# MASTER'S DEGREE IN INSTRUCTIONAL DESIGN AND EDUCATIONAL TECHNOLOGY

## STUDENT HANDBOOK

Academic Year: 2024 - 2025

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# SECTION I. Program Coordinator Message

Welcome to the Master's Degree in Instructional Design and Educational Technology!

The Master's Degree in Instructional Design and Educational Technology allows students to develop expertise and knowledge aligned with their instructional level and professional interests. The program builds professional skills in instructional design and technology related research, leadership, and team building within real-world service opportunities. TAMUCC's graduate program equips graduates who seek positions in education, health, industry, business related instructional design and training positions.

# SECTION II. Faculty and Staff

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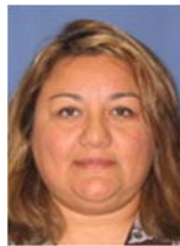361-825-2407
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# SECTION III. Learning Outcomes and Admission Requirements

**Program Learning Outcomes**

The Master's Degree in Instructional Design and Educational Technology prepares students to:
- Plan and develop effective, efficient instruction and related assessments using instructional design processes and principles to solve 21st century learning and performance problems.
- Design and develop complete, effective instruction for online learning environments in an active learning management system.
- Demonstrate knowledge, skills, and application of the field's underlying theories, knowledge base, and tools in an electronic portfolio, or website.

**Program Admission Requirements**

- Official transcripts from all undergraduate and graduate course work taken at any accredited college or University attended Foreign College credits/transcripts require an official foreign evaluation. TAMU-CC transcript is not required.
- Essay (Approximately 300-400 words in length which includes information about their reasons for pursuing graduate study and for choosing this specific graduate program)

**Program Admission Deadlines**

- Domestic Students: Final deadline for full receipt of complete applications according to beginning and midterm course cycle offerings is two weeks prior to the start of any term.
- International Students: Final deadline for full receipt of complete applications according to beginning and midterm course cycle offerings is three months prior to the start of any term.

**Course Offerings**

The Instructional Design and Education Technology masters program has 12 courses. Each course is 3 credit hours and offered totally online. Course titles and descriptions are presented below:

| Course Number & Title | Course Description |
|---|---|
| ERST 5302 – Studies in Equality of Educational Opportunities | Recent developments affecting the education of minority children and youth; innovations in program development and equality of educational opportunity. |

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| IDET 5300 – Instructional Design and Educational Technology Foundations | Conceptual foundations of the field of Instructional Design and Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field. Includes a research project. |
| IDET 5302 – Computer Applications in Education | Introduces the uses of technology in classroom environments. Examines and practices technology integration within classroom environments, using various applications, instructional and productivity software, as well as evaluation tools and resources. Addresses development of integrated instructional activities and a collaborative final project related to selected instructional goals. |
| IDET 5303 – Instructional Hypermedia | Application of a variety of computing applications integral to effective hypermedia development.  Study of hypermedia design research.  Production of a series of hypermedia objects in audio, video, and graphic production, as well as a final project related to selected instructional goals. |
| IDET 5304 – Instructional Design | Provides an introduction to instructional design theory, principles, and techniques and related learning theories. Considers various instructional design models including the Instructional Systems Development Model. Includes development of a final instructional design project. While there is no prerequisite for this course it is recommended that IDET 5304 be completed first. |
| IDET 5305 – Instructional Design Applications | Specification of research-based instructional strategies for various categories of learning outcomes. Applied use of educational technologies to design and develop instructional materials that are consistent with research findings in the field. |
| IDET 5310 – Internet Resources in Education and Training | Surveys uses of Internet resources for instruction. Considers design standards and software tools for web development. Considers instructional strategies involving use of Internet resources to support learning. |
| IDET 5317 - The Design and Development of Instructional Design Research | This fully online graduate course is designed to immerse students pursuing studies in instructional design and educational technology into a post-positivist perspective concerning the planning and execution of qualitative, quantitative, and mixed-method research endeavors. Within this context, students specializing in instructional design and educational technology will navigate and critically evaluate a myriad of methodological, paradigmatic, and ontological viewpoints pertinent to research, design, and development. The course begins by guiding students in crafting a researchable question, with ongoing guidance and input from the instructor. Subsequently, students embark on a comprehensive exploration of the pertinent literature, encompassing methodological aspects and literature relevant to their unique research inquiries. Fundamental to this course is the recognition that there is no universally superior research methodology; rather, certain techniques are better suited to specific situations. The overall objective is to introduce instructional design and educational technology students to the diverse spectrum of |

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| | mixed-methodological approaches available and the distinctive requirements particular to instructional design researchers, setting this field apart from more generalized research disciplines. By the conclusion of this course, students will have not only produced a draft research manuscript but will also have acquired an introductory understanding of multiple research processes necessary for future iterative studies in the instructional design and educational technology field. |
| IDET 5320 – Project Based Learning and Related Strategies for Technology Integration | A course designed to enable participants to thoughtfully plan for integration of computers and other media in instruction. Examines the Project-Based Learning Model to engage learners in projects requiring investigation, analysis, synthesis, and presentation in real-world situations. Considers a rationale for technology integration, learning theory, evaluation of interactive media, strategies for technology integration, and related student assessment. |
| IDET 5360 – Design Strategies for Online Instruction and Learning Management Systems | This course is designed to provide educators with an overview of the instructional and programmatic factors that should be considered when designing, developing, and delivering an online course. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. This course considers the specific needs of online students as well as the pedagogical and technical skills necessary to succeed when teaching online. Aspects of website usability and accessibility are also addressed. |
| IDET 5365 – Instructional Materials Development for Learning Management Systems | A course addressing research and best practices related to the development of instructional activities and materials for online instruction within a learning management system environment. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. Consistent with those standards, research sound instructional strategies for promoting student success. Covers legal, ethical, and safe behavior related to technology use. Considers research on the development and delivery of assessments and assignments that meet standards based-learning goals. Reviews research on assessment and measurement of learning and use of data from assessment and other sources to formatively modify content. |
| IDET 5397 – Instructional Design and Educational Technology Practicum | Students will design and assemble their IDET Masters journey professional portfolio and complete a service-based, on-the-job guided practice in the planning and use of educational technologies and instructional design skills within a program-approved learning environment. |

## Course Sequence

The IDET Master's program has six possible start dates throughout the year, as shown with the once-a-year course offerings shown below:

| Fall I | Fall II | Spring I | Spring II | Summer I | Summer II |
|--------|---------|----------|-----------|----------|-----------|
| IDET 5304 | IDET 5302 | IDET 5305 | IDET 5303 | IDET 5300 | IDET 5310 |
| ERST 5302 | IDET 5320 | IDET 5317 | | IDET 5360 | IDET 5365 |
| | | *IDET 5397 | *IDET 5397 | | |

*IDET 5397 is a full-term practicum course taken within the last 9 hours of one's program.

## SECTION V. PROGRAM SPECIFIC INFORMATION

### Student Organizations
Relevant, available student organizations related to their professional organizations include:
  ASCD Student Organization

### Conferences to Attend
Students are encouraged to respond to call for proposals to state, national and international conferences.

### Graduate Advisory Committee
New IDET Master's students are advised on their course schedule with IDET faculty.

### Culminating Event/Exit Requirements
Capstone Experience: Candidates for this degree must successfully present and orally defend their culminating portfolio of work to a faculty panel. This experience takes place in the IDET 5397 Practicum course.

## SECTION VI. General Information

### Enrollment Status
Graduate students should be aware of their enrollment status, as it may impact financial aid, veteran's benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status for graduate students is as follows:

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|---|---|
| Full-time graduate student | Fall or spring term = 9 hours |
| | Combined summer terms = 6 hours |
| Three-quarter-time graduate student | Fall or spring term = 7 hours |
| | Combined summer terms = 5 hours |
| Half-time graduate student | Fall or spring term = 5 hours |
| | Combined summer terms = 3 hours |

Please see "Tuition, Fees, and Financial Assistance" for the most current information regarding enrollment status requirements for graduate students and veterans receiving financial assistance administered through the Office of Student Financial Assistance.

**Continuous Enrollment**

The University does not have a continuous enrollment policy for master's students. In general, IDET program courses are offered only once a year. Master's students should also know that if they do not attend for two years, they will be required to reapply to the University. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

**Leave of Absence**

Students experiencing life changing or catastrophic events should consult with their program coordinator and/or department chair and request a Leave of Absence in writing from the College of Graduate Studies using the Request for Leave of Absence form. A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the faculty advisor, Program Coordinator, College Dean, and Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the period of time of the leave. Students should be aware that leaves of absences require suspension of all activities associated pursuit of the degree. See the catalog for more information.

**Maximum Course Load**

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester) without the approval of the appropriate college dean. See the Maximum Course Load section in the catalog.

**Repetition of a Course**

There are specific policies about repeating courses for higher grades, including the provision that graduate students may retake a maximum of two courses during graduate study at the University. Each course may be repeated only once. Some courses may be repeated for multiple credit if those courses are so designated in the course description and approved by the faculty or program advisor as designated by their college. Complete catalog information can be found in the Graduate Academic and Degree Requirements section of the catalog.

**Time Limit to Degree**

The requirements for a master's degree at Texas A&M University-Corpus Christi must be completed within seven years subsequent to admission to the program. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master's degree. Exceptions will require strong justification in writing from the student requesting the exception and submission of a revalidation plan. Credits earned at another university are not eligible for an exception. Written approval from the major department chairperson, the dean of the college offering the degree, the Graduate Dean, and the Provost are required. See the revalidation process below.

**Revalidation of Courses Beyond Degree Time Limit**

In order to revalidate dated courses, students should carefully attend to information in the catalog (see Graduate Academic and Degree Requirements section of the catalog. Revalidation

requests should be made using the Revalidation Request Form. The request form must be accompanied by a written justification, updated degree plan, and documentation to be used for revalidation. All revalidation requests and plans must be approved by the student's advisor, department chair, academic college Dean, Graduate Dean, and Provost.

**Academic Requirements for Graduate Work**
*Good Standing*
Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in "good academic standing" if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress), or CR (Credit) on all course work that does not affect GPA. A higher GPA may be required by some programs. In such cases, the higher standard will be substituted for 3.0 in all other matters related to good academic standing. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal can be found in the Graduate Academic and Degree Requirements section of the catalog. For information regarding the financial impact of scholastic probation and enforced withdrawal, see the Financial Assistance Suspension Policy in the Tuition, Fees, & Financial Assistance section of the catalog.

*Academic Integrity*
Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the Academic Integrity section of the catalog. Students can also access University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct Cases.

*Additional Information*
Information, policies, and procedures about tuition, fees, financial assistance, scholarships, and other topics important to graduate students can be found in the catalog. In addition to the catalog, web pages for offices and services on campus provide expanded information, forms, and contact names/phone numbers. Some of those webpages include the following:
College of Graduate Studies
Office of Student Financial Assistance
Office of International Education
GROW
Assistantships