

Department: Educational Leadership and Counseling
Program: Master's in Instructional Technology

Skill Set	Professional Application	Delivery of Skill Set Courses, extracurricular activities, etc. in which the skill set is introduced (I), reinforced (R), or mastered (M)
Develop & implement an instructional technology plan for students and faculty in school environments or personnel in corporate or higher education environments	Graduates can create a plan for introducing and implementing a new technology in their learning environment.	EDIT 5321 Instructional Tech Leadership (I)
Design and implement technology-enhanced learning experiences that: 1) are based content standards and on student technology standards 2) using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students 3) apply theories of differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, 4) apply best practice in instructional design	Graduates can design technology infused instruction for adults and children based on appropriate learning theories and instructional strategies	EDIT 5316 Advanced Instructional Strategies and Learning Theories (I)
Design units of instruction that engage students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience	Graduates can create and instruct others on the creation of instruction where students work on authentic, real world problems with global partners	EDIT 5312 Learning on the World Wide Web (I)
Design learning environments emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)	Graduates can create and instruct others on the creating learning environments that provide rigorous, relevant, and engaging learning experiences for all students.	EDIT 5311 Learning in a Digital World (I)
Assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards	Graduates can create and instruct other on creating assessments which use technology effectively for assessing student learning, differentiating instruction,	EDIT 5318 (I) Advanced Instructional Strategies and Learning Theories EDIT
Design online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators	Graduates have the general knowledge and skills to create and support effective digital-age learning environments to maximize the learning of all students	EDIT 5327 Introduction to Online Learning (I)

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Able to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure	Graduates have the general knowledge and skills to select and evaluate digital tools that are compatible with school technology infrastructure and school instructional goals.	EDIT 5340 Emerging Trends in Instructional Technology (I)
Create learning environments that provide safe, healthy, legal, and ethical uses of digital information and technologies	Graduates have the general knowledge and skills to effect a healthy, legal digital environment in their learning environment	EDIT 5311 (I) Learning in a Digital World EDIT 5322 (R) Computer and Internet Law
Create learning environments that promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community	Graduates have the general knowledge and skills to create learning environments the promote inclusivity using digital tools	EDIT 5312 Learning on the World Wide Web (I)
Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning	Prior to implementing professional development, Graduates have the general knowledge and skills to conduct and analyze the need for professional development	EDIT 5316 (I) Instructional Design
Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment	Graduates are able to create professional learning programs for their learning environments	EDIT 5316 (I) Instructional Design EDIT 5320 Multimedia Learning
Conduct Action Research to determine preferred plans of action	Graduates have the general knowledge and skills to conduct Action Research to resolve problems in their digital learning environment	EDIT 5335 Action Research (I)