Northern Kentucky University

Name of Program: Instructional Computer Technology

Certification Level:

Advanced: Certification Only

Program Codes:

KCT (27)

Modes of Delivery: Online

2016-17 Catalog   URL: http://nku.catalog.acalog.com/index.php?catoid=7

Instructional Computer Technology

The primary method of communicating information about the Instructional Computer Technology (ICT) Endorsement Program is the curriculum contract. However, communication regarding program coursework and options is maintained and reinforced in a variety of ways. Once accepted into the program, the candidate meets with a faculty advisor to discuss a plan for completing the program coursework. The candidate receives a copy of an ICT endorsement planning tool ("Planning for Graduation" or "Planning for Rank 1"). Faculty advisors contact their advisees during registration periods and prior to key deadlines, such as the application period for their research courses, to see if they have questions. If a candidate's GPA fall below 3.0, s(he) will be contacted by the Dean's office and counseled by a faculty advisor. Finally, each master's degree candidate is required to meet with a faculty advisor for a 15-hour check-up to ensure that s(he) is on track for successful program completion.

For candidates seeking promotion to Rank 2, admission to the graduate program in the Department of Teacher Education with an endorsement in Instructional Computer Technology requires a minimum GPA of 2.5, a teaching certificate, and GRE Test results. For candidates seeking promotion to Rank 1 and the Education Specialist – Teaching and Leading degree, admission to the graduate program in the Department of Teacher Education with an endorsement in Instructional Computer Technology requires a GPA of 3.0.

- Completion of all ICT coursework with a grade of C or higher
- Completion of Technology Action Research Project with a grade of C or higher
- Overall GPA of 3.0 or higher

The ICT endorsement program requires candidates to deepen their knowledge and understanding of Kentucky Academic Standards through assignments, learning experiences and projects that focus on meaningful and appropriate integration of technology into instruction. The course projects in EDG 602 (Technology in Education), EDG 641 (Applying Innovative Technologies to Educational Practice, and EDG (642 (Designing Online Instruction) are designed to strengthen candidates' ability to align instructional strategies and assessments to academic standards while leveraging the power of technology to expand learning and create student-centered classroom environments. All project submissions must be aligned to KAS. Projects are evaluated through self-assessment, peer-assessment, and instructor-assessment using rubrics that are available to candidates during the first week of classes.

Additionally, candidates increase their depth of knowledge of KAS through the study of instructional technology models, programs, and assessment techniques that support the standards. Each ICT candidate must design and deploy an action research project that investigates an instructional problem in his/her classroom or school. By learning what works and what doesn't, candidates become reflective practitioners. By disseminating results within their school teams, they become teacher leaders.

The foundation course of the ICT program is EDG 602, Technology in Education. The focus of the first module is "What does it mean to be a 21st century teacher?" Resources for this module include the Partnership for 21st Century Skills website (http://www.p21.org) and the video *21st Century Education in New Brunswick, Canada*. In subsequent modules, candidates design learning experiences that integrate technology using high-yield instructional strategies (Marzano, 2001). The course project is an extended unit of instruction aligned to KAS and supported by local curriculum that integrates high-yield instructional strategies with meaningful and relevant technology learning experiences. Candidates use examples and ideas from "Digital Lifestyles," case studies, research and web links in the Kentucky Model Curriculum Framework (KMCF) document to develop their final course projects.

In EDG 643, Technology Systems in Schools (required course), the focus of the first module is "Creating a Shared Vision for Technology Integration." Candidates examine video case studies of schools (from Edutopia.org) and discuss the differences between technology *use* and technology *integration*. The P21.org website is used as a primary resource in this module as candidates are asked to craft technology vision statements that reflect the P21 model and the key tenets of the KMCF. Throughout the course, emphasis is placed on the importance of inclusiveness and engagement with partners. Candidates are encouraged to involve parents, community members and other stakeholders in the planning and implementation of technology in their schools.

In EDG 602 Technology in Education, candidates are required to demonstrate their ability to create supportive learning environments in the instructional unit they design (Appendix A, EDG 602 Course Project Template). In EDG 642 Designing Online Instruction, candidates are required to create an online environment that welcomes all learners, meets the diverse needs of learners, and provides challenging and engaging collaborative experiences (Appendix B, EDG 642 Learning Task Map).   In EDG 641 Applying Innovative Technologies to Instructional Practice, candidates identify an innovative use of technology that will improve learning in their school and write a proposal to persuade colleagues and school leaders to adopt the innovation (Appendix C, Innovation Proposal Components). In EDG 643 Technology Systems in Schools, candidates identify an area of need related to instructional technology in their school and write an action plan to ameliorate the problem (Appendix D, EDG 643, Action Plan Template). Collectively, the courses in the ICT program are designed to develop teacher leaders who understand the importance of supportive learning environments and have the skills to create and sustain those environments.

ICT endorsement candidates are required to design formative and summative assessments to guide mastery of Kentucky's P-12 curriculum framework through the course projects in both EDG 602 Technology in Education (Appendix E, EDG 602 Course Project Scoring Guide) and EDG 642 Designing Online Instruction (Appendix F, EDG 642 Course Project Rubric).

The MSD endorsement program can be combined with the MAED- Teacher as Leader Degree, the Educational Specialist in Teaching and Learning Degree, and the Planned Program Rank 1 Non-Degree 6th Year programs.   Please refer to those programs for additional information.

https://inside.nku.edu/coehs/collegeaccreditation/caep/EPSBProgramSubmissions.html

Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the Instructional Computer Technology program options are at this link:

https://inside.nku.edu/coehs/collegeaccreditation/caep/EPSBProgramSubmissions/
InstructionalComputerTechnology/ICTCCX.html