Sul Ross State University’s
Master of Education
Educational Instructional Technology Program

2020-2021
Welcome to the Sul Ross State University Master of Education Educational Instructional Technology Program. Congratulations on making the decision to continue your formal education. The purpose of the Master of Education Educational Instructional Technology Program is to prepare students of the Big Bend and US-México border regions of Texas to use technology to innovate teaching, learning, accelerate good digital practices, and solve tough problems in education through empowering learners and leveraging 21st century skill sets.

The Master of Education Educational Instructional Technology Program is a 30-hour comprehensive program that includes a 3-hour capstone course in which a case study and an electronic portfolio with selected learning artifacts demonstrate the mastery of the Student Learning Outcomes. Upon completion of the Educational Instructional Program, the portfolio may serve as an interview tool for professional advancement. The curriculum for the Educational Instructional Program reflects Student Learning Outcomes aligned to the International Society of Technology Education, ISTE, standards, which prepares students to design and facilitate evidence-based professional learning, advocate for good digital citizenship practices, model and support data-driven decision making, and inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning.

This handbook will serve as your guide throughout the program; however, information contained in this handbook does not replace information from me, your advisor. When in doubt, please contact me with your questions or concerns. I am always happy to help you in any way I can. Wishing you success and fulfillment as you begin this graduate school journey,

Jennifer Miller, Ph.D.
M.Ed. Educational Instructional Technology Program Coordinator
Assistant Professor
Alpine, TX. 79832
432-837-8013
jennifer.miller@sulross.edu
Acknowledgement and Agreement Form

Signature of Acknowledgement

This is to acknowledge that I have received and understood the Sul Ross State University M.Ed. Educational Instructional Technology program manual. I understand that it is my responsibility to abide by standards, guidelines, and policies set forth in the Educational M.Ed. Educational Instructional Technology program manual.

Student Signature: _____________________________________

Date: ________________________________
EIT M.Ed. Program Overview

Master of Education Educational Instructional Technology Program

Sul Ross State University’s Educational Instructional Technology online program is a 30-hour graduate program leading to a Master of Education degree. The majority of courses offered in the EIT program are delivered in an 8-week course format. Prospective students will follow the admission procedures outlined in a subsequent section in this program manual. Students will be responsible for completing all required coursework which includes one 16 week capstone course, in which participants complete a case-study and portfolio defense. The EIT program allows for maximum flexibility, enhancing future-ready skill sets while juggling the demands of family, work, and life. The increasing use of technology in every area of education means professionals armed with the skills acquired in the M.Ed. EIT program are in high demand. Professionals earning the M.Ed. Educational Instructional Technology degree are well prepared for careers in the following occupations and beyond.

- K-12 Technology Administration
- Technology Integration
- Curriculum Development (Technology Implementation)
- Online Distance Education
- Higher Education Instructional Design
- Online Learning
- Distance Learning
- Educational Multimedia Design
- Corporate or Military Training/Instructional Technology

Student Learning Outcomes

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Sul Ross State University requires that all degree programs include Student Learning Outcomes (SLO). The Student Learning Outcomes identify the knowledge, skills and/or attitudes that students are expected to demonstrate before completing their program. Although these SLO’s will be infused in all courses, the assessments for the SLO’s will be embedded in designated courses.
1. Design authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments.

2. Effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high quality learning in an educational setting.

3. Plan, provide and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students will use the use both qualitative and quantitative data to inform their own instruction and professional learning.

As part of each EIT graduate student’s coursework, student-learning outcomes will be measured through a series of assessments in which students will demonstrate mastery through an evidence-based approach. Learning artifacts will include the creation of media, a professional blog, and ongoing case study.

**Application Process**

**Step One:** Students should begin the application process on the Sul Ross State University Graduate admission’s webpage at [https://www.sulross.edu/admissions](https://www.sulross.edu/admissions). Interested applicants will apply through Apply Texas. If you have questions regarding applying to Sul Ross please contact Graduate Admissions at 432-837-8052 or email admissions@sulross.edu. For admission into the EIT M.Ed. program, candidates must meet the following requirements.

- Hold a bachelor’s degree from an accredited institution of higher education.
- Have a 3.0 overall GPA or in the last 60 hours

**Application Deadlines**

<table>
<thead>
<tr>
<th>Admit Terms</th>
<th>U.S. Citizen</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>1 August 2020</td>
<td>1 April 2020</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>1 December 2020</td>
<td>1 October 2020</td>
</tr>
<tr>
<td>Summer I 2021</td>
<td>1 May 2021</td>
<td>1 March 2021</td>
</tr>
<tr>
<td>Summer II 2021</td>
<td>1 June 2021</td>
<td>1 March 2021</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>1 August 2021</td>
<td>1 April 2021</td>
</tr>
</tbody>
</table>

**Step Two:** Begin completing the application in Apply Texas. Candidates will need to provide the following in Apply Texas to submit a completed application. Forms submitted in Apply
Texas can be located on the Education website under Master of Education Program Applications, https://www.sulross.edu/section/205/department-education.

1. **State and Federal Mandated Data Collection form**

2. **Educator’s Code of Ethics Affirmation form**

3. **Statement of Purpose**

   In a 2-3-page Word document (1.5 spaced, 11pt Times New Roman Font) Provide a personal statement of purpose discussing the following:

   - Why you are pursuing a Master of Education degree?
   - Your background experiences as an educator and how they have prepared you for completing a graduate degree?
   - What are your professional goals as an educator?
   - How will a Master of Education degree enable you to meet those goals?
   - What do you believe your strengths as an educator are, as well as other qualities that speak to your success in the SRSU M.Ed. Program?

4. **Media Presentation**

   Using the questions below, create a short video or presentation introducing yourself to the Educational Instructional Technology professors. Applicants may email a link to view or attach the file to an email. Media formats available for use include: YouTube video link, PowerPoint Video Presentation, Google Slide link, MP4.

   - What have your experiences with instructional technology, or educational technology been thus far which have led you to pursue a graduate degree?
   - What is your understanding of our Educational Instructional Technology master's program?
   - Upon completion of the program, what are your goals for your earned Master of Education in Educational Instructional Technology degree?

5. **FERPA form**

   **Step 3:** After submitting the application to Apply Texas, candidate applications are evaluated by a program committee using a rubric that evaluates the following.

   - **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one
or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.

- **Content Development**: The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose**: The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language**: Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material**: In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.
- **Technique**: Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

**Step 4**: Letter of Acceptance
Candidates will be notified within 5 business days via email regarding the decision of acceptance into the EIT program. A letter of acceptance will be offered to candidates who are accepted into the program. It is the student’s responsibility to sign and email the program coordinator within 15 calendar days accepting admittance into the program. Failure to sign and return via email a signed acceptance letter will result in the candidate reapplying to the program.

**Step 5**: Advising and Registration for Upcoming Semester
After program candidates are accepted, contact the program coordinator to begin the process of registration. Below are additional requirements regarding course work and the course rotation schedule.

**Program Requirements**

**Degree Plan/Certification Plan**

A degree plan will be developed once the student is accepted into the program. This degree plan will be sent to the student with the departmental letter of acceptance, along with a copy of the Educator's Code of Ethics and the Statement of Affirmation. Students should keep a copy of
their signed degree plan for their records. Students seeking a Master's degree will have a degree plan, while students seeking certification only will have a certification plan. Both are developed upon entering the program because they serve as the primary tool for advisement. It is the student's responsibility to keep the degree/certification plan updated after each semester. A copy of the degree plan is provided in this program manual.

**Course Requirements**

The Educational Instructional Technology graduate program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom. Our web-delivered program allows students to continue employment while obtaining an advanced degree. Sul Ross utilizes the Blackboard course management system to deliver high quality instruction online. The following courses are required for a Master of Education Educational Instructional Technology degree.

**Course Descriptions**

**ED 6375 Foundations of Educational Technology (3-0). Education.** This course provides students with an overview of the historical, theoretical, and philosophical foundations of educational technology. Current trends and research, emerging technology, and critical issues will be examined and the student will have the opportunity to apply newly acquired technological knowledge and skills to a variety of educational environments.

**ED 6376 Inquiry-Based Research Methods (3-0). Education.** This course examines methods and approaches to graduate level research, including qualitative, quantitative, and mixed-method inquiry. Special attention will be given to inquiry-based approaches and social constructivist learning theories, as well as the ethical research of human subjects. *Must be taken within the first 12 hours of coursework.*

**ED 6377 Instructional Design (3-0). Education.** This course provides students with an insight into the theories and process that guide effective instructional design. A systems-approach to designing instruction will be examined, along with methods to evaluate instructional methods.

**ED 6378 Integration of Technology into the Curriculum (3-0). Education.** This course examines the advantages and challenges of effectively integrating technology into the curriculum in an effort to promote student motivation, engagement, and learning. Technologies assisting school personnel in assessment, evaluation, record-keeping, and data collection will be examined as well. *Recommended to be taken before ED 6379 Implementation of Ed Tech Program in the Educational Setting.*
ED 6379 Implementation of Ed Tech Program in the Educational Setting (3-0). Education. This course examines best-practices for the implementation of educational technology programs in the educational environment through the development of specific goals and a strategic plan. Although educational settings will be emphasized, strategies can be applied to a variety of settings and occupations. *Recommended to be taken after ED 6378 Integration of Technology into the Curriculum.*

ED 6380 Special Topics in Ed Tech - Digital Assessment of Learning (3-0). Education. Special topics courses provide the student with the opportunity to examine the role of educational technology in a variety of settings, through a case-study type approach. This Digital Assessment of Learning course examines the application of technology for learner assessment and feedback. It introduces the concept of digital assessment strategies that engage the interest and meet the diverse needs of learners through alternative assignment and assessment formats. It also spotlights digital ways to implement data driven instruction for improving teacher performance.

ED 6381 Critical Issues in Ed Tech (3-0). Education. Students will examine their role as the agent of change and how that role affects and influences the diffusion of technology and the delivery of its services in setting. Probable sociological, financial, and educational implications of the application of change will be examined, as well as approaches to reduce the occurrence of undesirable consequences.

ED 6382 Basic Application of Media and Technology (3-0). Education. This course identifies available technologies used to enhance instructional design and delivery. Concentration will be placed on the utilization of multimedia, print materials, audiovisual, computer and web-based technologies, and digital formatting for educational and instructional purposes.

ED 6383 Educational Technology Capstone with Portfolio Development (3-0). Education. This course is reserved for students enrolled in the final semester of the Educational Technology graduate program. Students will utilize an electronic portfolio to present an approved topic of research and/or review of program for peer and faculty committee presentation. *Enrollment must be approved by advisor. This is the only 16 week course and should be taken in the last long semester.*

ED 7300 Advanced Applications of Media and Technology (3-0). Education. This course explores the uses of multimedia in the classroom and extends the teachers skill base in the development of advanced multimedia examples to support and enhance the curricula.
Throughout the course students will gain experience in and still and motion digital editing, audio and animation production.

**Course Sequence**

Several of the required courses are only offered once a year; therefore, it is important to plan the sequence in which you take the courses carefully. By taking two courses during the long semesters and two courses during each summer session, the program can be completed within one year; however, students are allowed up to six years in which to complete the program. Individual flexibility is accepted and anticipated. Your major advisor is available for consultation when planning your course sequence. The 2020-2021 course sequence can be located on the EIT program webpage, [https://www.sulross.edu/page/4805/master-education-educational-instructional-technology](https://www.sulross.edu/page/4805/master-education-educational-instructional-technology).

**2 Year Course Rotation**

**Fall**
- ED 6375 Foundations of Educational Technology, 1st 8 Week Rotation
- ED 6376 Inquiry-Based Research Methods, 2nd 8 Week Rotation
- ED 6377 Instructional Design, 1st 8 Week Rotation
- ED 6378 Integration of Technology into the Curriculum, 2nd 8 Week Rotation
- ED 6379 Implementation of Ed Tech Program in the Educational Setting, 1st 8 Week Rotation
- ED 6382 Basic Applications of Media and Technology, 1st 8 Week Rotation
- ED 6380 Digital Assessment of Learning, 2nd 8 Week Rotation
- ED 6383 Educational Technology Capstone with Portfolio Development, 16 Week Rotation

**Spring**
- ED 6375 Foundations of Educational Technology, 1st 8 Week Rotation
- ED 6376 Inquiry-Based Research Methods, 2nd 8 Week Rotation
- ED 6377 Instructional Design, 2nd 8 Week Rotation
- ED 6380 Digital Assessment of Learning, 2nd 8 Week
- ED 6381 Critical Issues in Ed Tech, 1st 8 Week Rotation
- ED 6383 Educational Technology Capstone with Portfolio Development, 16 Weeks
- ED 7300 Advanced Applications of Media and Technology, 2nd 8 Week Rotation

**Summer I**
- ED 6375 Foundations of Educational Technology
- ED 6376 Inquiry-Based Research Methods
- ED 6381 Critical Issues in Ed Tech
- ED 6382 Basic Applications of Media and Technology
Graduation Requirements for M.Ed. EIT

1. **Case Study and Portfolio Defense**
Candidates will present final outcomes of a case study and a final portfolio website showcasing growth over the course of the program to a university committee comprised of EIT program faculty. The presentation should encompass evidence produced over the entire 30 hour program. The purpose of the presentation, case study, and final portfolio is to assess the candidate’s knowledge obtained over the course of the program and their ability to apply knowledge to real world problems and situations. During their final semester in the program, candidates will apply to schedule the case study and portfolio defense. Applications can be located on the education website, [https://www.sulross.edu/page/1775/education-department-forms](https://www.sulross.edu/page/1775/education-department-forms).

2. **Complete 30 Hours of M.Ed. Coursework**
Students must complete 30 hours of coursework following guidelines as outlined in the handbook. Students will need to apply for graduation and submit necessary paperwork with the Registrar, [https://www.sulross.edu/page/4326/graduation-diplomas-and-commencement](https://www.sulross.edu/page/4326/graduation-diplomas-and-commencement).

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications forms can be found on the SRSU webpage. (Academics>Professional Studies>Education>Forms)

**Break in Enrollment**
Non-enrollment for a period longer than a semester will require reapplying to the university. Reapplying will necessitate an additional fee.

**OER Resources/Textbooks**
The EIT program encourages the use of OER materials. For this reason, only one course will require a textbook, the research course ED 6376.
STUDENT RESPONSIBILITIES

Confidentiality
Confidentiality is of utmost importance for the students enrolled in the EIT program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violation of confidentiality could result in dismissal from the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted on Blackboard. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to-know basis.

Class Attendance
Students will be dropped from courses for non-participation. Students should review the SRSU Online Absence Policy posted in each course syllabus.

Grade Policy
Graduate students are expected to maintain a 3.0 GPA average throughout the program. Students can receive only 1 “C” during the program, without having to repeat the course.

Academic Integrity
Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80). In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

SRSU Distance Education Statement
Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student
conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>EIT Fall Application Acceptance Ends</td>
</tr>
<tr>
<td>August 23</td>
<td>Regular Registration Ends</td>
</tr>
<tr>
<td>August 24</td>
<td>First Day of Classes, 8 Week Fall Session 1 Begins</td>
</tr>
<tr>
<td>August 27</td>
<td>Last day for students to register</td>
</tr>
<tr>
<td>August 31</td>
<td>Last Day to drop 1st 8 week course without creating an academic record</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Sept. 8</td>
<td>Last day to drop 16 week course without creating an academic record</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Last day for students enrolled in 1st 8 week session to drop and receive W</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Final Exams for 1st 8 Week Courses</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Final Grades for 1st 8 Week Fall Term</td>
</tr>
<tr>
<td></td>
<td>2nd 8 Week Fall Term Begins</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Last day for schedule changes, 2nd 8 week term</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Last Day to drop 2nd 8 week course without creating an academic record</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Veterans Day holiday</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw from the 16 week course/term with a grade of W.</td>
</tr>
<tr>
<td></td>
<td>Last day to apply for May graduation without a late fee</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Last day students enrolled in 2nd 8 wk. to drop a course with grade of W.</td>
</tr>
<tr>
<td>Nov. 25-27</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Last class day before finals</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Finals, End of Term</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Final Grades of Graduates Due</td>
</tr>
<tr>
<td>Dec. 11</td>
<td>Fall Commencement, Pete P. Gallego Center, 7 p.m.</td>
</tr>
<tr>
<td>Dec. 14</td>
<td>Fall Grades Due</td>
</tr>
<tr>
<td>Spring 2021</td>
<td></td>
</tr>
<tr>
<td>Jan. 8</td>
<td>Payment Deadline for Pre-registration</td>
</tr>
<tr>
<td>Jan 10</td>
<td>First day of classes, 16 week and 1st 8 week term</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Last day of late registration/schedule changes</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Last day to drop 1st 8 week course without creating an academic record</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Last day to drop 16 week course without creating an academic record</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Last day for students in 1st 8 wk to drop a course and receive a W.</td>
</tr>
<tr>
<td>March 5</td>
<td>Final exams, 1st 8 week term</td>
</tr>
<tr>
<td>March 8-12</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
March 15  Final grades for 1st 8 week term students submitted by noon
Mid Semester, 16 week term
Classes begin, 2nd eight week term
March 17  Last day for schedule changes, 2nd eight week term
March 22  Last day to drop 2nd 8 week course without creating an academic record
April 1   Last day to withdraw from the 16 week course/term with grade of 'W'.
          Drops must be processed and in the university registrar's office by 4 p.m.
          Last day to apply for August graduation without a late fee
          Last day to apply for December graduation without a late fee
April 2   Good Friday Holiday
April 12  Last day for students enrolled in 2nd 8 week courses to drop a course and
          receive a 'W'
April 28  Last class day before finals, 16 week term
April 30-May 5  Final Exams 16 Week Term
May 5    Final Exam, end of Term 2nd 8 week course
May 6    Final grades for graduating students due; grades must be submitted by
          noon
May 7    Spring Commencement, Pete P. Gallego Center, 7 p.m.
May 10   Final grades for continuing students due; grades must be submitted by
          noon

Summer I 2022

Jun 2    First Day of Class
June 4   Last day of late registration and schedule changes
June 21  Mid-Term, Last day to drop Summer I
July 5   Independence Day Holiday
July 6   Final Exams, End of Summer I Session
          Last Day to register without late fee for Summer II
Summer II 2022

July 7   First day of classes, Summer II
          Final Grades Due Summer I
July 9   Last day for late registration and schedule changes for Summer II
July 26  Mid-Term Session II
July 30  Last day to drop Summer II course
Aug. 9   Final Examinations, End of Term
Aug. 10  Final Grades Due