

**APSU Teacher Unit  
Annual Program Review (APR) Report  
2013 – 2014**

**Curriculum and Instructor: Instructional Technology**

**I. Name of Program:** Curriculum and Instruction: Instructional Technology

**II. Reviewers:** Dr. Donald Luck, Dr. Anne Wall, Dr. Joe Jerles

**III. Program Description:**

This specialization 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, nor does it lead to licensure in any area. The program addresses the selection, application, and evaluation of technology through classroom work and hands-on in the field projects. Graduates of the program work as technology leaders, trainers, and, teachers with improved technology skills.

This program uses the five [Advanced Standards of the Association for Educational Communications and Technology](#) (AECT) to design course content and key assessments. See the table below for alignment of key assessments with the standards. Each of these key assessments are evaluated in the classes indicated, and each of the standards is measured again in the Milestone III portfolio.

Instructional Technology Standards	COURSES	KEY ASSESSMENT
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<p>Standard I Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Design is the process of specifying conditions for learning. The domain of design includes four sub-domains of theory and practice: Instructional Systems Design (ISD); Message Design; Instructional Strategies; and, Learner Characteristics</p>	<p>5613 5617</p>	<p>*Instructional Design Plan Lesson Plans</p>
<p>Standard II Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.</p>	<p>6005 5618 5614 5621</p>	<p>*Capstone  Personal Plan for Visual Literacy  Brochure Document  Website  Video Lesson</p>
<p>Standard III Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.</p>	<p>6005 5611</p>	<p>*Capstone  Copyright/Fair Use Paper</p>

Standard IV Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.	5611	*Classroom Plan for Technology Integration
Standard V Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.	5625/5612 6005 5613	*Technology Plan  *Capstone  *Instructional Design Plan

\* Indicates required key assessments

**IV. Changes in Program:** No significant changes were made to the courses required for this program in the 2013-2014 school year.

#### C&I IT Program

Course Number	Course Name	Hours
Required:		
Educ 5000	Research in Education	3
Educ 5611	Education Computer Applications	3
Educ 5613	Instructional Design	3
Educ 5618	Visual Literacy	3
Educ 6000	Practicum in Instructional Technology	1

Educ 6005	Instructional Technology Project	2
Educ 5614	Electronic Publishing	3
Educ 5616	Multi-media	3
Educ 5617	Instructional Internet	3
Educ 5621	Instructional Video Design	3
Educ 5625	Maintenance and Management	3

**V. Program Strengths:** Based on 2013 - 2014 survey information, participants are satisfied with the program, giving an overall score of 2.91 out of a possible 3 for an overall evaluation of the program. This is an increase of .13 over the previous year's score of 2.78 and .24 over the 2012 overall score of 2.67. The highest levels of satisfaction were in the areas of applying and implementing curriculum plans that include methods and strategies for utilizing technology to maximize student learning; applying technology to facilitate a variety of effective assessment and evaluation strategies; and in planning, designing and modeling effective learning environments and multiple experiences supported by technology.

Positions in Instructional Technology are being cut in school districts in the area due to budget constraints. Even with these cuts we continue to acquire new students. We believe that teachers recognize that this program provides a pathway for effectively integrating technology in their teaching, which improves their overall teaching effectiveness.

**VI. Program Weaknesses:** The lowest evaluated areas were in the areas of having an in-depth understanding of technology operations and concepts and contributing to the shared vision for campus integration of technology and fostering an environment and culture conducive to the realization of the vision. While these two areas were the lowest scoring, it must be noted the lowest score was a 2.8 on a 3 point scale where 2 was described as being prepared and 3 as being very prepared.

**VII. Assessment of Candidates:** Students must complete three milestones in the C&I IT program. The candidates are evaluated multiple times in multiple ways during the program, and these evaluations are used for determining progress through the milestones. Among the assessments used for evaluation are GPA, completion of a research course, an instructional design project, a technology integration plan, completion and oral presentation of a capstone project, and a review of the students' standards reports in LiveText. Each of these assessments measures one or more of the AECT standards upon which the program is based.

- Milestone I is completed in the first term of enrollment when the students meet the requirements for admission to the graduate program (2.75 GPA, passing score on GRE, and three letters of recommendation).
- Milestone II must be completed before enrolling in the capstone course (EDUC 6005) and includes passing the research class as well as the other required and elective courses in the student's individual program of study.
- Milestone III occurs at graduation when the student has successfully completed all coursework and related key assessments, the capstone project, and a standards report demonstrating success in all the AECT standards.

The students' GPAs are reviewed at each milestone, and as stated in the APSU Graduate Bulletin, students are in good standing if they maintain a GPA of 3.0 or higher. Student's whose GPA falls below 3.0 will be placed on academic probation. If a student's GPA falls below 3.0 for two consecutive semesters, they will be suspended from the program and the university.

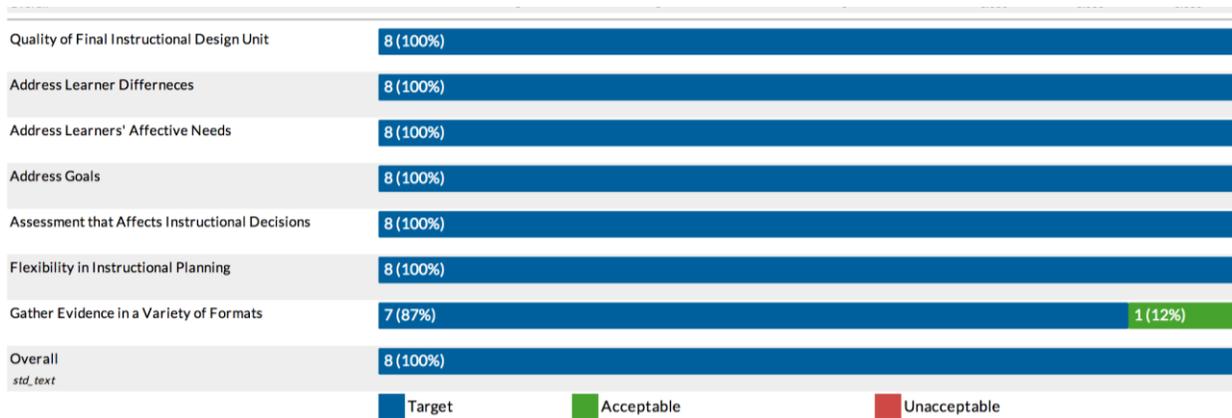
The instructional design project is assessed in EDUC 5613, Instructional Design, a required course for all students in the program. This assessment measures AECT Standard 1: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics. Design is the process of specifying conditions for learning. The domain of design includes four sub-domains of theory and practice:

- Instructional Systems Design (ISD)
- Message Design
- Instructional Strategies
- Learner Characteristics

This assessment also measures AECT Standard 5:

Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

A satisfactory assessment of this project is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the instructional design project in the 2013 - 2014 school year. All 8 students assessed made a satisfactory score on their instructional design projects.



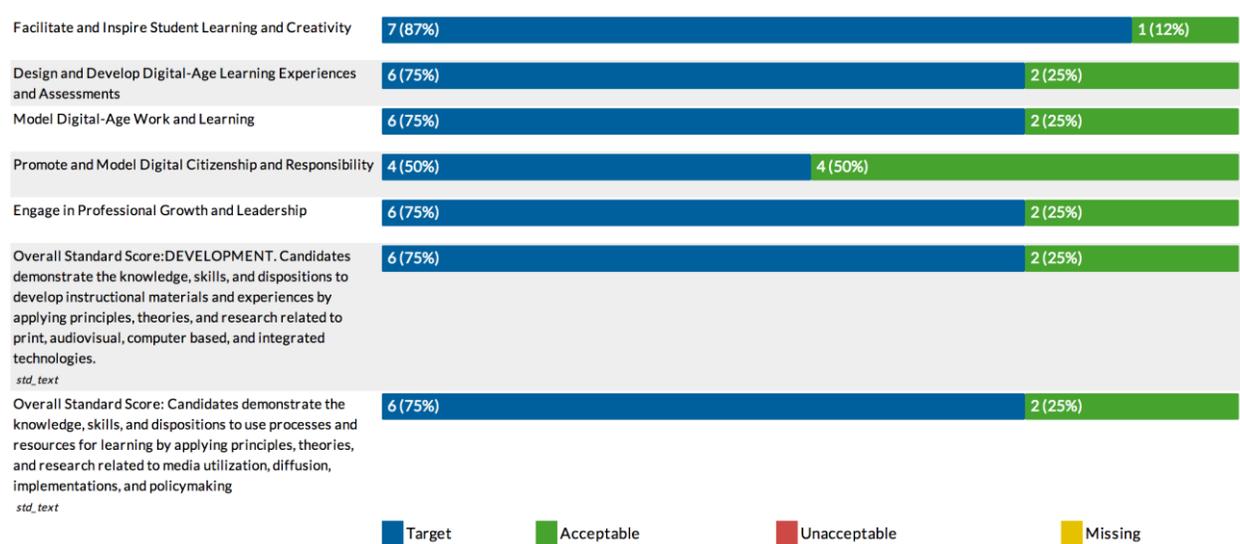
A technology integration plan is the key assessment in EDUC 5611, Educational Computer Applications, a required course in the program. This assessment measures AECT Standard 3: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.

This assessment also measures AECT Standard 4:

Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories and research related to project, resource, delivery system, and information management.

A satisfactory assessment is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the technology integration plan in

the 2013 - 2014 school year. All but one of the 14 students assessed made a target or acceptable



score on their technology integration plan.

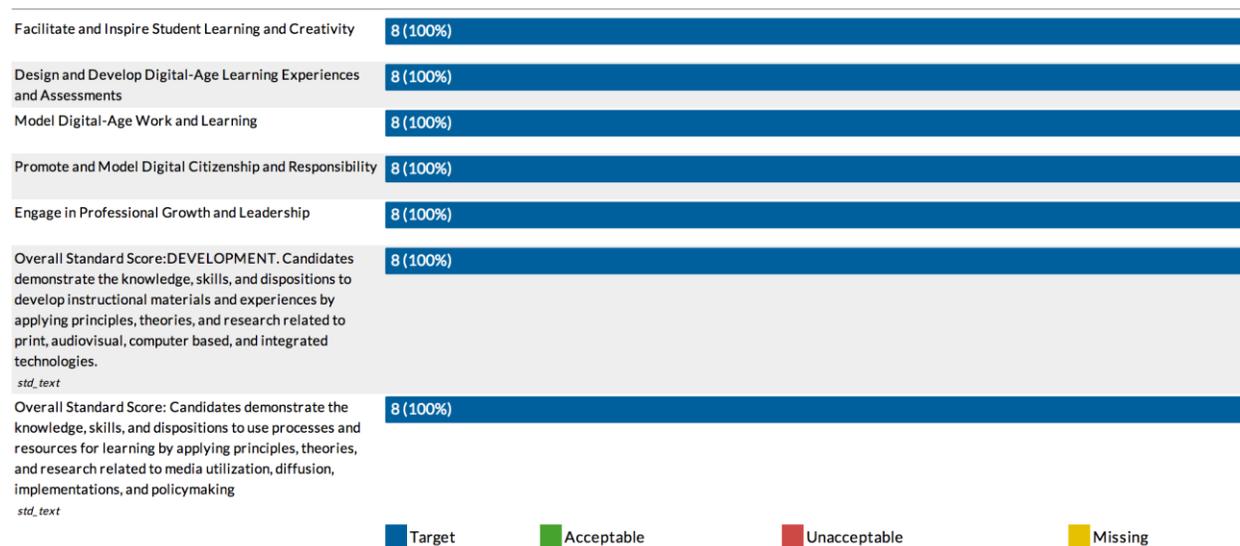
The students' capstone project is assessed in EDUC 6005, Instructional Technology Project. This assessment measures AECT Standard 2:

Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.

This key assessment also measures AECT Standard 3:

Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy-making.

This key assessment also measures AECT Standard 5:



Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

A satisfactory assessment of the capstone project is required for students to pass Milestone III and graduate from the program. The chart below indicates students' evaluations of the capstone project in the 2013 - 2014 school year. Thirteen students assessed made an exemplary or target score on their capstone projects.

In Fall 2011, the College of Education voted to discontinue the use of portfolios as a final assessment of students completing the program and move to using standards reports derived from the key assessment rubrics in each required course. A sample standards report of a recent graduate indicated that at the conclusion of her program, she had been assessed on the AECT standards 59 times, including multiple assessments of each standard. This means of assessing students provides a much more comprehensive picture of the student's performance throughout the program as compared with the portfolio assessment, which only contained a small sample of student work.

**VIII. Assessment of Program Operations:** Data indicates an overall satisfaction with the program. Even the weakest area scores are well above acceptable levels. Enrollment has remained consistent, graduating eleven students in the last year. The program is geographically expanding and students are entering the program from locations further from the APSU campus. This expansion has caused a few issues when students defend their capstone projects, but the use of technology such as Skype and online file sharing tools has supported these distance learners.

**IX. Summary of Proposed Changes:** In the fall of 2013, we became aware the AECT had changed their standards. This was good news and bad news for the Instructional technology program. The good news was that the new standards are much more streamlined and are better aligned with our program. The bad news was that we were anticipating an NCATE visit in April, 2014 and felt we should focus our efforts on preparing for that rather than changing standards at that point. We look forward to rewriting our program requirements and aligning all courses in the C&I IT program with the new AECT standards during the upcoming academic year. We plan to implement these change beginning Fall 2015.

We are emphasizing the creation of cohorts again this year to make scheduling of courses, specifically practicum and capstone, more efficient. We are considering only offering practicum and capstone twice a year as actual classes rather than independent study courses as has been done in the past.

We will send email fliers out to schools again next spring and expand the areas to which they are sent with the intent of beginning a new cohort of 15 to 20 students in the summer. Larger numbers could be supported in the cohorts. An additional emphasis in these fliers will be on improving overall teaching with technology. This focus may help increase numbers in the program.

**X. Assessment System:** Modification of several of the key assessment rubrics resulted in more consistent data across all courses. Faculty involved with this program will continue to improve courses, assessment rubrics, and the recruitment of students to produce successful and knowledgeable graduates in the future. The current assessment system appears to be working well for the program.