

EDIT Course Descriptions

EDIT 6600 *Introduction to Instructional Technology* (3 hrs)

An introduction to the field of Instructional Technology covering historical perspectives, current trends, and implications for school, military, and industry contexts.

EDIT 6602 *Instructional Design* (3 hrs)

An introduction to major instructional design models and theories of learning influential to teaching, training, and performance support.

EDIT 6603 *Special Topics in Instructional Technology and Design* (3 hrs)

Selected topics covering trends and issues relevant to the field of Instructional Technology. May include such topics as assistive technology, mobile learning, games and simulations, online identities, and international perspectives on teaching with technology. (Field experience may be required in some semesters.)

Prerequisites: EDIT 600

EDIT 6604 *Instructional Technology Tools and Development* (3 hrs)

Survey of common technology tools used to develop instructional materials for diverse learners in a variety of contexts. Students apply these tools to develop instructional products.

Prerequisites: EDIT 600, EDIT 602

EDIT 6605 *Advanced Multimedia Tools and Development/Practicum* (3 hrs)

Continuation of EDIT 604. Students explore advanced technology tools and develop professional quality instructional products. Accessibility options for exceptional learners are explored. (Field experience required.)

Prerequisite: EDIT 604

EDIT 6606 *Design and Development of Online Learning* (3 hrs)

Introduction to the theories of learning and design relevant to the development of instructional materials for the Internet suitable to the learning needs of diverse audiences. Accessibility options for exceptional learners are explored. Students develop expertise in the use of relevant digital communication technologies and several learning management systems. Students create instructional materials deployable to the Internet and mobile devices.

EDIT 6607 *Instructional Program Evaluation* (3 hrs)

Application of quantitative and qualitative research methods to the assessment and evaluation of instructional programs. Students learn to systematically evaluate programs and propose improvements, modifications, and resources. (Field experience required.)

Prerequisites: EDIT 600, EDIT 602, EDUC 699

EDIT 6608 *Instructional Technology Program Administration* (3 hrs)

Introduction to the management of instructional technology programs. Students learn to effectively coordinate various aspects of instructional technology programs for schools and industry including budgeting, grant writing, materials ordering and acquisition, storage and security, and human resources. (Field experience required.)

Prerequisite: EDIT 607

EDIT Course Descriptions

EDIT 6609 *Human Resource Development* (3 hrs)

A focus on training and development is offered based on adult learning principles. The course explores human resource development via the ADDIE Model: analysis, design, development, implementation, and evaluation.

EDIT 6610 *Instructional Audio and Video* (3 hrs)

Survey of design and development techniques for creating instructional audio and video resources.

Prerequisite: EDIT 602

EDIT 6611 *Instructional Product Evaluation* (3 hrs)

Overview of theories and methods for evaluating instructional products, including design considerations, client needs, accessibility for exceptional learners, and usability.

Prerequisite: EDIT 605

EDUC 7702 *Advanced Media and Technology for Educators* (3 hrs)

A survey of advanced technology tools relevant to the needs of classroom teachers, with an emphasis on integration. (Field experience required.)

Prerequisite: Competency in basic computer/Internet skills and technology tools such as Microsoft Office Suite assumed.

EDIT 7778 *Capstone* (3 hrs)

As the final evaluation of an individual's achievements in the MA program, each candidate creates and presents a scholarly, personal synthesis of her/his experiences in the program - courses, readings, observations, papers, research, teaching, initiatives, reflections, insights, changes, etc. This "capstone" provides an opportunity for each candidate to demonstrate *mastery* as a reflective, scholarly, proactive educator. The candidate should provide evidence of the habits of mind which characterize a continuously developing professional educator who continues the pursuit of knowledge in the field of Instructional Technology.

Prerequisite: Full or close completion of the Master of Arts graduate program requirements.