Master of Arts in Education
Curriculum and Instruction
Instructional Technology

Program Handbook

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Introduction

The Martha Dickerson Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach Pre-K through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Martha Dickerson Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As a you seek a Master's degree in Curriculum and Instruction - Instructional Technology, you will have the opportunity to interact in classes with peers who are pursuing the same degree and with instructors who have had extensive teaching and scholarly experience in the area of instructional technology.

Mission

The mission of the department of Educational Specialties is to prepare and support educational professionals in their development as effective practitioners.

Nondiscrimination Policy

"APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information. The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels." APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address: Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners. Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences. Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continuous personal improvement.

Accreditation

The Martha Dickerson Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in 2014; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2021. Accreditation is the seal of approval that verifies quality in educator preparation.

Program Description

This program is for persons wishing to provide leadership in instructional technology, for teachers who want to advance their teaching skills through the use of technology, or for those interested in preparing for work in a training environment. Completion of this degree does not require teacher licensure. The program addresses the selection, application, and evaluation of technology with classroom work and hands-on in the field projects. Graduates from the program do work as building level technology leaders, trainers and IT specialist as well as teachers with improved technology skills.

Performance Standards for Instructional Technology Master's Degree (AECT-2012)

Standard	Indicators
AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.	1.1 Creating - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches. 1.2 Using - Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy. 1.3 Assessing/Evaluating - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials. 1.4 Managing - Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. 1.5 Ethics - Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.
AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.	2.1 Creating - Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes. 2.2 Using - Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. 2.3 Assessing/Evaluating - Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice. 2.4 Managing - Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy. 2.5 Ethics - Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.
AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	3.1 Creating - Candidates create instructional design products based on learning principles and research-based best practices. 3.2 Using - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles,theories, and effective practices.

	3.3 Assessing/Evaluating - Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. 3.4 Managing - Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance. 3.5 Ethics - Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice, and respect for copyright, Fair Use, and appropriate open access to resources. 3.6 Diversity of Learners - Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.
AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	4.1 Collaborative Practice - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners. 4.2 Leadership - Candidates lead their peers in designing and implementing technology-supported learning. 4.3 Reflection on Practice - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth. 4.4 Assessing/Evaluating - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities. 4.5 Ethics - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance	5.1 Theoretical Foundations - Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. 5.2 Method - Candidates apply research methodologies to solve problems and enhance practice. 5.3 Assessing/Evaluating - Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. 5.4 Ethics - Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.

Curriculum and Instruction - Instructional Technology Master's Program
Curriculum Map

Standard	Introduced	Reinforced	Assessed
AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to **create, use, assess, and manage** theoretical and practical applications of educational technologies and processes.	EDUC 5611 EDUC 5613 EDUC 5618	EDUC 5616 EDUC 5617 EDUC 5625 EDUC 6000*	EDUC 6005
AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective **implementation** of educational technologies and processes based on contemporary content and pedagogy.	EDUC 5613 EDUC 5618	EDUC 5614 EDUC 5616 EDUC 5617 EDUC 5621 EDUC 5625	EDUC 6005
AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective **learning environments**.	EDUC 5611 EDUC 5613	EDUC 5617 EDUC 5621 EDUC 5625	EDUC 6005
AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive **community of practice.**	EDUC 5611 EDUC 5613 EDUC 5618	EDUC 5617 EDUC 5621 EDUC 5625 EDUC 6000*	EDUC 6005
AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply **methods of inquiry** to enhance learning and improve performance	EDUC 5618	EDUC 5000 EDUC 5625	EDUC 6005

*EDUC 6000 is the field experience course for this program. In it, students are required to spend 30 hours shadowing a professional technology mentor and writing a detailed reflection of their experience.

Student Learning Outcomes

Student Learning Outcome	Assessed	Assessed
1.1 Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.	EDUC 5613	EDUC 6005
1.3 Assessing/Evaluating - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.	EDUC 5616	EDUC 6005
2.2 Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.	EDUC 5614	EDUC 6005
2.5 Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.	EDUC 5625	EDUC 6005
3.1 Candidates create instructional design products based on learning principles and research-based best practices.	EDUC 5614	EDUC 6005
3.3 Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.	EDUC 5613	EDUC 6005
4.3 Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.	EDUC 6000	EDUC 6005
4.4 Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.	EDUC 5617	EDUC 6005
5.1 Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. 5625, 6005	EDUC 5618	EDUC 6005
5.2 Candidates apply research methodologies to solve problems and enhance practice.	EDUC 5000	EDUC 6005

EDUC 5000 - Research in Education: Study and practice in the techniques of educational research; isolation of research problems; development of skill in reading, interpreting and applying research with extensive reading related to the student's interest.

EDUC 5611 - Educational Computer Application: Students will demonstrate competency in computer applications in the instructional process, including the development of learning materials, the location of resources, and the use of software for assessment and management of the learning environment.

EDUC 5613 - Instructional Design: Students will demonstrate competency of the fundamental principles of instructional design and technology. The course provides a foundation of theory in practice of instructional design using a systems approach to the development of instruction.

EDUC 5614 - Electronic Publishing: The basis of electronic publishing for paper and electronic products.

EDUC 5616 - Multimedia Creation: Technical skills in the areas of graphics, audio, and hypermedia creation to create a hypermedia based project.

EDUC 5617 - Instructional Internet Use: Provides teachers with the technical skills and ideas to use the Internet in their classroom.

EDUC 5618 - Visual Literacy and Design: The study of the principles of visual design applied to the development of instructional materials.

EDUC 5621 - Instruction on Video Design: Basics of video design and application of video in an educational setting.

EDUC 5625 - Digital Civics: This course examines the need for digital civics education and explores how the nine key elements of digital citizenship (access, etiquette, law, communication, literacy, commerce, rights and responsibilities, safety and security, and health and wellness) can be addressed in school and business settings.

EDUC 6000 - Practicum in Instructional Technology: This course provides practical, guided experience in instructional technology. Students work under the direct supervision of a practicing technologist while reflecting on their experience.

EDUC 6005 - Instructional Tech Project: Capstone experience in which the student creates a project based on current research and principles of instructional design using current technologies. The project is created, implemented and tested. All students will publicly present their project and findings.

Key Contacts

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	Dr. Catherine Gatewood-Keim, Assistant Professor, Dept. of Educational Specialties. Claxton 101-E, 931.221.7767, gatewoodkeimc@apsu.edu

After declaring a Curriculum and Instruction - Instructional Technology major, you will meet with the Graduate Coordinator to create a program of study, and you will be assigned an advisor who is knowledgeable about the program. You will meet with your advisor prior to the beginning of each semester in order to determine your progress and courses to take in order to complete the program. Near the end of each semester you will be entitled to priority advising and can enroll in classes on the first day of registration. Your advisor will be available to assist you throughout your program.

Criteria for Admission

- Undergraduate GPA of 2.75

Milestone Assessment

Students must complete three milestones while completing this program. Milestone I will be completed while in the first term of enrollment. Milestone II must be completed before enrolling capstone course. Milestone III occurs at graduation.

Capstone Course: Educ 6005 – Instructional Technology Project is the capstone course for this program and must be taken the last term of enrollment. It is offered each semester on an independent basis. Milestone II is prerequisite.

Research Plan I:

1. Research Foundations/Methods course from a graduate course, with the minimum of one advisor/teacher to oversee.
2. Written capstone project reviewed by graduate committee
3. Oral presentation of capstone project reviewed by graduate committee

Academic Support

• Peer Tutoring: Free group support for undergraduate courses for APSU students. Tutoring is available for most core courses and some upper-division courses. To schedule sessions with a peer tutor, please stop by MX 124 or call (931) 221-6550.

• Writing Center: Free individual assistance with any paper, for any class, in any writing style, for APSU students. To schedule sessions with a writing tutor, please stop by the Writing Center (in the Library) or call (931) 221-6550.

• Workshops: GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available.

• Martin Golson, Director, 931 221 6553 Academic Support Office

Graduate Academic Policies and Guidelines

http://catalog.apsu.edu/content.php?catoid=23&navoid=942

Scholarships and Financial Aid

The College of Graduate Studies offers Graduate Assistantships to current and prospective students.   The Diversity Fellowship Grant and the Phi Kappa Phi Fellowship are also available to current APSU graduate students.   For more information on these opportunities, please see below:

Graduate Assistantships

Diversity Fellowship Grant

Phi Kappa Phi Fellowship

Hoppe Leadership Endowment

250R Reduced Rate Tuition Program

Office of Financial Aid

Only a few graduate assistantship positions are available at any given time; therefore, you may need to pursue another avenue of financial support for graduate school. The APSU Office of Financial Aid can help guide you to financing your education or applying for student loans.

Office of Financial Aid

Ellington Building, Room 216

Phone: (931) 221-7907 , Toll-Free: (877) 508-0057

sfao@apsu.edu

Graduate Academic Policies and Guidelines

Accelerated Master's Pathways

Graduate College Honors Regulation

Credit Load

Time Status Classification and Maximum Load

Course Registration, Course Repeats and Dropping, Withdrawal from the University

Grading System

Class Attendance, Grading and Course Withdrawal Limitations

Academic Status and Graduate Appeal Processes

Graduate Care and Fresh Start Guidelines

Student Due Process

Appendix A: Calendar of Course Offerings

Class	Offered	Offered	Offered	Offered
EDUC 5611 (3)	Summer I, 2018	Summer I, 2019	Summer I, 2020	Summer I, 2021
EDUC 5613 (3)	Summer I, 2018	Summer I, 2019	Summer I, 2020	Summer I, 2021
EDUC 5614 (3)	Summer II, 2018	Summer II, 2019	Summer II, 2020	Summer II, 2021
EDUC 5616 (3)	Fall I, 2018	Fall I, 2019	Fall I, 2020	Fall I, 2021
EDUC 5617 (3)	Spring I, 2019	Spring I, 2020	Spring I, 2021	Spring I, 2022
EDUC 5618 (3)	Fall I, 2018	Fall I, 2019	Fall I, 2020	Fall I, 2021
EDUC 5621 (3)	Fall II, 2018	Fall II, 2019	Fall II, 2020	Fall II, 2021
EDUC 5625 (3)	Spring II, 2019	Spring II, 2020	Spring II, 2021	Spring II, 2022
EDUC 5000 (3)	Summer, 2018	Fall, 2018	Spring, 2019	Summer, 2019
EDUC 6000 (1)	Summer, 2018	Fall, 2018	Spring, 2019	Summer, 2019
EDUC 6005 (2)	Summer, 2018	Fall, 2018	Spring, 2019	Summer, 2019

Appendix B: Milestone Checklist

Martha Dickerson Eriksson College of Education

Graduate Programs

Milestone II Checklist

Required before admission to EDUC 5700, 6005, 5150, 6990; SPED 6570; RDG 5860; MATH 5940

Candidate Name: _____   Program: _____

A#: _____

_____ Current GPS: Must be 3.0 or better

_____ Completed Program of Study

_____ Completed Substitution Form if Needed

_____ Completion of Research Course

        EDUC 5000 for the Following Graduate Programs:

        EDUC 5720 for the MAE Educational Leadership

        EDUC 6050 for all EDS Programs

_____ Location of Field Experience: _____

_____ Length of Field Experience in Hours: _____

_____ _____
Chair of Graduate Committee   Date

_____ _____
Student Signature   Date

_____ _____
Signature of Graduate Coordinator   Date

Note: this form is to be completed by the Committee Chairperson and returned to the Graduate Coordinator. The original will be filed in the student's file and a copy given to APSU Licensure Official for recording in banner. This must be done before the student will be allowed to register for the capstone course for each program.
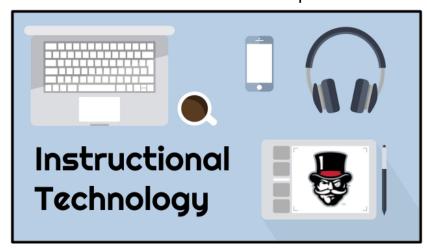
Revised 3.26.2012

Appendix C - Program Overview

Martha Dickerson Eriksson College of Education - Austin Peay State University

Master of Arts in Education

Curriculum and Instruction with a Specialization in

New Cohort Beginning Summer I 2018

This program is for persons wishing to provide leadership in instructional technology, for teachers who want to advance their teaching skills through the use of technology, or for those interested in preparing for work in a training environment. Completion of this degree does not require teacher licensure. The program addresses the selection, application, and evaluation of technology with classroom work and hands-on in the field projects. Graduates from the program do work as building level technology leaders, trainers and IT specialist as well as teachers with improved technology skills.

Term	Courses - All courses are online.
Summer I 2018	EDUC 5611, EDUC 5613
Summer II 2018	EDUC 5614
Fall I 2018	EDUC 5616, EDUC 5618
Fall II 2018	EDUC 5621, EDUC 5000
Spring I 2019	EDUC 5617, EDUC 6000
Spring II 2019	EDUC 5625
Summer 2020	EDUC 6005