



Eriksson

College of Education

Master of Arts in Education
Curriculum and Instruction
Instructional Technology



**2024-2025 Program
Handbook**

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Introduction

The Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach PreK through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As you seek a Master's degree in Curriculum and Instruction with a concentration in Instructional Technology, you will have the opportunity to engage 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.

Austin Peay State University Accreditation

Austin Peay State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist, and doctorate degrees. Questions about the accreditation of Austin Peay State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Eriksson College of Education Accreditation

The 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 2021; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2028.

Mission Statements

University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Department Mission

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

Program Mission

The mission of the Curriculum & Instruction: Instructional Technology master's program is to prepare individuals to use effective instructional design and technologies in professional settings.

Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals. A list of student rights can be found at www.apsu.edu/handbook/student-code/student-rights.php. If you have questions, please contact the Office of Student Affairs at 931-221-7341.

University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation.

Access the numerical or alphabetical policy index by visiting this link:

<https://www.apsu.edu/policy/>. Policies addressing the APSU Code of Conduct for students may be found by visiting this link: <https://www.apsu.edu/handbook/student-code/>.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin Peay State University.

Bulletins may be accessed by visiting this link: <https://www.apsu.edu/registrar/bulletins.php>

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link:

<https://www.apsu.edu/handbook/> The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to dates, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

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

Support Resources

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 learn more or schedule sessions with a peer tutor, please visit <https://www.apsu.edu/lrc/tutoring/>.
- Writing Center: Free individual assistance with any paper, for any class, in any writing style, for APSU students. To learn more or schedule sessions with a writing tutor, please visit <https://www.apsu.edu/writingcenter/> or stop by the Writing Center (located in the back of Woodward Library).
- Workshops: GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available. To learn more, visit <https://www.apsu.edu/grad-studies/future-students/entrance-exams.php>.
- The Office of Disability Services (ODS) provides services for students with physical, mental, or learning disabilities. For more information, please visit <https://www.apsu.edu/disability/> or call (931) 221-6230. The ODS is located in Morgan University Center Room 114.

Student Support Services

APSU offers a variety of student support services, including access to the Felix G. Woodward Library and Boyd Health Services. Visit the following link to learn more:

https://www.apsu.edu/govnow/student_support_services.php. APSU also offers many services to its graduate students, including discounted childcare, access to the Foy Fitness Center, and free access to the Health Services and Counseling Services clinics. Visit the following link to learn more: <https://www.apsu.edu/grad-studies/current-students/student-services.php>.

Scholarships

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](#)

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

Program Requirements & Curriculum

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 of the program work as building level technology leaders, trainers, teachers, and in other professional careers (military, industry, business, and organizations) which employ technology to assist with accomplishing the goals required for their positions through improved technology skills.

Matriculation

Criteria for Admission to the Program

- Undergraduate minimum GPA of 3.00.

Graduate Admissions

1. Complete an online Graduate Application at <https://apsu.edu/grad-studies/apply-admission.php> and pay the non-refundable \$45.00 application fee. Once you start the application process, you will need to create a personal pin number. Write this number down so you can use it later in case you are in the middle of the process and need to save the application to complete later. Be sure to list the correct degree program: Education - Master of Arts – Instructional Technology.
2. Official transcripts from all undergraduate universities are also required. These have to be sent directly from the university to the Office of Graduate Admissions to be valid. The

transcript form can also be found here: <https://www.apsu.edu/grad-studies/future-students/TranscriptRequestForm052715.pdf> .

Transcripts are to be sent to the following address only:

Graduate Admissions

Austin Peay State University

P.O. Box 4458

Clarksville, Tennessee 37044

3. Provide proof of immunizations. More information may be found here:

<https://www.apsu.edu/health-and-counseling/boyd-health-services/Immunizations.php>

Note: If you are unable to provide proof of immunizations, please email Dr. Zimmerle at zimmerlej@apsu.edu.

4. Establish lawful presence in the U.S. by providing a copy (a photo is fine) of your driver's license to gradadmissions@apsu.edu.
5. Once a decision has been made concerning your admittance into the program, you will be notified. If you have any questions, email Dr. Zimmerle at zimmerlej@apsu.edu.

Non-Coursework Requirements

We are currently in the process of transitioning away from LiveText to a new and updated version called "Watermark Student Learning and Licensure." More news/trainings to follow.

Changes to Program

Changes to programs are sometimes necessary. Minor changes such as curricular updates will be made on an as-needed basis. If a substantive change to the program is needed, the program lead must file necessary paperwork using the university's Curriculog software, and various levels must sign off on the substantive change.

Change of Major/Concentration

It is not uncommon for students to consider changing their major at some point during their academic careers. Course Choice Counts allows for change of major; however, timing is critical to avoid a negative impact on your financial aid. Visit this website to learn more:

<https://www.apsu.edu/cpos/changeofmajor.php>

Licensure Disclaimer

This program does not require, nor does it lead to, licensure in any area.

Advising

After declaring a Curriculum and Instruction - Instructional Technology major, you will be assigned an advisor who is knowledgeable about the program. Your advisor will email you prior to the beginning of each semester in order to determine your progress and discuss the courses you still need to take in order to complete the program. Near the middle-to-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.

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 in the capstone course. Milestone III occurs at graduation.

Capstone Course: EDUC 6005 – Instructional Technology Capstone 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 a prerequisite.

Performance Standards for Instructional Technology Master's Degree

(AECT-2012)

Standard	Indicators
<p>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.</p>	<p>1.1 Creating - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.</p> <p>1.2 Using - Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy.</p> <p>1.3 Assessing/Evaluating - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.</p> <p>1.4 Managing - Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals.</p> <p>1.5 Ethics - Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.</p>
<p>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.</p>	<p>2.1 Creating - Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.</p> <p>2.2 Using - Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy.</p> <p>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.</p>

	<p>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.</p> <p>2.5 Ethics - Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.</p>
<p>AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p>	<p>3.1 Creating - Candidates create instructional design products based on learning principles and research-based best practices.</p> <p>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.</p>
	<p>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.</p> <p>3.4 Managing - Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance.</p> <p>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.</p> <p>3.6 Diversity of Learners - Candidates foster a learning community that empowers learners with diverse</p>

	backgrounds, characteristics, and abilities.
<p>AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.</p>	<p>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.</p> <p>4.2 Leadership - Candidates lead their peers in designing and implementing technology-supported learning.</p> <p>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.</p> <p>4.4 Assessing/Evaluating - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.</p> <p>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.</p>

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 procedures.

Curriculum Map

Program-Level SLO	Introduced	Reinforced	Assessed
SLO 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 6000* EDUC 6005
SLO 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 6000* EDUC 6005
SLO 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.	EDUC 5611 EDUC 5613 EDUC 5618	EDUC 5617 EDUC 5621 EDUC 5625	EDUC 6005
SLO 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 6000* EDUC 6005
SLO 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.	EDUC 5613 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.

Course Standards Map

AECT Standard 1: Content Knowledge

Graduates 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.

Course	Name	1.1	1.2	1.3	1.4	1.5
EDUC 5611	Educational Computer Applications		✓			✓
EDUC 5613	Instructional Design	✓				
EDUC 5614	Electronic Publishing					
EDUC 5616	Multimedia Creation	✓	✓	✓		
EDUC 5617	Instructional Internet Use		✓	✓		
EDUC 5618	Visual Literacy and Design				✓	
EDUC 5621	Instruction on Video Design					
EDUC 5625	Digital Ethics				✓	✓
EDUC 5000	Research in Education					
EDUC 6000	Practicum in Instructional Technology		✓	✓		
EDUC 6005	Instructional Technology Capstone Project			✓	✓	

AECT Standard 2: Content Pedagogy

Graduates 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.

Course	Name	2.1	2.2	2.3	2.4	2.5
EDUC 5611	Educational Computer Applications					
EDUC 5613	Instructional Design		✓			
EDUC 5614	Electronic Publishing	✓	✓	✓		
EDUC 5616	Multimedia Creation	✓				
EDUC 5617	Instructional Internet Use	✓	✓	✓	✓	
EDUC 5618	Visual Literacy and Design	✓				
EDUC 5621	Instruction on Video Design				✓	
EDUC 5625	Digital Ethics		✓		✓	✓
EDUC 5000	Research in Education					
EDUC 6000	Practicum in Instructional Technology			✓		
EDUC 6005	Instructional Technology Capstone Project	✓				

AECT Standard 3: Learning Environments

Graduates facilitate learning by creating, using, evaluating, and managing effective learning environments.

3.1 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.

Course	Name	3.1	3.2	3.3	3.4	3.5	3.6
EDUC 5611	Educational Computer Applications				✓	✓	
EDUC 5613	Instructional Design	✓		✓			
EDUC 5614	Electronic Publishing						
EDUC 5616	Multimedia Creation						
EDUC 5617	Instructional Internet Use	✓	✓				
EDUC 5618	Visual Literacy and Design						✓
EDUC 5621	Instruction on Video Design		✓				
EDUC 5625	Digital Ethics				✓	✓	✓
EDUC 5000	Research in Education						
EDUC 6000	Practicum in Instructional Technology						
EDUC 6005	Instructional Technology Capstone Project	✓		✓			

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.

Course	Name	4.1	4.2	4.3	4.4	4.5
EDUC 5611	Educational Computer Applications			✓		
EDUC 5613	Instructional Design				✓	
EDUC 5614	Electronic Publishing					
EDUC 5616	Multimedia Creation					
EDUC 5617	Instructional Internet Use				✓	
EDUC 5618	Visual Literacy and Design	✓	✓			
EDUC 5621	Instruction on Video Design	✓				✓
EDUC 5625	Digital Ethics		✓			✓
EDUC 5000	Research in Education					
EDUC 6000	Practicum in Instructional Technology			✓		
EDUC 6005	Instructional Technology Capstone Project			✓		

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.

Course	Name	5.1	5.2	5.3	5.4
EDUC 5611	Educational Computer Applications				
EDUC 5613	Instructional Design	✓			
EDUC 5614	Electronic Publishing				
EDUC 5616	Multimedia Creation				
EDUC 5617	Instructional Internet Use				
EDUC 5618	Visual Literacy and Design			✓	
EDUC 5621	Instruction on Video Design				
EDUC 5625	Digital Ethics	✓	✓		
EDUC 5000	Research in Education	✓	✓	✓	✓
EDUC 6000	Practicum in Instructional Technology				
EDUC 6005	Instructional Technology Capstone Project	✓	✓	✓	✓

Course Descriptions

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 basics 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 - Instructional 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

	<p>Dr. Prentice Chandler Dean, Eriksson College of Education Claxton 210-B, 931.221.7511, chandlerp@apsu.edu</p>
	<p>Dr. John McConnell Chair, Dept. of Educational Specialties Claxton 304-A, 931.221.7757, mcconnellj@apsu.edu</p>
	<p>Dr. Benita Bruster Graduate Program Coordinator, Dept. of Educational Specialties Claxton, 931-221-6491, prossers@apsu.edu</p>
	<p>Dr. Joanna Zimmerle Associate Professor, Dept. of Educational Specialties. Claxton 323, 931.221.7553, zimmerlej@apsu.edu</p>
	<p>Dr. Hanrui He Assistant Professor, Dept. of Educational Specialties. Claxton 223, 931.221.7536, heh@apsu.edu</p>
	<p>Dr. Anna Carrie Webb Director, APSU Distance Education McReynolds 208, 931.221.1039, webba@apsu.edu</p>

Accreditation

Austin Peay State University Accreditation

Austin Peay State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist, and doctorate degrees. Questions about the accreditation of Austin Peay State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Eriksson College of Education Accreditation

The 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 2021; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2028.

Reporting Information

Within programs, the faculty and related offices such as the Office of Assessment regularly and systematically collect data for program specific assessments. The members of the Office work together to assure the aggregation, disaggregation, analysis, and distribution of that data to program members for their use in developing program improvements. The Office of Assessment is supported in their work by graduate assistants.

Summarized data are available to all faculty and program coordinators through a data repository. In addition, data are shared at department meetings, within the Office of Clinical Teaching, in the clinical supervisors' meetings, and in focus groups with candidates. Members of

the Office of Assessment collaborate to prepare and share data at the annual data retreat.

The EPP uses multiple assessments and evaluation instruments to manage and improve its operations. Data are gathered at multiple points. The quality and effectiveness of academic programs are measured through data aggregated from key assessments, state licensure tests, and state report cards. Course evaluations and faculty evaluations provide information on faculty performance and the direction for professional development. Aggregated data from exit surveys, alumni and employer surveys offer insight into EPP's operations and resources such as advisement, technology, and library resources. The Dean and the Dean's Council meet regularly to review governance and budget issues.

Procedures and policies are in place to allow for continuous evaluation and refinement of the assurance system and to ensure that appropriate stakeholders are involved in program evaluation and improvement. The Dean's Council, Teacher Education Council, Office of Clinical Teaching, Office of Assessment, and program faculty review data on a regular and systematic basis. Annual data retreats are mechanisms for analysis, discussion, and formulating plans and recommendations for changes based on data reviewed.

The Office of Assessment has oversight of the implementation of the QAS system, while the Teacher Education Council comprised of members of the P-12 community, college administrators (including members of the Office of Assessment), and faculty and student representatives review data at their meetings and may make recommendations to modify the QAS. Changes to the system may also be initiated at the program level as a result of data analysis or at the EPP level as an outcome of the annual data retreats.

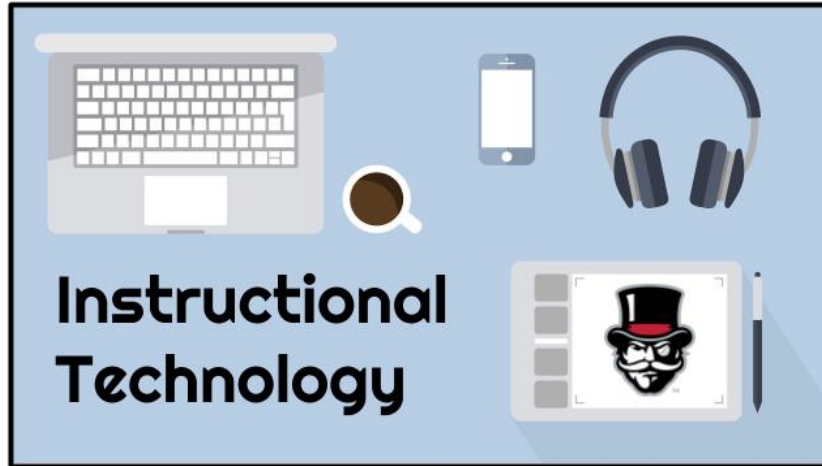
Appendix

Appendix A: Calendar of Course Offerings

Class	Offered	Offered	Offered	Offered
EDUC 5611 (3)	Summer I, 2024	Summer I, 2025	Summer I, 2026	Summer I, 2027
EDUC 5613 (3)	Summer I, 2024	Summer I, 2025	Summer I, 2026	Summer I, 2027
EDUC 5614 (3)	Summer II, 2024	Summer II, 2025	Summer II, 2026	Summer II, 2027
EDUC 5616 (3)	Fall I, 2024	Fall I, 2025	Fall I, 2026	Fall I, 2027
EDUC 5617 (3)	Spring I, 2025	Spring I, 2026	Spring I, 2027	Spring I, 2028
EDUC 5618 (3)	Fall I, 2024	Fall I, 2025	Fall I, 2026	Fall I, 2027
EDUC 5621 (3)	Fall II, 2024	Fall II, 2025	Fall II, 2026	Fall II, 2027
EDUC 5625 (3)	Spring II, 2025	Spring II, 2026	Spring II, 2027	Spring II, 2028
EDUC 5000 (3)	Summer, 2024	Fall, 2024	Spring, 2025	Summer, 2025
EDUC 6000 (1)	Summer, 2024	Fall, 2024	Spring, 2025	Summer, 2025
EDUC 6005 (2)	Summer, 2024	Fall, 2024	Spring, 2025	Summer, 2025

Appendix B: Sample Schedule

Eriksson College of Education - Austin Peay State University
Master of Arts in Education
Curriculum and Instruction with a Concentration in Instructional
Technology



New Cohort Beginning Summer A 2024

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 work as building level technology leaders, trainers, and IT specialists, as well as teachers with improved technology skills.

Term	Courses - All courses are online.
Summer A 2024	EDUC 5611, EDUC 5613
Summer B 2024	EDUC 5614
Fall A 2024	EDUC 5616, EDUC 5618
Fall B 2024	EDUC 5621
Spring A 2025	EDUC 5617, EDUC 5000
Spring B 2025	EDUC 5625
Full Summer 2025	EDUC 6000, EDUC 6005