COLLEGE OF EDUCATION
TEXAS TECH

INSTRUCTIONAL TECHNOLOGY

Master of Education Program Handbook

2026-2027

College of Education
Texas Tech University
Box 41071
Lubbock, TX 79409
(806) 742-1997
http://www.depts.ttu.edu/education/
http://edit.educ.ttu.edu/

This *Handbook* is designed to provide students with specific information about the Educational Instructional Technology (EDIT) Program in the Department of Educational Psychology and Leadership in the College of Education at Texas Tech University. This *Handbook* is intended to serve as a supplement to, not a substitute for, the *Texas Tech University Graduate Catalog*. Since graduate procedures, graduate course requirements, and prerequisites may change, students are strongly encouraged to be familiar with the latest copy of the *Graduate Catalog* and meet with their Instructional Technology Faculty Advisor each semester.

Although this *Handbook* provides an overview of the policies, procedures, and requirements of the Instructional Technology program, the *Handbook* cannot be viewed as having all the answers. Instead, students must seek answers to questions from other sources including, but not limited to, the Instructional Technology program faculty, the College of Education (CoED) Office of Graduate Studies and Research, and the Texas Tech University Graduate School. While Instructional Technology faculty advisors are knowledgeable about the policies, procedures, and requirements, the primary responsibility for reading and following correct policies and procedures remains with the students, not the faculty.

PROGRAM OVERVIEW

The Instructional Technology program was founded to prepare Instructional Technology professionals:

- with the knowledge and skills in design, development, utilization, management, and evaluation of materials, process, and resources to enhance learning in educational and business settings; and
- who are committed to respecting diversity among people, and who ascribe to the highest of ethical standards and practice in the field of instructional technology.

The emphasis is on preparing Instructional Technology professionals for leadership roles as public school and college-level educators and for work in training positions in business, industry, and government agency.

GOALS

The overall goals and objectives of the Instructional Technology program at Texas Tech University embrace the 2008 definition of Instructional Technology endorsed by the Association for Educational Communications and Technology (AECT).

Instructional technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Although previous definitions and terminology were heavily rooted in the media of the times, there is a shift in the field to a stronger focus on learning strategies and theories.

The goals of the Instructional Technology program reflect the following six broad categories of Instructional Technology:

- Theories and models of instructional design;
- Development of instructional materials using a variety of technologies and based on instructional design theories and models;
- Utilization of processes and resources to promote learning;
- Management of technologies and instructional resources for instructional purposes;
- Evaluation of instructional materials and programs; and
- Critical analysis of research, trends, and issues related to instructional technology.

While defined as six separate goals, these categories do not exist in isolation. A student taking a course with a heavy focus on any one goal may also be exploring and utilizing knowledge and skills related to the other five categories.

FACULTY

Fethi A. Inan, Ed.D.
Professor
Ed. 266
806-834-4743
fethi.inan@ttu.edu

Jongpil Cheon, Ed.D.
Professor
Ed. 265
806-834-2052
jongpil.cheon@ttu.edu

Sungwon Shin, Ph.D.
Program Coordinator
Master's Program Coordinator
Associate Professor
Ed. 270
806-834-6240
sungwon.shin@ttu.edu

Merve Basdogan, Ph.D.
Assistant Professor
Ed. 271
806-834-3426
merve.basdogan@ttu.edu

MASTER'S ADMISSIONS AND ADVISEMENT PROCEDURES

ADMISSION

Students are strongly encouraged to submit their application well in advance of the semester they plan to start. Texas Tech University's online application system is designed to help you easily navigate through the application process and ensure you complete your application in a timely manner.

Students can apply for the Master's Degree in Instructional Technology by following these steps:

1) Apply to the Graduate School by filling out the online application at (http://www.depts.ttu.edu/gradschool/admissions/apply-now.php).
2) You must submit the following materials:
   a) an application form
   b) student copy/unofficial transcripts (*official transcripts will be requested after acceptance*)
   c) an up-to-date professional resume (*or curriculum vitae*)
   d) two letters of recommendation
   e) an applicant statement (*The candidate should discuss his/her reasons for pursuing a master's degree in Instructional Technology; the relationship of the degree to the candidate's current position and career goals; and the candidate's career vision five years into the future.*)
   f) Official Proof of English Proficiency (*international applicants only*)

Notification of acceptance. Student applications will be reviewed as files are completed. The program's recommendation regarding admission is forwarded to the Graduate School. The official letter of acceptance or rejection will be sent to the applicant by the Office of Graduate Admissions.

ADVISEMENT PROCEDURES

l Technology faculty members provide advisement to each individual student. As it is helpful for one advisor, the program coordinator will assign an advisor to each student. The student may *g* to be assigned to a specific faculty advisor. Students may change advisors during their course of the program coordinator to request such a change.

The Degree Works is the primary advisement tool. It is used throughout the student's program and provides the list of courses needed for graduation. The student is responsible for keeping Degree Works updated. Students need to file degree plan changes when necessary.
The student's advisor will provide other forms of guidance, as requested by the student. This includes providing suggestions for preparing for the comprehensive examination.

PROGRAM CURRICULUM

TRADEMARK OUTCOMES AND PHASE ASSESSMENTS

The EDIT Master's program is designed to provide students with distinctive skills associated with the design, development, and evaluation of instructional products and solutions; these skills are necessary to solve a variety of instructional problems in real-world settings. At the culmination of their coursework, students have the opportunity to integrate and apply these distinctive skills by completing a trademark learning outcome. Therefore, the EDIT curriculum is divided into three interrelated phases. Each phase is designed to assist students in developing the knowledge and skills that Instructional Designers possess (see the list of competencies that are associated with each course in Appendix B). Students are evaluated at multiple times during their progression through the master's program.

Phase 1. Phase 1 courses are designed to develop the foundational knowledge and skills needed to *design* an effective and efficient instructional product and/or solution to solve an instructional problem. Phase 1 benchmark assessment will be administered in EDIT 5317, a required phase 1 course. Phase 1 courses are listed below:

- EDIT 5316: Foundations of Instructional Technology
- EDIT 5317: Instructional Design Foundations (*Prerequisite: EDIT 5316*)
- EDIT 5370: Foundations of Distance Education

Phase 2. Phase 2 courses are designed to provide students with an opportunity to *create and evaluate* an effective instructional product/solution based on knowledge and skills gained in Phase 1. Students cannot begin the Phase 2 assessment until they have completed the Phase I assessment. Phase 2 benchmark assessment will have three sections (A, B, and C). Each assessment section will be administered in one of the required courses (EDIT 5325, 5390, & 5395). Phase 2 courses with focus areas are listed below:

Tech Tools:

- 5320: Server Management for Instruction
- 5321: Interactive Instructional Multimedia Development
- 5322: Visual Design for Instruction
- 5325: Instructional Systems Development

Distance/Online learning:

- 5000: Special Topics in Instructional Technology
- 5341: Online Course Design and Assessment
- 5342: Online Teaching and Learning Technologies
- 5380: Online Course Management and Facilitation
- 5390: Online Course Development

Administration/ Implementation of IT

- 5326: Instructional Systems Evaluation
- 5330: Research-Based Instructional Strategies
- 5395: Administration of the Educational Technology Program

Phase 3. Phase 3 courses are designed to provide students with an opportunity to *apply* the knowledge and skills developed in Phases 1 and 2 to solve an instructional problem in a real-world setting (e.g., education, workforce, or military) that presents an authentic instructional problem. A benchmark assessment will be administered upon completion of the P3 course activity. Students need to complete 3 hours of a required Phase 3 course, EDIT 5397 (normally during the last semester in the program).

- EDIT 5397 Practicum in Educational Technology

Remediation plan. Decisions regarding the appropriate remediation plan will be made at the program level. A remediation plan for students who do not demonstrate mastery of the stated learning objectives associated with each benchmark assessment will include one or a combination of the following:

- Attend specific course(s) in the weak area
- Complete an independent study course (EDIT 7000)
- Repeat the relevant academic course(s)

PROGRAM OF STUDY

As soon as possible after admission to a degree program, but no later than during the first semester of work, the student should contact his or her assigned faculty advisor to develop a degree plan. The faculty advisor can assist the student with a selection of appropriate coursework. Degree Works is used for all degree planning.

Transfer credit. Up to **six (6)** approved semester hours of graduate level coursework may be transferred from another accredited university. No work completed with a grade of less than B will be considered. Transfer courses may not include practicum or internship. No course on the degree plan may be over seven years old at the time the degree is conferred.

Applicants with a prior master's degree. The Texas Tech University Graduate Catalog states that permission to work toward a second degree of the same level is granted only upon approval by the Instructional Technology Program and Dean of the Graduate School. The applicant is subject to all requirements of a new student. While there is no guarantee that any work from the first master's degree may apply to the second, at least *one full year (24 semester hours) must be taken specifically for the new degree program*. Therefore, applicants with a prior master's degree are urged to consider applying to the Doctoral Program in Instructional Technology.

Continuation of Enrollment. Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any **one-year period** prior to graduation, and who does not have an official leave of absence from study granted by the Instructional Technology Program and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

COURSES

The master's degree requires a minimum of **36** graduate semester hours. Emphasis is on practical application and knowledge of educational technology including design, development, utilization, management, and evaluation of instructional systems and products. Graduates of the master's program are equipped to design and administer instructional technology projects. The instructional technology master's program is appropriate for those desiring to work in higher education, K-12 education, or government or private sector training organizations or programs.

The full master's program is available online; however, students residing locally may take a combination of online and face-to-face classes. The course requirements and electives for both the online and campus-based options are the same. Those students electing to complete the program online should be aware that while all required courses are offered online, not all electives are available in this delivery format. Therefore, selection of electives should consider the delivery format. For more information about the courses, please visit the Graduate School Catalog (https://catalog.ttu.edu)

Research and Foundation Courses (*select one of the following courses*):		3 hours
EDIT 5318	Digital Literacy	
EDCI 5320	Curriculum Theory: Foundations	
EPSY 5323	Cultural Foundations of Education	
EPSY 5330	Motivation in Educational Settings	
EPSY 5332	Educational Psychology	
EPSY 5379	Introduction to Educational Research	
EPSY 5380	Introduction to Educational Statistics	
Required Courses in Instructional Technology		21 hours
EDIT 5316	Foundations of Instructional Technology	
EDIT 5317	Instructional Design Foundations	
EDIT 5325	Instructional Systems Development	
EDIT 5370	Foundations of Distance Education	
EDIT 5390	Online Course Development	
EDIT 5395	Administration of the Educational Technology Program	
EDIT 5397	Practicum in Educational Technology	
Elective Courses in Instructional Technology		12 hours
(*select **four (4)** of the following courses*):		
EDIT 5000	Special Topics in Instructional Technology	
EDIT 5320	Educational Network Applications	
EDIT 5321	Interactive Instructional Multimedia Development	
EDIT 5322	Visual Design for Instruction	
EDIT 5326	Instructional Systems Evaluation	
EDIT 5330	Research-Based Instructional Strategies	
EDIT 5341	Online Course Design and Assessment	
EDIT 5342	Online Teaching and Learning Technologies	
EDIT 5380	Online Course Management and Facilitation	
EDIT 7000	Research	
TOTAL		36 hours

TENTATIVE COURSE SCHEDULE

Odd Year Fall	Even Year Spring	Summer I	Summer II
EDIT 5316 EDIT 5317 EDIT 5318 EDIT 5325 EDIT 5341 EDIT 5390	EDIT 5317 EDIT 5326 EDIT 5370 EDIT 5390 EDIT 5395 EDIT 5397 EDIT 5000	EDIT 5342 EDIT 5380	EDIT 5321 EDIT 5322 EDIT 5370
Even Year Fall	**Odd Year Spring**		
EDIT 5316 EDIT 5317 EDIT 5318 EDIT 5320 EDIT 5330 EDIT 5325 EDIT 5341 EDIT 5390	EDIT 5317 EDIT 5326 EDIT 5370 EDIT 5390 EDIT 5395 EDIT 5397		

Note: The course schedule is subject to change.

PROBATION, SUSPENSION AND DISMISSAL

The Graduate School Catalog specifies the circumstances under which students may be placed on probation, suspension, or dismissal. Additionally, the Instructional Technology Program faculty may recommend to probate, suspend, or dismiss from the program, students who do not meet the program's academic requirements, make satisfactory progress over time toward completion of the Instructional Technology degree, or who exhibit behavior unbefitting a scholar, researcher, or IT professional. Accordingly, the instructional technology faculty, in formal meetings, will discuss student progress with regard to academic performance.

IMMEDIATE DISMISSAL

Success in the instructional technology program consists of more than grades. Work habits and attitudes play a major role. Any of the following actions are considered as just cause for immediate dismissal from the Instructional Technology Program:

- Dishonesty (cheating, plagiarism, etc.).
- Negligence or misconduct.
- Receipt of a Fail grade in Practicum or Internship.
- Willful submission of false information or alteration of any official records, counseling reports, papers, examinations or dissertations.
- Willful conduct that may cause injury to self or others.

PERFORMANCE EVALUATION

All students enrolled in the Instructional Technology Program are expected to achieve and maintain a high level of academic performance. Students are responsible for making academic progress toward their degree. The following guidelines are presented to help students avoid problems related to academic progress.

GRADES

Grades used in Graduate School are the same as those used in undergraduate work (A, B, C, D, F, and I). Grades of "D" and "F" will not be accepted on a graduate student's program of study. Grades of "D" and "F" are used, however, in computing grade-point averages. There is no grade replacement for graduate classes and all classes taken in graduate school count toward your cumulative GPA. Grade "I" indicates the course is not completed within the given semester and can be retaken in the future. If a student's graduate GPA for a particular semester falls below 3.0, the student will be placed on academic probation. Students are encouraged to visit with their major advisor at this time to develop a plan of study to correct this deficiency. A student must make a 3.0 or better in the next semester in which he or she is enrolled. Failure to do so, or to maintain a 3.0 current GPA in each succeeding semester, will result in academic suspension from further enrollment as a graduate student or in graduate courses at Texas Tech University.

Students suspended by the program may file an appeal by following the Texas Tech University Grade Appeals Procedures available from the CoED Office of Graduate Studies and Research (Ed., Room 105) or the Student Appeals/Grievance Procedures outlined in this handbook.

STUDENT APPEALS/ GRIEVANCE PROCEDURES

Opportunities are available to students for redress of grievances. Procedures for handling specific problems have been established to expedite the filing and hearing of student concerns. Graduate student appeals/grievances originating within the College of Education are handled first within the specific program area, and if unresolved, appeals/grievances will be handled at the division, department, and college level.

Questions involving academic matters should first be directed to the appropriate academic college or department office. Generally, students wishing to review the action of a faculty or staff member or a department should direct their questions to the supervisor responsible for the department in the university organizational structure. Grievance procedures are described in the Student Handbook and questions may be directed to the Office of Student Conduct, 232E Student Union Building, 806.742.SAFE (7233), or: https://www.depts.ttu.edu/studentconduct/

COMPREHENSIVE EXAM

COMPREHENSIVE EVALUATION

Every candidate for a master's degree in Instructional Technology at Texas Tech University must pass a comprehensive exam prior to graduation. The evaluation for the M.Ed. in Instructional Technology requires each student to demonstrate the ability to synthesize and apply knowledge acquired during the course of study. **There will be six (6) essay questions from which the student chooses four (4) to answer.** The questions will broadly cover the content of the required coursework and will call for synthesis and evaluation as well as a demonstration of understanding of major concepts and methods. An effort will also be made to tailor the evaluation to the student's background and professional goals. The evaluation will cover the following broad areas:

- Current theories and models of instructional design
- Planning and producing instructional materials
- Technology applications in education
- Multimedia technologies of instruction
- Social and ethical implications of technology
- Authoring and programming for educational applications
- Design and development of instructional processes and products

- Evaluation of instructional products and processes
- Planning and management of instructional technology programs

All M.Ed. comprehensive exams for the College of Education are conducted once per semester, near the middle of the semester. Comprehensive evaluations are typically taken during the student's last semester of course work. Students must be currently enrolled to qualify to take the exam. Students register for the exams through the Office of Graduate Admissions and Enrollment in the College of Education after receiving an email announcement with the semester's graduation intent and exam due dates.

The exam will be evaluated on the following criteria:

- clear and concise writing
- directness in dealing with the question
- grasp of relevant facts, ideas, and issues
- ability to synthesize and apply information

Exams are evaluated only as *pass* or *fail* by up to three EDIT faculty members. Each question will be assessed on a 5-point scale ranging from *clearly outstanding* to *clear failure*. An overall mean score of 3.0 is required for a passing grade. In special cases, the evaluation team may request an oral review of the evaluation with a candidate before assigning a grade of pass or fail. Students will be notified of the results of the test by the Office of Graduate Admissions and Enrollment in the College of Education approximately 3 to 4 weeks after the examination.

Students who do not pass the evaluation may retake it once. This is usually done during the following semester. Students who intend to retake the evaluation should register for EDIT 7000 with a program faculty member (academic advisor) for directed study to prepare for the exam. Student failed the second time of the evaluation will be dismissed from the program.

OTHER ISSUES

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Student Handbook* (https://catalog.ttu.edu)