Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

College of Education

Curriculum and Instruction

2026-2027 Handbook

Austin Peay State University
Welcome Students

Welcome to Austin Peay State University. Austin Peay combines the academic opportunities of a comprehensive university with the supportive environment of a smaller campus. Students can choose from a wide range of associate, bachelor's, master's, and doctoral programs that prepare them for academic success, career opportunities, and lifelong learning.

Learning at Austin Peay extends beyond the classroom through research opportunities, student organizations, leadership experiences, and community engagement. Located in Clarksville, one of Tennessee's fastest-growing cities, the University offers opportunities to connect with the local community while pursuing academic and professional goals.

Faculty and staff are committed to supporting student success and helping students make the most of their Austin Peay experience. We are pleased to welcome you to the Austin Peay community and wish you success in your academic journey.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Austin Peay State University: Strategic Plan

APSU Strategic Plan

University Student Policies

Student Handbook

This handbook contains policies, procedures, and student resources.
Student Handbook

Conduct & Behavioral Standards

Student Code of Conduct and University Policies
Student Handbook Overview
Disciplinary Offenses
Academic and Classroom Misconduct
Corrective Actions
Procedures and Conflict of Interest

Campus Life & Operational Policies

Student Life and Housing
Other Non-Academic Grievances

University Student Resources

Student Life
Academic Services

Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

College of Education

Master of Arts in Education Curriculum and Instruction, Instructional Technology

2026-2027 College Section Handbook

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 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

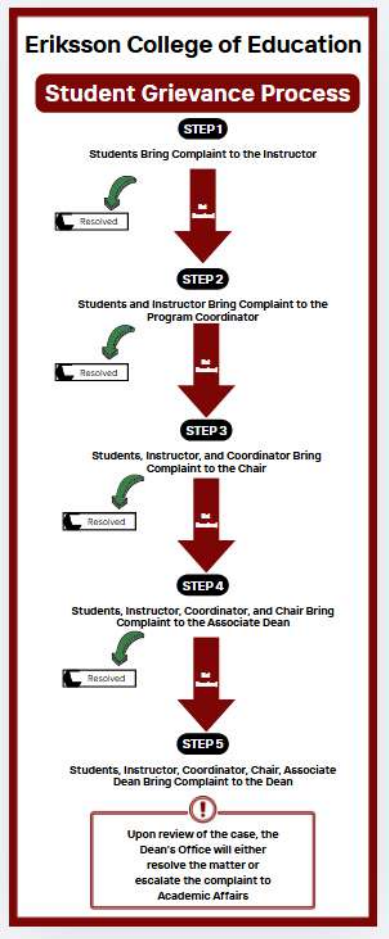
Conceptual Framework

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.

Student Grievance Process

https://canva.link/491elcahvr56kc1



Student Dispositions

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
Active Engagement • *Maintains purposeful and intensive involvement in the learning* • *Invests time, effort, and focus to create and sustain intellectual and emotional connections with both peers and professors* • *Pursues appropriate and effective communication with the professor* **CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, and faculty.	The graduate student shows ongoing and deep commitment to the learning. They work to establish and substantiate scholarly connections to peers and to the professor. In discussions, they consistently and meaningfully contribute. They actively participate in meetings as needed with the professor and purposively meet assignment deadlines.	The graduate student demonstrates adequate participation in discussions with occasional insightful contributions that establish academic connections with peers and the professor. They stay involved in the learning, accessing course materials with reasonable consistency. They engage in meetings with the professor as needed, show acceptable interest in academic support, and manage to meet assignment deadlines on most occasions.	The graduate student lacks earnest participation in discussions and in the learning in general. They inconsistently access course materials, frequently miss assignment deadlines, and maintain minimal or no communication with the professor. The graduate student's academic connections with peers and the professor are wanting.	
Cultural Competence • *Demonstrates cultural respect, understanding, and equitable treatment for all individuals* • *Responds respectfully to diverse opinions and lifestyles* • *Supports and institutionalizes cultural knowledge* • *Assesses and adapts norms, policies, and values as they pertain to equity*	The graduate student has a thorough understanding of and demonstrates considerations for cultural and equitable norms in their course assignments and scholarly discourse. The graduate student demonstrates genuine respect for the opinions and lifestyles of all and seeks and is receptive to the interests and opinions of all	The graduate student's assignments and contributions to discussions in class represent a general understanding of cultural constructions, barriers, and needs. The graduate student requires prompts to go deeper in their consideration of those stakeholders that may be impacted by their proposed instructional or	The graduate student needs prompts and supports to identify cultural constructions, barriers, and needs in their course assignments and in class discussions. Cultural or equitable considerations are missing in their proposed solutions or assignments. Respect for diverse opinions and lifestyles is neither consistent nor professional.	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
CAEP Alignment: RA 1.1 – Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive environments.	stakeholders. The graduate student proposes solutions and suggestions that engage stakeholders and remove barriers at the university and in field-related institutions outside of the university.	leadership practices. A professional respect for diverse opinions and lifestyles is present. The graduate student's represented understanding of equity is developing.		
Ethical Agency • *Functions in line with accepted notions of right and wrong, professional standards, and societal laws* • *Exemplifies honesty and integrity* • *Complies with university and field-situated policies* • *Progresses through the program understanding that faculty are adopting a presumption of confidence* **CAEP Alignment:** RA 1.1 – Application of professional dispositions, laws and policies, codes of ethics, and professional standards.	The graduate student demonstrates a dedication to doing the right thing no matter the circumstance. They have a focus on honesty and follow university, district, and school-level policies in all their work. The graduate student understands that their academic journey is situated in the professor's belief and trust in the graduate student's competency and abilities; the graduate student acts accordingly.	The graduate student's demeanor presents as though they are operating within established constructs of right and wrong, professional standards, and societal laws. The graduate student seems to be honest and functioning within university and field-situated policies. The graduate student's understanding of the faculty's presumption of confidence in them is present but lacks deep effect on their progression through the program of study.	The graduate student's understanding of and adherence to professional standards are, at times, absent. The graduate student is negligent in maintaining the line between right and wrong, not always demonstrating honesty and integrity in their work or interactions with others. University and field-situated policies are often disregarded. The faculty's presumption of confidence in the graduate student is breached by the graduate student.	
Reflective Practice • *Accepts responsibility for decisions and actions* • *Engages in critical self-reflection* • *Integrates feedback*	The graduate student demonstrates self-awareness by examining the influence of their beliefs, biases, decisions, and actions on both successes and failures. They	The graduate student describes their beliefs, biases, decisions, and actions but inconsistently recognizes how their beliefs, biases, decisions, and actions influence both	The graduate student may recall and summarize without reflection and self-awareness. Additionally, they may blame others for negative outcomes or respond negatively or not at all to feedback. Any decisions are	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
• *Makes both data-informed and evidence-based decisions* • *Bridges theoretical and practical knowledge* **CAEP Alignment:** RA 1.1 – Applications of data literacy and use of research and evidence to inform decision-making.	comprehensively assess practice, articulating the connection between theoretical and practical knowledge. Their response to feedback is positive, seeking and incorporating feedback from diverse sources. Their decisions are informed by examining multiple sources of data and evidence and applying insights to improve student outcomes through improved practice.	successes and failures. They identify relevant theoretical knowledge but do not clearly connect to practice. Their response to feedback is mostly positive, but they apply the feedback inconsistently, either responding only to selected feedback or not applying feedback to new contexts. Their decisions are informed by examining limited data and evidence, but changes do not lead to significant improvements in outcomes.	made intuitively or emotionally instead of based on data or evidence. They may convey some practical knowledge, but they do not make connections to theoretical knowledge. They do not demonstrate growth or positive changes in practice.	
Scholarly Communication • *Utilizes professional tonality in all communication* • *Employs the academic language and professional discourses of the discipline* • *Displays enhanced verbal communication skills, including effective speaking and active listening* • *Models person-first language* • *Adjusts language and register for all stakeholders as appropriate* **CAEP Alignment:** RA 1.1 – Application of	The graduate student's communication skills are highly developed, consistently professional in tone, and include the ability to speak and listen well. The graduate student incorporates the academic language and professional discourses of the discipline in their written work and in discussions in class. The graduate student always uses person-first language. They demonstrate the ability to tactfully	The graduate student's communications are mostly professional in tone. The graduate student is proficient in their use of professional discourse and discipline-specific academic language. The graduate student's speaking and listening skills are adequate, and person-first language is used in most cases. The graduate student shows the ability to adjust their language and register, although the adjustments	The graduate student's communications are unprofessional. The graduate student's language does not display the knowledge and beliefs that are acquired through scholarly work in their discipline. Verbal communication skills are weak, and the graduate student appears to have a single language and register for all situations. The graduate student must be reminded often to use person-first language in their spoken and written work.	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
professional dispositions and standards; collaborative engagement with stakeholders.	adjust their language and register to match and honor the needs of all stakeholders.	are not always made smoothly.		
Scholarly Initiative • *Demonstrates a proactive pursuit of and persistence toward serious study* • *Exhibits enthusiasm for learning* • *Presents as a responsible intellectual self-starter, acting and taking charge without prompting while allowing others to lead when their leading may be more effective* • *Asks questions out of a curiosity for venturing off the prescribed path toward knowledge as long as the new path aligns with the goals of the graduate program* • *Requests feedback that identifies academic weaknesses* **CAEP Alignment:** RA 1.1 – Application of professional dispositions appropriate to the field of specialization.	The graduate student presents as regarding all course work as valuable; they reflect, discuss, and write with a fervor for expanding knowledge. The graduate student seeks academic feedback and incorporates the feedback into future work. They go above and beyond required tasks, reaching for as much learning as possible. The graduate student's questions are inquisitive and demonstrate the student's pondering stance toward academic development.	The graduate student's focus toward scholarly development ebbs and flows. They show enthusiasm and take initiative at times, only to sometimes falter and compel others to finish the task. They appear to welcome and value feedback, but their application of feedback that addresses academic areas for growth is at times inadequate.	The graduate student shows signs of quiet quitting, putting in the minimum amount of academic effort required to complete the program while not appearing to value feedback and guidance toward personal scholarly growth. They ask for outside guidance and for others to take charge of the learning and only respond enough to prompting and guidance to pass courses and receive the degree.	
Scholarly Responsibility • *Demonstrates sincere openness*	The graduate student demonstrates a focus on learning and a sincere	The graduate student's focus is on learning but can be drawn away from time to time	The graduate student's interaction with others does not indicate a willingness to seek to understand	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
and responsiveness to the ideas of others • *Supports positive and appropriate interaction, even in times of struggle* • *Addresses and adjusts to graduate-level administration issues (scheduling, deadlines, bursar requirements, and more)* • *Values communication that leads to learning and seeks to resolve conflicts that interfere with said communication* **CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, administrators, and community partners; application of professional dispositions and standards.	desire for understanding in their communication with graduate faculty and other students. They take an active role in determining the direction of their own studies and strive to recognize and acknowledge the scholarly contributions of others. Their efforts and attention concerning administrative issues or conflicts are appropriately directed, allowing the graduate student to expeditiously return to the desired focus on learning.	by problems that may arise along the graduate pathway. The graduate student's communication is appropriate but not always directed toward learning and knowledge. The graduate student responds to administrative issues but depends on others for support.	before, or even along with, seeking to be understood. In times of difficulty, they focus on and blame others rather than focusing on the issue that is interfering with their learning. The graduate student shows an ongoing inability to direct their efforts toward learning as the goal, instead allowing their attention to linger on obstacles and delays, regardless of how efficiently those are addressed by graduate faculty and staff.	

Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

Accreditation

The Martha Dickerson Eriksson College of Education at Austin Peay State University has been accredited for over sixty years, first by National Council for Accreditation of Teacher Education (NCATE) and now by the Council for the Accreditation of Educator Preparation (CAEP). Our last CAEP accreditation was in 2021; the next accreditation visit will take place in 2028. Accreditation is the seal of approval that verifies quality in educator preparation.

Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

Master of Arts in Education:

Curriculum and Instruction, Instructional Technology
Program Handbook Section

Program Description

This program is for people 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 specialists 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

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 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. Andrea Lee, Dept. Chair, Dept. of Educational Specialties, Claxton 304A, 931-221-7098, leea@apsu.edu

Ms. Anna Ortega, Administrative Assistant to Dept Chair, College of Education, Claxton 304A, 931-221-7696, ortegaa@apsu.edu

Ms. Dustie Boxx, Administrative Assistant, Dean's Office
Claxton 210-A, 931.221.7511, dyceboxxd@apsu.edu

Dr. Benita Bruster, MAED Coordinator, Professor, Dept. of Educational Specialties, Claxton 302-C, 931.221.6491, brusterb@apsu.edu

Dr. Joanna Zimmerle, Instructional Technology MAED Program Leader, Associate Professor, Dept. of Educational Specialties, Claxton 323, 931.221.7553, zimmerlej@apsu.edu

Advising

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

Austin Peay State University Web Resources

You are an APSU student; please become familiar with these resources.

APSU Home Page
APSU Student Handbook
Schedule of Classes
APSU Disability Student Success Services
APSU College of Education
APSU Woodward Library
Digital Learning Resources
General Student Resources
Distance Education: D2L Resources

Appendix A: Calendar of Course Offerings

Class	Offered	Offered	Offered	Offered
EDUC 5611 (3)	Summer I, 2025	Summer I, 2026	Summer I, 2027	Summer I, 2028

EDUC 5613 (3)	Summer I, 2025	Summer I, 2026	Summer I, 2027	Summer I, 2028
EDUC 5614 (3)	Summer II, 2025	Summer II, 2026	Summer II, 2027	Summer II, 2028
EDUC 5616 (3)	Fall I, 2025	Fall I, 2026	Fall I, 2027	Fall I, 2028
EDUC 5617 (3)	Spring I, 2026	Spring I, 2027	Spring I, 2028	Spring I, 2029
EDUC 5618 (3)	Fall I, 2025	Fall I, 2026	Fall I, 2027	Fall I, 2028
EDUC 5621 (3)	Fall II, 2025	Fall II, 2026	Fall II, 2027	Fall II, 2028
EDUC 5625 (3)	Spring II, 2026	Spring II, 2027	Spring II, 2028	Spring II, 2029
EDUC 5000 (3)	Summer, 2025	Fall, 2025	Spring, 2026	Summer, 2026
EDUC 6000 (1)	Summer, 2025	Fall, 2025	Spring, 2026	Summer, 2026
EDUC 6005 (2)	Summer, 2025	Fall, 2025	Spring, 2026	Summer, 2026

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**

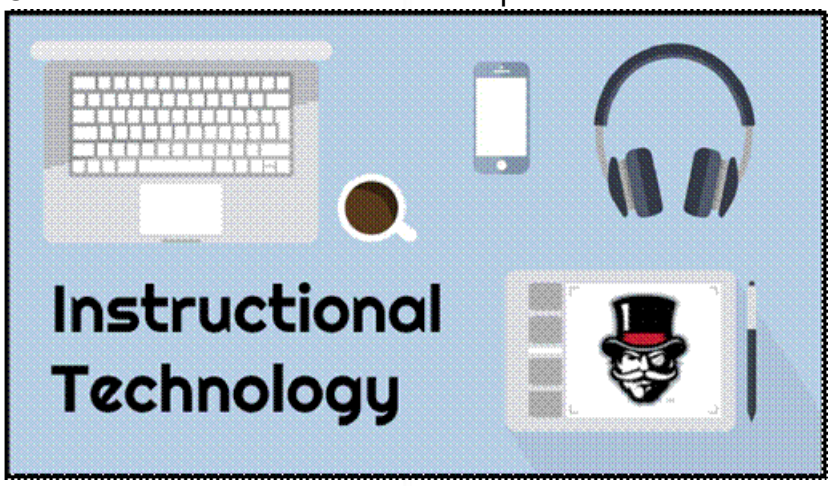
_____ _____
Signature of Graduate Coordinator **Date**

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 Fall 2026

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.
Fall I 2026	EDUC 5616, EDUC 5618
Fall II 2026	EDUC 5621
Spring I 2027	EDUC 5000, EDUC 5617
Spring II 2027	EDUC 5625
Summer I 2027	EDUC 5611, EDUC 5613
Summer II 2027	EDUC 5614
Fall 2027	EDUC 6000, EDUC 6005

Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration