphasis.

14. The student is expected to defend the thesis. Depending on the type and nature of revisions, the committee is encouraged to provide a written critique. The student must secure committee signatures on the Application/Report form. The thesis chair will withhold signature until all corrections and final revisions are complete.

15. After all committee signatures are obtained, the student should submit the final copy of the thesis and the completed Application/Report form. The Director of Graduate Studies will review and return the thesis for formatting, reference or editing issues along with a deadline for resubmission. This deadline must be met for graduation during that semester. The Director’s signature signifies concurrence with the committee. The final copy must meet all university specifications and will be published on OhioLink.

16. The student is obligated to provide a hard bound, spinelettered copy or an electronic copy of the thesis to the committee chair and committee members. The College of Technology requires a hardbound copy and an electronic copy for archive purposes.

17. Detailed instructions for submitting these copies will be mailed to the student as soon as final approval has been given.

**Thesis Organization and Format**

The graduate faculty of the program has adopted content, procedure, and style recommendations from the Publication Manual of the American Psychological Association (APA). The organization may be modified depending upon the type of research undertaken. The format, title page, abstract, margins, and other format issues must follow the Graduate College’s Thesis and Dissertation Handbook.

**Preliminary Materials**

- Title page
- Preface and acknowledgments
- Table of contents
- List of tables
- List of figures
Body of the paper

Chapter I (Introduction)
• Context of the problem
• Statement of the problem
• Objectives of the study
• Significance of the study
• Assumptions/Limitations
• Definition of terms

Chapter II (Review of the Literature)
• Historical context
• Relevant theory
• Current literature

Chapter III (Method)
• Restatement of the problem
• Research design
• General characteristics of the study population
• Data collection instrument, Validity and reliability
• Pretesting the data collection instrument
• Procedures of data analysis
• Protection of human subjects
• Timeline

Chapter IV (Findings)
• Return rates
• Results

Chapter V (Summary and Discussion)
• Summary
• Conclusions
• Implications/Recommendations

Reference Materials
• References
• Appendix
Plan II – Comprehensive Examination

A student following Plan II has the option of taking a comprehensive examination or completing a major project. A student taking the Comprehensive Examination is expected to perform at an intellectual level of synthesis and evaluation. The written examination covers both the core and concentration components of the program. The student must register for three semester hours of LRND 6920 and three semester hours of LRND 6980. (6 credit hours of LRND 6980 can also be taken to fulfill this requirement.)

Major Advisor Responsibility

The Major Advisor has the responsibility to:
• Discuss how committee members are selected and assist the student in selection of committee.
• Discuss with the student possible question topics that may appear on the examination.
• Interact with the student concerning areas of examination, and solicit questions from other faculty members who are interested in the student’s field.
• Discuss the comprehensive exam guidelines with the student.

Procedure

Comprehensive examinations are given three times per year generally during:
• The last week of October
• The third week of March
• The third week of June

1. A formal petition to take the comprehensive examination must be presented to the Major Advisor the semester before expecting to take the exam and graduate.

2. The student should, in consultation with his or her major advisor, select a member of the graduate faculty to be the chair for the comprehensive examination committee. This must be done during the semester prior to the semester in which the comprehensive examination is to be taken.

3. The student and the comprehensive examination chair will select at least two other graduate faculty to serve as the comprehensive examination committee. If possible, the committee will be comprised of professors who have taught the student in core and concentration courses.

4. Committee members will submit questions to the comprehensive examination chair at least two weeks in advance of the examination to allow for any necessary adjustments.
5. The comprehensive examination consists of two parts:
   • A four-hour writing session
   • A two-hour oral examination.

During the four-hour writing session, which is held at a specified time and place, the student will typically answer three or four questions from a choice of five or six. This will be determined by the chair and committee.

These questions will cover core courses and the major content area. Any deviation from the four-hour written session and the two-hour oral examination must have the approval of the Director of Graduate Studies.

6. Each committee member will evaluate the answers to all the questions. Other readers may be utilized at the discretion of the comprehensive examination chair.

7. The student must receive a satisfactory evaluation from a majority of the reviewers on each of the questions answered or must take an entirely new examination. Remedial course work may be recommended if the student does not pass the first writing of the examination. The comprehensive examination may only be taken twice. Upon failing a second examination, the student is dropped from the Graduate College.

8. The oral examination is scheduled with the committee members at the earliest possible date following review of the written examination. The oral exam should be given between 2 and 4 weeks after the written exam. The student will be graded Pass/Fail by each committee member on the oral part of the exam as well as on the written part. Students who fail the written examination will be determined to have failed the comprehensive examination, and therefore, will not take an oral exam.

9. The Application/Masters Report form, available from the Office of Graduate Studies is signed by the Comprehensive examination chair and committee members upon successful completion of the total comprehensive examination. The form is forwarded to the Director of Graduate Studies for final approval.

10. The responsibility of meeting all deadlines and specifications of the Graduate College and the College of Technology rests with the student.
Plan II – Major Project

A student must prepare and defend a project centered on practical issues or problems. Completion demonstrates synthesis ability comparable to comprehensive examination. A proposal, defense and report written at the same level of quality and standards of a thesis are required.

During the first 12 hours of substantive course work the student will be exposed to many ideas for research topics which should be of interest. During this period the student is encouraged to discuss topics informally with his/her Major Advisor, other faculty, and colleagues. If the student intends to engage in major project research, enrollment in LRND 6920 for 3 credit hours and LRND 6910 for 3 credit hours for a total of 6 credit hours over two semesters is necessary to complete the major project. No more than six credit hours may count toward completion of degree requirements. The project topic must be approved during the semester prior to the term in which the student intends to graduate. Research in Learning Design (LRND 6790) must be completed before registering for LRND 6920. Students will enroll in LRND 6920 for one semester to successfully complete the major project proposal with committee approval. During the next semester, students will enroll in LRND 6910 to complete the major project.

Procedure

The responsibility of meeting all deadlines and specifications of the Graduate College and the College of Technology rests with the student. Students who follow the process outlined achieve success with minimum frustration.

1. After completion of 12 semester hours of substantive course work, but before 24 semester hours, the student should formulate in writing some tentative research ideas to discuss with his/her Major Advisor.

2. The student should review the names of graduate faculty and, in consultation with the Major Advisor, tentatively select the project committee chair.

3. Once the student and the committee chair discuss and agree upon the tentative topic, at least two additional committee members should be selected on the basis of their ability to contribute to the research. One of these two additional members must be from the College graduate faculty.

4. The proposal should include two sections. Section I (Background and Goals) should provide a general statement of the project and background information that forms the rationale for the project. Objectives should be clearly stated and described. Section II (Procedures) should identify the investigation and/or development procedures, provide a timeline or schedule of activities, and demonstrate the methodology to be used. The chair may choose to use the format identified in the Thesis option if the project is best served through that format.
5. Upon completion of the proposal and with the committee chair’s approval, arrangements should be made for an oral presentation to the entire committee. A copy of the proposal should be given to each committee member at least one week in advance of this meeting. The student should prepare the Project Approval form. The time and place of the presentation should then be confirmed with committee members by memorandum/e-mail.

6. Most committees provide feedback at the end of the oral presentation with a detailed report including analysis, critique, suggestions, and expectations based on prior reviews and interactions. The student should make every attempt to comply with the recommendations of the committee in completing the research and inform the chair of any deviation from the committee’s recommendations.

7. Upon approval of the proposal, the committee members will sign the Project Approval form. The form and a copy of the proposal are submitted to The Director of Graduate Studies. This form is internal to the College and will be held on file until the final defense. The Director will review the proposal and send a memo regarding the decision to the student and chair.

8. The student should proceed with the research and writing activities, maintaining a continuing dialogue with the committee chair and, when appropriate, the other committee members. The student should be prepared to revise his/her work based on their suggestions. Remember that HSRB approval must be documented before utilizing humans in the research.

9. The student should complete the project and write the project report. The final draft of the project should be submitted to the project committee chair for feedback.

10. A date for the project defense should be set at least two weeks prior to the Office of Graduate Studies and Graduate College deadline.

11. The student should submit a copy of the final draft of the complete project report to each committee member no less than ten days in advance of the defense.

12. The project committee chair may schedule a separate meeting with the student to outline the procedures and expectations of the committee for the defense, including elements of the presentation and emphasis.

13. The student is expected to orally defend the project. Depending on the type and nature of revisions, the committee is encouraged to provide a written critique. The student must secure signatures on the Project Approval form. The project chair will withhold signature until all corrections and final revisions are made.
14. After all committee signatures are obtained, the student will submit the final copy to the Director of Graduate Studies. The Director will review and may return the project for formatting, reference or editing issues along with a deadline for resubmission. This deadline must be met for graduation during that semester. The Director’s signature signifies concurrence with the committee by signing the Graduate College Applications/Reports form.

15. The student is obligated to provide a hard bound, spinelettered copy or electronic copy of the project to the committee chair and committee members. The College requires a hardbound and an electronic copy for archiving.

The proposal as well as the final report may or may not have features in common with a thesis. The project demonstrates comprehension of the degree program and/or is a culminating experience. The final report is a formally written document of the experience. The graduate faculty of the program have adopted content, procedure and style recommendations from the Publication Manual of the American Psychological Association (APA). A suggested organization is shown below. The organization may be modified by the chair depending upon the project activity. The format, title page, table of contents, abstract, margins, and other format issues must follow the Graduate College’s Thesis and Dissertation Handbook.

**Proposal Organization**

*Section I (Background and Goals)*
- General statement of the project and background information
- Proposed objectives
- Identification and description of resources
- Literature review

*Section II (Procedures)*
- Investigation (Development) procedure
- Anticipated timeline or schedule of activities
- Method to be used for evaluating whether or not the objectives have been attained
- References

**Final Project Report Organization**

*Section I – Background*
This section is the same as the proposal except that past tense is used because the project is complete.
Section II – Procedures
This section is the same as the proposal except that past tense is used wherever appropriate because the project is complete.

Section III - Description/Methodology/Development
This section comprehensively explains what the project was and how it was conducted. (Diagram, illustrations, drawings, charts, outlines, or tables should be included when appropriate.)

Section IV - Results/Evaluation/Recommendations
An explanation about the results of the project should be carefully delineated. Did the procedure (prototype, curriculum, investigation, etc.) fulfill the initial objectives? Why or why not? Recommendations for further investigation or development can also be made in this section.

Reference Materials
• A reference listing and appendices.

Directed Readings
(Independent Study)
The purpose of an independent study (LRND 6840 and LRND 6850, Directed Readings in Learning Design) is to allow students to pursue intensive individual study, or research. Students work with a faculty member who is qualified to interact on the topic. The independent study may culminate in a formal research report, a technical report, or any other project that best represents the solution or competencies being pursued. The “end product” and the date of completion should be clearly agreed upon between the graduate faculty member and student before registering for credit and put on record in the Office of Graduate Studies.

Recommended Procedure for Arranging an Independent Study
1. Before registering, the student should inform his/her Major Advisor of the intention to pursue an independent study the following semester.

2. The student should identify the graduate faculty member most qualified for the problem.

3. The student should prepare and present that graduate faculty member with a one page abstracted proposal of the anticipated topic and consult with the faculty member to elicit cooperation and approval of the topic.

Independent Study Form

4. Once approved by the graduate faculty member, a copy of the independent study form should be submitted to the Major Advisor. The student should then register for LRND 6840 or 6850 and obtain a section number from the Office of Graduate Studies Secretary.
5. The student should meet with his/her independent study graduate faculty member early in the first week of the semester.

6. The student should refine the proposal with the graduate faculty member.

7. Throughout the semester the student should pursue the independent study topic and interact with the advisor on the problem.

8. The final report should be submitted to the independent study graduate faculty member and to the major Advisor on the date communicated above. (If the final report is a formal paper, it must conform to APA.)

Academic Honesty

Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one’s own) in their academic work. The Academic Honesty Policy is available at the following address: [http://www.bgsu.edu/offices/sa/studentdiscipline/index.html](http://www.bgsu.edu/offices/sa/studentdiscipline/index.html)

The Academic Honesty Policy contains strict sanctions, including expulsion, for all forms of academic dishonesty. Students found guilty of violating other University regulations, such as engaging in moral and ethical misconduct, or in actions that are injurious to others or threaten the orderliness and well-being of the campus, are subject to equally strict sanctions in accordance with the provisions set forth in those regulations.

Graduate Grade Appeals

In the event that a student wants to appeal a grade in a College graduate course, a form with name and contact information about the appropriate Appeals Faculty Mediator is available from the Office of Graduate Studies.

Recommended Procedure

1. Set up an appointment with a faculty mediator. Contact the Office of Graduate studies for mediator name and contact information.

2. Set up contact before the end of the fifth week of Spring (Fall appeals) or the end of the fifth week of Fall (Spring or Summer appeals).

3. Take all pertinent information and the Grade Appeal form to the meeting with the mediator. The faculty mediator will attempt to mediate the dispute. If these procedures are not effective, the student may:

   a. State the full particulars of the appeal in writing and submit them to the instructor’s Department Chair or Graduate Director.
b. If the appeal cannot be resolved at the departmental/college level, the student may submit the appeal to the Graduate College Grade Appeal Committee for review.

c. A final review of due process is conducted by the Graduate Dean.

d. All appellate actions must be completed during the semester in which the appeal is initiated.

e. All levels of the appeal process are advisory to the instructor. Only the instructor can change a student’s grade.

f. Further clarification of these procedures is found in the Graduate Catalog.

**Leave of Absence**

Students may request an approved leave of absence from the University by sending a request, endorsed by the Graduate Director, to the Graduate College. A leave of absence must be for a designated period of time. Typically, a leave is for six to 12 months. If a student is on an approved leave of absence, the time of the leave does not count against the six- or eight-year time limit for degree completion. Students may not take a leave of absence for the purpose of taking undergraduate courses.

**Incomplete Grades**

An INC (incomplete) may be given only when, for some justifiable reason, a student fails to take the final examination or to fulfill a specified requirement in a course.

An INC may be removed and a grade substituted if the student completes course requirements to the satisfaction of the instructor prior to the deadline established by the Graduate College. The Graduate College deadlines for removal of incomplete grades for the respective academic semesters are:

- **Fall semester:** June 1
- **Spring semester:** September 1
- **Summer semester:** January 1

However, an individual instructor may come to an agreement with his or her student for an earlier deadline for removal of an incomplete grade.

The graduate dean designate has the authority to extend the deadline for an incomplete. The student must petition the graduate dean designate for such consideration in writing and prior to the expiration of the deadline. The instructor's support is required for approval of the request.

For courses taken S/U, any mark of INC not removed by these deadlines will change to U. For courses taken for a letter grade, any mark of INC not removed by these deadlines will change to F. A student cannot graduate with a grade of INC.
Time Limits

The time limit to complete all degree requirements for master’s students is six years from the end of the earliest course used to fulfill degree. Students may apply for an extension of up to one calendar year if the request for an extension is made before the time limit has elapsed.

If the extension is approved by the Graduate Director and the Graduate Dean designate, revalidation of outdated courses (over six but no more than seven years old for master’s degrees) may be necessary.

When necessary, revalidation is accomplished by retaking the course or by special examination determined by the degree program on each outdated course. A charge of $25 is assessed for revalidating a course by examination.

Students may not revalidate courses with a grade of C or lower, courses that are internships or other forms of practicum, or courses taken at other institutions.

If the revalidation examination is satisfactory (i.e., passed by a B grade or better), then the original course grade will be retained and the student’s transcript will reflect revalidation. If the examination is failed, then no change will be made to the student’s record. More than one attempt to revalidate a course by examination is permitted if supported by a recommendation from the Graduate Coordinator of the degree program and approved by the dean designate of the Graduate College. Application forms to be used in revalidating courses by examination are available at the Graduate College website.
Master of Education in Learning Design: Course Work Requirement and Options

Current course descriptions and program requirements can be found in the BGSU Graduate College 2011-2012 Catalog online at:

In order to maximize graduate offerings in relation to career goals, the remainder of the degree program is designed by each student in consultation with the graduate coordinator.

<table>
<thead>
<tr>
<th>Program Core</th>
<th>Program Synthesis</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 semester hours</td>
<td>6 semester hours</td>
<td>15 – 18 semester hours</td>
</tr>
<tr>
<td>LRND 6010</td>
<td>Synthesis hours cannot be taken without consent of advisor and graduate coordinator.</td>
<td>Courses must be selected with approval by advisor. No more than one independent study, one workshop, and one internship can be applied to the Concentration Phase.</td>
</tr>
<tr>
<td>LRND 6030 / EDFI 6410</td>
<td>LRND 6920 (3 credit hours for thesis proposal development)</td>
<td>LRND 6600</td>
</tr>
<tr>
<td>LRND 6790 / EDFI 6420</td>
<td>LRND 6990 (3 credit hours for research)</td>
<td>LRND 6700</td>
</tr>
<tr>
<td>LRND 6800</td>
<td>Plan I: Thesis</td>
<td>LRND 6720</td>
</tr>
<tr>
<td>EDFI 6410 and EDFI 6420 may serve as substitutes for LRND 6030 and LRND 6790 respectively with advisor permission only.</td>
<td>Plan II: Comprehensive Examination</td>
<td>LRND 6730</td>
</tr>
<tr>
<td>LRND 6800 must be taken during one of the two final semesters of the program.</td>
<td>LRND 6920 (3 credit hours for comprehensive examination preparation)</td>
<td>LRND 6740</td>
</tr>
<tr>
<td></td>
<td>LRND 6980 (3 credit hours for exam and oral defense)</td>
<td>LRND 6750</td>
</tr>
<tr>
<td></td>
<td>** 6 credit hours of LRND 6980 can also be taken to fulfill this requirement</td>
<td>LRND 6820 (Graded A/F)</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td>LRND 6830 (Graded S/U)</td>
</tr>
<tr>
<td>Plan II: Major Project</td>
<td>LRND 6920 (3 credit hours for the major project proposal development)</td>
<td>LRND 6840 (Graded A/F)</td>
</tr>
<tr>
<td>LRND 6910 (3 credit hours for the completion of the major project)</td>
<td>LRND 6850 (Graded S/U)</td>
<td>LRND 6880 (Graded A/F)</td>
</tr>
<tr>
<td></td>
<td>LRND 6890 (Graded S/U)</td>
<td>LRND 6940 (Graded A/F)</td>
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<td>LRND 6950 (Graded S/U)</td>
<td>LRND 6950 (Graded S/U)</td>
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<td>LRND 6970</td>
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<tr>
<td></td>
<td>TECH 6950</td>
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<tr>
<td></td>
<td>ENG 6400</td>
<td>ENG 6400</td>
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<td></td>
<td>ENG 6420</td>
<td>EDTL 6110</td>
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<tr>
<td></td>
<td>ORGD 6040</td>
<td>ORGD 6040</td>
</tr>
</tbody>
</table>

Plan I – 15 hours
Plan II – 18 hours

Masters of Education in Learning Design Handbook
College of Technology: Learning Design Graduate Courses

Courses must be selected in consultation with and approval of your graduate coordinator and/or major advisor prior to enrollment.

LRND 6010  Principles of Learning Design
LRND 6030  Data Analysis and Decision Making
LRND 6600  Evaluation in Learning Design
LRND 6700  Principles of Multimedia and Courseware Design
LRND 6720  Digital Game-Based Learning
LRND 6730  Adaptive Hypermedia and Personalized Learning Environments
LRND 6740  Digital Learning Theories
LRND 6750  Leadership Theory and Practice
LRND 6790  Research in Learning Design
LRND 6800  Seminar in Learning Design
LRND 6820  Topics in Learning Design (Graded A/F)
LRND 6830  Topics in Learning Design (Graded S/U)
LRND 6840  Directed Readings in Learning Design (Graded A/F)
LRND 6850  Directed Readings in Learning Design (Graded S/U)
LRND 6880  Internship in Learning Design (Graded A/F)
LRND 6890  Internship in Learning Design (Graded S/U)
LRND 6910  Directed Research in Learning Design (Graded S/U)
LRND 6920  Research Proposal Development
LRND 6940  Workshop in Learning Design (Graded A/F)
LRND 6950  Workshop in Learning Design (Graded S/U)
LRND 6970  Supervised Practicum in Learning Design (Graded S/U)
LRND 6980  Readings for Comprehensive Examination (Graded S/U)
LRND 6990  Thesis Research (Graded S/U)
TECH 6950  Workshop in Technology
Additional Graduate Courses

The following courses outside of the College of Technology may be taken for degree completion in consultation with and approval of your graduate coordinator and/or major advisor.

- EDFI 6410  Statistics in Education
- EDFI 6420  Research in Education
- ENG 6400  Resources and Research in Professional/Technical Writing
- ENG 6420  Professional/Technical Editing
- EDTL 6110  Curriculum Inquiry
- ORGD 6040  Diagnosing Organizational Issues
Learning Design Graduate Faculty

Terry Herman, EdD  
Associate Professor  
LRND Graduate Coordinator  
Courseware Design, Interactive Media, Instructional Design

Larry Hatch, PhD  
Professor  
Associate Dean  
Technology Education, Evaluation, Research Methods, and Curriculum

Paul Cesarini, PhD  
Associate Professor  
Chair, Department of Visual Communication and Technology  
Distance Education, Digital Media and Technology

Donna Trautman, PhD  
Associate Professor  
Technology Education, Training and Development, Visual Communication Technology

Gary Benjamin, Ph.D.  
Lecturer

Fei Gao  
Assistant Professor

Jeffry Rybak, PhD  
Adjunct Instructor