

College of Education

Department of Educational Technology, Research and Assessment

Instructional Technology

M.S.Ed.

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1. Student Learning Outcomes

Graduates of the program will be prepared for successful professional careers in instructional technology by:

1. Systematically analyze performance and instructional problems and design solutions;
2. Understanding and applying sound design principles;
3. Integrating instructional media and strategies into the development of instructional materials;
4. Developing instructional and performance strategies that can be applied in school or non-school settings;
5. Managing instructional technology projects and programs in professional settings;
6. Exploring theory, research, and practice while developing an appreciation for diverse perspectives, by engaging in spirited dialogue with faculty, other graduate students and instructional technology professionals;
7. Engaging in professional, legal, social and humane ethical practices;
8. Applying evaluation techniques to measure student learning and the effectiveness of instructional technology-based products and programs; and
9. Demonstrating effective oral and written communication skills through the creation of written papers and projects, and the presentation of individual and group works, as assessed by faculty and peers.

3. Curriculum Map

A curriculum map aligning student learning outcomes with specific courses is under development. The degree program does have course aligned with accreditation standards (see below).

Core Curriculum

All three of the Instructional Technology program strands share the same courses in the Instructional Technology Foundations, Media Design, and Internship/Practicum areas. In the Research Skills, Media Production, Administration, and Ethics areas the Library Information Specialist strand has specific courses tailored to meet the AASL standards while the Technology Specialist and Instructional Technology strands share the same required courses that meet both the ISTE Technology Facilitator standards and AECT Basic Standards. The courses in the core areas are listed below.

M.S.Ed. in Instructional Technology¹ Core Areas in the Master's Program

Core Area	Library Information Specialist	Technology Specialist	Instructional Technology
Instructional Technology Foundations	ETT 501 Pro-Seminar in Instructional Technology ETT 510 Instructional Media and Technology		
Media Design	ETT 511 Advanced Message Design or ETT 531 Visual Literacy		
Research Skills	ETR 519 or ETR 520	ETR 519 Applied Educational Research ETR 520 Introduction to Educational Research, or ETR 531 Program Evaluation	
Media Production	ETT 530	ETT 530 Instructional Technology Tools or ETT 555 Multi-Media Design	
Administration	ETT 533 School Library Media Centers	ETT 570 Instructional Technology Administration	
Ethics	ETT 542 Information Access and Social Responsibilities for Library Information Specialists	ETT 553 Professional Standards in Instructional Technology	
Internship/ Practicum	ETT 586 Internship <i>and/or</i> ETT 569 Practicum		

Additional Requirements

Both the Library Information Specialist and Technology Specialist strands have additional courses to meet the certification requirements while students in the Instructional Technology strand can enroll in elective courses approved by their advisor. The additional courses required for certification are listed below.

M.S.Ed. in Instructional Technology Specialty Courses for Certification

Library Information Specialist	Technology Specialist
ETT 504 Cataloging and Classification ETT 508 Reference Theory and Practice ETT 523 Media for Young Adults ETT 527 Library Materials for Children	ETT 535 Distance Education Design and Delivery or ETT 536 Web Based Learning ETT 571 Instructional Technology Promotion and Development ETT 573 Instructional Technology Facilities or ETT 592 Networking

If students have further credit hours remaining to meet the 39-semester hour program, upon approval from the program adviser, they are able to enroll in more courses.

Electives

Students in all strands can take elective courses within the Instructional Technology program or from other programs with the program advisor approval.

Portfolio

Students in all three strands of the M.S. Ed. Instructional Technology program are required to pass the portfolio examination as a capstone experience. Areas of mastery in the portfolio include professional development, analytical and integrative thinking, instructional design, media technology development, management and implementation, and evaluation. Typically students provide two artifacts for each mastery area to include in their portfolio and prepare a description and rationale for inclusion. Additionally, students are required to include a professional statement, resume, career goals, and program of courses. A team of three faculty assess student work following the M.S.Ed. Instructional Program Portfolio Rubric. The rubric is included as Appendix M.S.Ed. in Instructional Technology1Portfolio Rubric.

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

4. Assessment Methods

Explanation of Assessment Methods Table

Assessment Method	Explanation				
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
1. ETT 510 Technology-integrated instructional design plan	Students prepare an instructional design plan	Students must receive a categorization of Marginal or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	When course is offered, early in the program for students	Course Instructor
2. ETT 501 Current Issues and Trends Group Paper and Presentation	Students participate and contribute to a group paper and presentation on a current issue or trend in instructional technology	Students must receive a categorization of Marginal or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	When course is offered, early in the program for students	Course Instructor
3 ETT 533 or ETT 570 Facility Management Plan	Students participate and contribute to a group paper and presentation on a current issue or trend in instructional technology	Students must receive a categorization of Acceptable or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	When course is offered, middle of the program for students	Course Instructor
4. ETT 530, ETT 536, or ETT 538 Instructional Media Core project	Students design and develop a technology-supported instructional system.	Students must receive a categorization of Marginal or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	When course is offered, middle in the program for students	Course Instructor
5. ETT 542 or ETT 553 Ethics Analysis Project	Students design and develop a technology-supported instructional system.	Students must receive a categorization of Acceptable or higher, in aggregate, on the assessment	At least 90% of students will meet the criteria expectation of either Target or Exemplary	When course is offered, middle in the program for students	Course Instructor

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Explanation				
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
6. Internship/ Practicum	Students engage in field experiences through internship or practicum.	Students must receive a categorization of Acceptable or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	Every semester	Internship/ practicum coordinator(s); Field Supervisors
7. Student Portfolio	Students complete a portfolio as the capstone experience of their program.	Students must receive a categorization of Marginal or higher, in aggregate, on the assessment.	At least 90% of students will meet the criteria expectation of either Target or Exemplary	Every semester	Portfolio coordinator; IT faculty
8. Annual Alumni Survey/ Employer Follow-up	Graduates are requested by the university to participate in the Annual Alumni Survey. Additionally, we collect data from employers who hire our students and graduates.	90% of students will agree that the M.S.Ed. program prepared them for their jobs (i.e., either “Very Well,” “Well,” or “Adequately”) and that they were employed within a reasonable amount of time after graduating (i.e., within 9 months).	At least 90% of students will meet the criteria expectation of either Target or Exemplary	Every year	Office of Assessment Services and ETRA office staff
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>					

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Program Student Learning Outcome								
	1. Analyze problems and design solutions	2. Apply design principles	3 Integrate instructional media and strategies	4. Develop strategies applied in school or non-school settings	5. Manage instructional technology projects and programs in professional settings	6. Explore theory, research, and practice while developing appreciation for diverse perspectives	7. Engage in professional, legal, social and humane ethical practices	8. Apply evaluation techniques	9. oral and written communication skills
1. ETT 510 Technology-integrated instructional design plan	D, F	D, F	D, F			D, F			
2. ETT 501 Current Issues and Trends Group Paper and Presentation									D, F
3 ETT 533 or ETT 570 Facility Management Plan		D, S			D, S				
4. ETT 530, ETT 536, or ETT 538 Instructional Media Core project			D, S	D, S					
5. ETT 542 or ETT 553 Ethics Analysis Project							D, F		
6. Internship/Practicum	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S
7. Student Portfolio	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S	D, S
8. Annual Alumni Survey/Employer Follow-up	I, S	I, S	I, S	I, S	I, S	I, S	I, S	I, S	I, S
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment									