Program Description

Master of Science in Educational Technology for Learning
To Be Offered by
Indiana University at Multiple Campuses

1. ## Characteristics of the Program

    a. Campus(es) Offering Program:

      Indiana University Bloomington
      Indiana University East
      Indiana University Purdue University Indianapolis
      Indiana University Kokomo
      Indiana University South Bend
      Indiana University Southeast

    b. Scope of Delivery: **State- and Nationwide as Multi-Campus Consortium**
    c. Mode of Delivery: **Online**
    d. Other Delivery Aspects: **Not Applicable**
    e. Academic Unit(s) Offering Program: **IU Schools of Education**

2. ## Rationale for the Program

    a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

    - Why is the institution proposing this program?

      Technology is rapidly revolutionizing society, making it imperative that educators of all kinds learn to use digital tools to strengthen their teaching and improve student learning. The *M.S. in Education Technology for Learning* will engage students in a technology-infused curriculum that requires them to use and evaluate a wide-variety of digital tools used in educational environments. Students will consider how they can teach differently in the technology-enhanced environments of today. They will develop new technology skill sets and critical perspectives about the affordances of different technologies for teaching and learning.

      As the United States strives to develop a globally competitive workforce, demand is high for educators who can engage learners in 21st century skills and mindsets. The curriculum of the *M.S. in Education in Technology for Learning* connects theory to practice, preparing educators to design learning experiences that promote creativity and active learning through the integration of digital tools. It prepares professionals to critique the current educational technology innovations and related research and immerses them in learning engagements that promote global connections, instant feedback, and communication with authentic audiences.

- How is it consistent with the mission of the institution?

  The collaborative online M.S. in Educational Technology for Learning answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that features innovative instruction while simultaneously accommodating the work schedules and family demands of Indiana's Elementary and Secondary Educators.

  By training Indiana's teachers to better integrate technology into their own classrooms, the M.S. in Educational Technology will help these teachers provide their students with the intellectual tools and technical skills to pursue meaningful careers and contribute to society.

  - How does this program fit into the institution's strategic and/or academic plan?
  - How does this program build upon the strengths of the institution?

  The collaborative M.S. in Educational Technology for Learning is proposed as a joint degree program to be delivered by six IU campuses—Bloomington, East, IUPUI, Kokomo, South Bend and Southeast. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the regional campuses.

  The [Indiana University Bicentennial Strategic Plan](#) identified the integration of new educational technologies and collaborative platforms and the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of the state of Indiana.

  As a part of this initiative, the university developed IU Online to serve as administrative home "coordinating and catalyzing IU's efforts in this area." The plan summarizes the specific benefits as follows:

  > Online and hybrid delivery allow IU through IU Online to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete through IU Online a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

  See Appendix 1 for web addresses to the following documents:

  - [Indiana University Bicentennial Strategic Plan](#)
  - [January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](#)

b. State Rationale

- How does this program address state priorities as reflected in the ICHE's 2016 strategic plan [Reaching Higher, Delivering Value](#)?

  This online degree program is student-centered. The curriculum was developed to meet the specific needs and interests of practicing teachers or educators in varied contexts who want

to advance their careers by increasing their capacity to teach using technology. The program will appeal to graduate students who want the flexibility of an online program. It will appeal to educators with an interest in moving into positions such as instructional coordinators, master teachers, technology coaches, technology integration specialists, virtual educators, or technology leaders in various contexts. By virtue of being online, the program can have a national and even international reach.

The proposed collaborative M.S. in Educational Technology for Learning will address each one of the four goals cited in *Reaching Higher, Delivering Value*.

I.   Completion—Faculty designed the curriculum of the collaborative *M.S. in Educational Technology for Learning* to help improve the instruction in Indiana's Elementary and Secondary Schools with goal of increasing the percentage of students who are well-prepared for college-level coursework.

II. Competency—The collaborative *M.S. in Educational Technology for Learning* will focus not only on the advantages that technology can provide in the classroom in terms of increased student learning but will further emphasize and model the centrality of technology in every aspect of society.

III. Career— The collaborative *M.S. in Educational Technology for Learning* will allow instructors to meet the Higher Learning Commissions qualification standards so that they can continue to teach dual-credit courses in their schools.

IV. Delivering Value—Dual-credit courses provide high school and community college students with affordable, transferable credits that they can apply towards completion of both two- and four-year college degrees. Due to the certificate's 100% online mode of delivery, dual-credit instructors will able to further their education with minimal disruption to their professional and family lives. In addition, IU's Advanced College Project has secured a number of grants and other sources of funding that will subsidize tuition costs for affiliated dual-credit instructors through the first few years of this initiative.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

  IUPUI's initial proposal for the *M.S. in Education Technology* was designed to meet the specific needs of local Indianapolis schools; however, during an early phase in the program review and approval process, OOE conducted market research that identified significant state and national demand--education systems across the state and nation need technology coordinators. In order to meet this demand and extend the reach and impact of this program, IU decided to invite all the IU campuses with instructional capacity in this field to develop this program as 100% online collaborative degree.

  OOE will use targeted social media marketing and related recruiting tools to reach decision makers in school districts trying to promote technology infusion in the classroom and improve the skills and expertise of their teachers and administrators.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

   This Master's degree will enable teachers who have a Bachelor's degree to take a step up the career ladder if they take jobs as instructional coordinators. This could mean a pay increase of $5,000 to $9,000 per year, depending on the educational context and job responsibilities.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

   At the national level, the growth in demand (looking ahead to 2026) for instructional coordinators is 11% nationally and 12% in Indiana. At the national level, in 2017 elementary, middle school, and secondary teachers mean salaries ranged from $60,950 to 62,760 per year, and Instructional Coordinators had a mean salary of $66,680. In Indiana, average 2017 salaries for elementary, middle school, and secondary teachers were $50, 306, $51,407, and $52,673, respectively. Instructional coordinators in Indiana made an average salary of $60,705. This analysis suggests that program graduates should see a significant gain of income as a result of completing this degree.

   See: Indiana Department of Workforce Development, www.in.gov/dwd/ra. 8/30/2018 10:57:52 AM

   See Appendix 2 for source data and a summary of Indiana DWD and/or U.S. Department of Labor Data

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

   See Appendix 2 for source data and a summary of Indiana DWD and/or U.S. Department of Labor Data

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

   Local Indiana school districts and individual teachers regularly approach IU's Schools of Education to pursue professional development in the field learning technologies. In 2009, IUPUI developed a pilot program in technology for learning and recruited a cohort of 18 students (a combination of elementary and secondary teachers) for a two-year cohort version of this program. In 2010, the state passed legislation taking away the school districts' right to offer teachers raises based on earned Master's

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degrees, and IUPUI immediately enrolled 48 teachers in this hybrid program because they could complete it in 2 years and have their degrees before the window closed on pay increases. None of IUPUI's face-to-face Master's programs drew similar enrollment during this time. The face-to-face program continues to attract students, but it's clear that the demand will be even stronger for a 100% online program.

See Appendix 3 for Sample Job Postings from August 2018.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.

    The letter of support in our packet comes from the Department of Instructional Systems Technology at Indiana University in Bloomington. The letter was written by Dr. Thomas Brush after several exchanges between his department and the IUPUI School of Education about the development of the program. There are some reminders in the letter about our discussions and ways we will be working to continue to improve the program once it has been approved.

    See Appendix 4 for IUB Letter of Support

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

    IU has been highly proactive in its stance toward online education and provided many support systems to faculty who want to learn to teach in the online context. Many SoE faculty members have actively pursued the skill set needed to teach online, and there are more than a dozen tenured and tenure-track faculty members on six campuses, who have expressed interest in teaching for the collaborative program.

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

    See Appendix 5 for Faculty and Staff, Detail

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

    This program will not require any renovations or new space.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

  The IUPUI School of Education has already offered this program face-to-face on a pilot basis using existing resources. No additional capital costs are required.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

  IU continually invests in current technologies so the faculty is equipped with basic equipment like video camera, laptop computers, scanners, and more.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

  Not Applicable

ii. Special Fees above Baseline Tuition

  IU Online charges a $70 dollar per credit fee for online courses, which support the online infrastructure and student services.

4. **Similar and Related Programs**

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

There are a handful of other Master's degree in educational technology in Indiana, but none of these is exactly like this degree program. IUPUI, specifically, is the only program that focuses on the urban education theme of reaching all learners and preparing teachers to be instructional technology coordinators meeting the needs of population centers across the state. This feature of the program will be supplemented by the particular skills and expertise that faculty members from other campuses bring to the collaboration.

Indiana University in Bloomington has an M.S.ED in Instructional Systems Technology, a Certificate in Instructional Systems Technology, and a Certificate in Learning Sciences,

Media, and Technology. None of these is nearly as teacher and school oriented as this collaborative program, which was developed through work with school districts.

Programs are also available from:

- Western Governors University - Masters of Education, Learning and Technology
- Purdue University - Masters of Science in Education in Learning Design and Technology
- University of Indianapolis - Technology Certificate Graduate Program
- Ball State University - Master of Arts in Curriculum and Educational Technology

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

   ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

Many universities across the country offer similar online Master's degree programs. The following programs would be competitors to this degree program:

- University of Colorado, Denver – MA in Information and Learning Technologies with emphasis on K-12 Teaching
- Pepperdine University – Masters of Arts in Learning Technologies
- Stanford University – Masters in Learning, Design and Technology
- Penn State University--Master of Education in Learning, Design, and Technology
- Harrisburg University—Masters of Science Learning Technologies

c. Articulation of Associate/Baccalaureate Programs

Not Applicable

d. Collaboration with Similar or Related Programs on Other Campuses

The program most like this one is the *Computer Education License* offered by the Instructional Systems Technology (IST) Department at IU Bloomington. Their licensure program is designed for teachers with some of the same technology goals as our program, but theirs does not include the focus on urban school settings. The Bloomington IST department also offers an *Instructional Systems Technology Certificate* and a *MS in Instructional Systems Technology*. These programs are both residential and online programs designed to prepare e-learning developers, instructional designers, corporate trainers, researchers, and education content developers, entrepreneurs in training and development, and technology leaders in schools. Our programs share a focus on technology, but the programs have totally different courses and outcomes.

We requested and received approval for this program in 2012 from the IU Bloomington-IUPUI Core Campus Graduate Studies Committee and the Policy Council. The degree program was approved as a residential program and as subplans of the MS in Elementary Education and Secondary Education. Approval for this program as a new and online program is pending with both of these committees.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

The program consists of 36 credit hours of coursework taken two courses a semester for six semesters. These courses are offered completely online via Canvas. Students are admitted in cohort groups and must take the sequence of courses according to the program plan, but students can transfer up to nine graduate credit hours into the program with the permission of an advisor.

See Appendix 6 for Credit Hours Required/Time To Completion, Detail

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

  Graduates from the Technology for Learning M.S. Ed program will be able to:
  1. Design, support, and facilitate inclusive and accessible K-12 educational learning environments with technology (e.g. culture, ability, language, background).

  a. Synthesize research in the field of educational technology to develop deeper knowledge and work within frameworks of understanding innovative practices, their strengths and weaknesses, and their opportunities and barriers in a K-12 setting.

  b. Evaluate and utilize technology tools and resources for K-12 learning, including social media.

  c. Design K-12 curriculum for different methods such as student-centered learning drawing upon a wide range of educational purposes including building deeper understandings, practicing skills, and working for social justice.

  d. Design technology-integrated instruction that promotes digital citizenship, media literacy, and computational thinking.

  e. Design, develop, and evaluate instruction to facilitate learning in K-12 face-to-face and online environments.

2. Develop the skills and dispositions to become a leader in incorporating technology into K-12 learning environments.

  a. Formulate a rationale/vision for infusion of technology into K-12 learning environments based on established educational theory and research for a range of educational purposes including building deeper understandings, practicing skills, and working for social justice.

  b. Make use of a range of data to inform the evaluation and revision of technology-rich learning environments.

  c. Participate in and document involvement in collaborative, reflective learning communities.

  d. Build appropriate activities and tools for professional development and program evaluation.

   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

   ii. 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.

   iii. Model technology-enhanced learning experiences using a variety of research-based, student-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

   iv. Evaluate results of professional learning programs to determine the effectiveness of deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The Office of Collaborative Academic Programs and the Office of Online Education will assist in the collection of distribution of assessment data from across the participating campuses to facilitate program-level assessment and to provide meaningful data to the individual campuses for their particular assessment and reporting obligations.

Students' performances and progress will be assessed at the course level by evaluating their mastery of course objectives with performance assessments. Course Instructors will expect students to demonstrate mastery (>80%) of each objective and will provide formative feedback as the courses unfold so students are well aware of the rigorous expectations and supported in their striving to meet them.

Students will be adding course projects and assessments from their technology courses (the 5 W-courses) to their ePortfolios and the Technology Committee of the School of Education will review the content of these portfolios at an annual program review meeting every spring semester. They will analyze how well the students are using technology as a tool to support cognitively complex learning, as well as ask if the newest forms of technology are in use. This program evaluation session will end with the formulation of recommendations/action steps to be supervised by the Technology Committee and faculty teaching the courses.

In addition, the collaborative program will collect student assessment data from the rubrics used to grade their final projects in the Inquiry courses: Y520 Literature Review, Y510 Action Research Plan, and T590 Action Research Practicum. Information gathered through this assessment process will be used to help determine the summative effectiveness of the program in meeting its intended learning outcomes and to inform any adjustments that are determined to be needed to help with continuous programmatic improvement. The School of Education also surveys graduates of masters' programs and their employers to get data about the impact of their advanced learning.

e. Licensure and Certification

This degree does not prepare graduates for a license or certification.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

  The majority of the program completers will be teachers who will find jobs as instructional coordinators, instructional coaches, technology coaches, technology integration specialists, or technology leaders at the school or school district level. In addition, we expect to serve those interested in teaching diverse learners at the university level, either at the community college level or in programs such as informatics, liberal arts, or the sciences. The degree would also be useful to informal educators such as museum studies, after school program providers, and adult education instructors.

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

  Not Applicable

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

  All degrees and licensure programs offered by the School of Education will be evaluated for national accreditation by the Council for the Accreditation of Educator Preparation (CAEP).

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

- Report a table for each campus or off-campus location at which the program will be offered

- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.

- Round the FTE enrollments to the nearest whole number

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Appendix 1: Institutional Rationale, Detail

- Indiana University Bicentennial Strategic Plan posted to the IU website at:
  https://strategicplan.iu.edu/plan/education.html

- January 2016 IU Online: A Collaborative Model for Online Education at Indiana University posted to the IU website at:
  https://teachingonline.iu.edu/about/staff/collaborative_model.html

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data—Cite visited August 21, 2018.

High School Teachers

High school teachers prepare students for life after graduation by teaching lessons and skills students will need to attend college or enter the job market.

Quick Facts: High School Teachers	
2017 Median Pay	$59,170 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	1,018,700
Job Outlook, 2016-26	8% (As fast as average)
Employment Change, 2016-26	76,800

See: http://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm

Middle School Teachers

Middle school teachers help students build on the fundamentals they learned in elementary schools to prepare them for the more difficult subjects and lessons in high school.

Quick Facts: Middle School Teachers	
2017 Median Pay	$57,720 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None

Quick Facts: Middle School Teachers	
Number of Jobs, 2016	630,300
Job Outlook, 2016-26	8% (As fast as average)
Employment Change, 2016-26	47,300

See: http://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm

Kindergarten and Elementary Teachers

Kindergarten and elementary school teachers teach basic subjects, such as math and reading.

Quick Facts: Kindergarten and Elementary School Teachers	
2017 Median Pay	$56,900 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	1,565,300
Job Outlook, 2016-26	7% (As fast as average)
Employment Change, 2016-26	

See: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Kindergarten and Elementary School Teachers, on the Internet at https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm (visited *August 20, 2018*).

Instructional Coordinators

Instructional coordinators work with teachers and school administrators to implement curriculums.

Summary and National Data

Quick Facts: Instructional Coordinators	
2017 Median Pay	$63,750 per year $30.65 per hour
Typical Entry-Level Education	Master's degree

Quick Facts: Instructional Coordinators	
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2016	163,200
Job Outlook, 2016-26	11% (Faster than average)
Employment Change, 2016-26	17,200

See: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Instructional Coordinators, on the Internet at https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm (visited *August 24, 2018*).

Indiana Data

Quick Facts: Primary, Secondary, Special Education Teachers	
2016 Employment	18,313
2026 projection	19,501
Percent Change	6.5%
Annual Wage 2017	$52,673

See: Indiana Department of Workforce Development, www.in.gov/dwd/ra

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Quick Facts: Instructional Coordinator	
2016 Employment	1,759
2026 projection	1,971
Percent Change	12.1%
Annual Wage 2017	$60,705

See: Indiana Department of Workforce Development, www.in.gov/dwd/ra

This table was produced by Indiana Department of Workforce Development - Research and Analysis : 8/30/2018 11:15:51 AM

Appendix 3: 3 Sample August 2018 Job Postings from Indeed.com

Indeed.com Job Posting #1

Visited August 21, 2018: Search terms "education technology coordinator"

Technology Integration Specialist

Perry Township Schools- Indianapolis, IN 46217

Helps manage and support key online learning environments, supplements and systems.

- Maintains and supports LMS systems
- Troubleshooting of LMS integrations and teacher uses
- Supports and troubleshoots Google platform
- Work within the Technology Services team to ensure needs are met
- Documents departmental processes and procedures
- Writes training materials as needed
- Works with vendors of online educational support materials
- Support of STEM hardware/software items
- Performs other duties as assigned
- 260 day position / $19.43 - $27.43, depending on previous experience

- Bachelor's Degree (preferably in an Education field)
- Good organizational skills, strong customer service skills
- End user support experience, ability to document
- Ability to work collaboratively
- Good understanding of desktop hardware and software
- Ability to effectively manage projects

Indeed.com Job Posting #2

Visited August 21, 2018: Search terms "education technology coordinator"

Instructional Designer

Purdue University - West Lafayette, IN
In this role, you will collaborate with faculty to design and develop online, hybrid and face-to-face courses. As well as design digital course content with faculty members, assist with curriculum development, and integration of teaching and learning technology tools. You will also lead the instructional design specialists in building courses. You will utilize your skills to design, develop, and support professional development activities to support faculty in adopting best practices in teaching. You will support Purdue's IMPACT program by partnering with the Center for Instructional Excellence and Libraries helping faculty redesign large foundational courses for student-centered learning.
Original posting: 6/21/2018 for seven vacancies.
Qualifications—Required:

- Master's degree in Instructional Design, Instructional Technology, Education, or related field.

- Three years of instructional design experience working with faculty/instructors/subject matter experts to design, develop and support delivery of instruction.
- In lieu of degree, consideration will be given to an equivalent combination of education and experience.
- Highly developed communication skills (oral, written, and interpersonal) with the demonstrated ability to work effectively with multiple constituencies in a fast-paced, dynamic work environment.
- Expertise in applying learning theory and pedagogy to develop instructional design strategies.
- Knowledge and application of best practices using technology for teaching and learning, including but not limited to, multimedia development, web conferencing, learning management systems, social networking, online collaborative tools, and mobile solutions for education.
- Ability to monitor and report on the course development process.
- Ability to use one or more eLearning authoring tools (e.g., Camtasia, Captivate, Softchalk, Articulate).

Qualifications—Preferred:
- PhD or EdD Degree.
- Instructional Design experience in higher education.
- Teaching experience in higher education, preferably in online & blended environments.
- Experience designing and delivering faculty professional development in a higher education setting.
- Knowledge of and the ability to apply universal design for learning, and accessibility standards for online learning environments, as well as familiarity with assistive technologies used with course design, development and delivery.
- Familiarity with copyright laws and creative commons and how they pertain to courses.
- Ability to use one or more eLearning authoring tools (e.g., Camtasia, Captivate, Softchalk, Articulate).

Additional Information:
- This posting represents five vacancies.
- A background check will be required for employment in this position.
- FLSA: Exempt (Not Eligible For Overtime)
- Retirement Eligibility: Defined Contribution Waiting Period.
- Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.

Updated 8-19-18 for five vacancies.

Indeed.com Job Posting #3

Visited August 21, 2018: Search terms "education technology coordinator"

Early Learning Specialist - Department of Education
Indiana Department of Education- Indianapolis, IN

$50,000 - $65,000 a year

Work for Indiana
Join U.S News & World Report's #1 state government! With more than 50 executive branch agencies, the State of Indiana is a diverse workforce offering applicants stimulating and challenging projects across a broad scope of career opportunities. As a State of Indiana employee, you impact the well-being of Indiana's communities every day.

Indiana Department of Education
We are dedicated to providing the highest quality of innovative support to Indiana's schools, teachers, students, and parents. We are proactively working with educators, policy makers, business leaders, and community-based organizations to achieve our mission of "Working Together for Student Success."

Early Learning Specialist
The Early Learning Specialist provides statewide leadership, coordination, and technical assistance for early childhood instruction and the implementation of education reform and accountability. The incumbent is responsible for administering and interpreting state educational policy related to early childhood education; reviewing, updating, and supporting the Early Learning Foundations and the state kindergarten readiness assessment; coordinating the development of resources focused on the improvement of early childhood education and achievement; providing content expertise for the alignment of assessments; and participating in early childhood initiatives, programs, and activities statewide. In addition, the incumbent provides expertise for improvement activities related to early childhood outcomes, least restrictive environment, and transition from early childhood. The Specialist provides leadership and technical assistance to all stakeholders. Work is conducted professionally within federal and state guidelines.

Salary range: $50,000 - 65,000
A day in the life

- Support all efforts pertaining to the Indiana Department of Education's (IDOE) early childhood initiatives;
- Support the implementation, provide technical assistance, and professional development for the Indiana Early Learning Foundations;
- Support curriculum resources for early childhood education;
- Promote innovation in early childhood leadership and teaching;
- Participate in and support all efforts pertaining to IDOE's Literacy Initiatives;
- Participate in the development and implementation of Indiana's Literacy Framework;
- Provide content expertise on assessment and standard development;
- Provide technical assistance and professional development to districts and other IDOE divisions;
- Maintain website with up-to-date content that reflects the IDOE's mission and vision for early learning;
- Provide expertise to address identified deficiencies related to early childhood outcomes and transitions from early childhood;
- Collaborate with the IDEA Part B 619 Coordinator on least restrictive environment and Office of Special Education Program Indicators 6, 7, and 12;
- Promote fidelity implementation of programs, assessments, and interventions;
- Review and evaluate early childhood grants and maintain all correspondence with awardees;
- Provide analysis of research and data to assist in policy and program management decisions;
- Respond to questions regarding Indiana laws and rules pertaining to early childhood education;

- Maintain relationships with State and national early childhood education professional organizations;
- Collaborate with other early childhood agencies in Indiana;
- Work closely with School Improvement Specialists to facilitate school reviews, respond to school's data with technical assistance and professional development, facilitate the continuous improvement cycle, contribute to the feedback on school improvement plans;

What we're looking for

- A Bachelor's degree with at least three years of classroom teaching experience and extensive early childhood training;
- Experience in early childhood curriculum development and workshop presentations;
- Ability to communicate effectively with all stakeholders, internal and external;
- Work collaboratively with a diverse group of stakeholders (federal agencies, Indiana state agencies, local education agencies, institutes of higher education, education service centers, child care resource and referral agencies);
- Extensive knowledge of the IDOE's mission and vision;
- Broad knowledge of education issues, concerns, and projects;
- Thorough knowledge of early childhood curriculum and instruction, including knowledge of developmental delays;
- Ability to develop, plan, administer, manage, and organize complex projects and activities;
- Professionally active person, e.g. professional organization members, conference attendance, etc.;
- Exemplary interpersonal, writing, and effective communication skills
- Strong technology, problem solving, and project management skills; and
- The ability to travel statewide and nationally at times, remaining overnight when necessary.

Benefits
The State of Indiana offers a comprehensive benefit package which includes:

- Choose from four medical plans (including RX coverage), vision and dental
- Wellness program that offers eligibility into a discounted medical plan
- Health savings account, offered for most medical plans, includes state contributions
- Deferred compensation account (similar to a private sector's 401 K plan) with employer match, as well as a choice between two fully funded pension plans
- Group life insurance
- Employee assistance program that allows for covered behavioral health visits
- Paid vacation, personal and sick time off
- The State of Indiana offers other generous leave policies covering a variety of employee needs
- New Parent Leave
- 12 company paid holidays, 14 on election years
- Qualified employer for the Public Service Loan Forgiveness Program
- Free downtown parking

Equal Employment Opportunity
The State of Indiana is an Equal Opportunity Employer
Job Type: Full-time
Salary: $50,000.00 to $65,000.00 /year
Experience:

- early childhood curriculum development: 3 years (Required)
- classroom teaching in early childhood environment: 3 years (Required)

Education:

- Bachelor's (Required)

Work authorization:

- United States (Required)

Appendix 4: Letters of Support, Detail

From: Brush, Thomas A.
To: Berghoff, Beth A. Cc: Boling, Elizabeth; Avital Deskalo
Subject: Support for Online Masters Programs Date: Monday, September 30, 2013 10:50:01
AM

Beth, based on the information you have provided me, the IST department at the IU-Bloomington School of Education is in support of your proposal to offer your current Masters of Elementary and Secondary Education with technology emphasis as online degrees. As you have stated, once your program has been approved you will work towards: Identifying and/or hiring a full-time coordinator for the program who is a tenure-line faculty member and has experience and research interests in the field of educational technology.
Ensuring that current tenure-line faculty are responsible for teaching the core classes in the program.
Revisiting the titles of some of your core classes (particularly W550) and providing course titles that more actively reflect the content of the course(s).

Let me know if you need any additional information from me.

Thomas Brush Barbara B. Jacobs Chair in Education and Technology Chair, Instructional Systems Technology Department School of Education Room 2276 Indiana University 201 N. Rose Ave. Bloomington, IN 47405
Phone: 812-856-8458

Appendix 5: Faculty and Staff, Detail

- **Jeremy Forest Price,** IUPUI, Assistant Professor of Technology, Innovation and Pedagogy in Urban Education, Ph.D. Boston College
- **Natasha Flowers,** IUPUI, Clinical Assistant Professor, Ph.D. Indiana State University
- **Crystal Hill,** IUPUI, Assistant Professor, Ph.D. University of North Carolina- Chapel Hill
- **Paula Magee,** IUPUI, Clinical Associate Professor, Ph.D. City University of New York
- **Thu Suong Nguyen**, IUPUI, Assistant Professor of Educational Leadership and Policy Studies, Ph.D. University of Texas at Austin
- **Gina Yoder,** IUPUI, Clinical Assistant Professor in Curriculum and Instruction, Ph.D. Indiana University Bloomington

- **Tara Kingsley**, IU Kokomo, Associate Professor of Education, Ph.D. Ball State University
- **Julie Saam**, IU Kokomo, Professor of Education, Ph.D., Assistant Vice Chancellor for Academic Affairs, Director of the Center for Teaching, Learning, and Assessment, Ph.D. Indiana University Bloomington
- **James O. Barbre, III**, IU East, Associate Professor of Education, Director of Graduate Programs in Education, Faculty Senate President, Ph.D. Oklahoma State University
- **Julia Gressick**, IU South Bend, Assistant Professor Instructional Technology, Ph.D. University of Wisconsin Madison
- **Lisa Hoffman**, IU Southeast, Associate Professor and Director of Graduate Studies, Ph.D. Florida State University
- **Faye Marsha G. Camahalan**, IU Southeast, Professor and Dean, School of Education, Ph.D. University of the Philippines
- **Gary Pinkston**, IU Southeast, Associate Professor and Coordinator of Computer Licensure Program, Ed.D. University of Minnesota
- **Sumreen Asim**, IU Southeast, Assistant Professor of Elementary Science and Technology, Ph.D. University of North Texas
- **Rachel Star**, IU Southeast, Assistant Professor of Graduate Studies, Ed.D. University of Cincinnati
- **Anne Leftwich,** IU Bloomington, Associate Professor of Instructional Systems Technology, Ph.D. Purdue University
- **Curt Bonk**, IU Bloomington, Professor of Instructional Systems Technology, Ph.D. University of Wisconsin, Madison
- **Thomas Brush**, IU Bloomington, Barbara B. Jacobs Chair in Education and Technology, Professor of Instructional Systems Technology, Ph.D. Indiana University

Appendix 5: Credit Hours Required/Time To Completion, Detail

The program enables students to move ahead as professionals in all of these areas by focusing on three strands of development:

Learning Outcome #1—Instruction/Curriculum (3cr) Students will enhance their understanding of the roles that curriculum and instruction serve by studying elementary and secondary contexts. Complete:

J500 Instruction in the Context of the Curriculum

Learning Outcome #2—Assessment (3cr) Students will learn to use an array of assessment tools in diverse learning contexts. Contexts will include traditional classrooms, e-learning, educational games, educational social networks. Complete one of:

P507 Assessment in Schools, OR
R541 Evaluation in Schools

Learning Outcome #3 Diversity/Inclusive Teaching (3cr) Students will investigate administrative strategies, evaluation techniques and staff development models as they relate to schools' ability to define and fulfill their purpose in a democratic society. Complete one of:

  H520 Social Issues in Education, OR
  T531 Organizational Change in Culturally and Linguistically Diverse Schools, OR
  J511 Differentiated Instructions

Learning Outcomes #4 Inquiry (9cr) Courses will prepare teachers to be critical readers of educational research and to engage in action research of their own design to improve their teaching. Complete the following three courses:

Y520 Strategies for Educational Inquiry
Y510 Action Research
T590 Inquiry Practicum

Learning Outcome #5 Technology in Education Core (9cr) Courses will develop teachers' capacity to infuse technology in their instruction and to use it to network and communicate in an increasingly global society. Complete the following three courses:

W531 Technology for Teaching and Learning
W540 Technology-infused Curriculum
W515 Technology Leadership and Professional Development

Learning Outcome #6 MSEd Tech Electives (9cr) Courses will develop teachers' capacity to infuse technology in their instruction and to use it to network and communicate in an increasingly global society. Complete three courses chosen from the following list:

EDUC-W 520	Planning for Technology Infrastructure
EDUC-W 550	Current Technology Trends --maker spaces, other tpcs.
EDUC-K 510	Assistive Techniques in Special Education
EDUC-R 505	Computer-Based Teaching Methods
EDUC-W 505*	Prof. Development Workshop—Topics may include: Virtual Field Trips (3-cr); Coding in the Classroom (3-cr); Technology as a Teaching Tool (1-cr)

Collaborative MS in Education for Learning--Curriculum Map--*February 22, 2018*	
LO #1 Instruction/Curriculum—Complete one course (3cr):	
Course	*Course Title*
EDUC-J 500	Instruction in the Context of Curriculum
LO #2 Assessment—Complete one course (3cr):	
Course	*Course Title*

| EDUC-P 507 | Planning and Assessment |
| EDUC-R 541 | Educational Evaluation |

LO #3 Diversity/Inclusive Teaching—Complete one course (3cr):

Course	*Course Title*
EDUC-H 520	Social Issues in Education
EDUC-T 531	Organizational Change in Culturally and Linguistically Diverse Schools
EDUC-J 511	Differentiated Instruction

LO #4 Inquiry—Complete three courses (9cr):

Course	*Course Title*
EDUC-Y 520	Strategies for Educational Inquiry
EDUC-W xxx Or EDUC-Y 510	Research and Technology in Schools **or** Action Research 1
EDUC-W 590	Capstone--Research in Education

LO #5 Technology in Education Core—Complete three courses (9cr):

Course	*Course Title*
EDUC-W 515	Technology Leadership and Professional Development
EDUC-W 531	Technology for Teaching and Learning
EDUC-W 540	Technology-infused Curriculum

LO #6 MSEdTech Electives—Choose three courses (9cr):

Course	*Course Title*
EDUC-W 520	Planning for Technology Infrastructure
EDUC-W 550	Current Technology Trends—Topics may include: "Maker Space, etc.
EDUC-K 510	Assistive Techniques in Special Education
EDUC-R 505	Computer-Based Teaching Methods
EDUC-W 505*	Prof. Dvlpmnt Wrkshp: Topics may include: Virtual Field Trips (3-cr); Technology as a Teaching Tool (1-cr) Coding in the Classroom (3-cr)

Sample 6 Semester enrollment pattern for part-time student

Semester	Course 1	Course 2
Fall	T531 Organizational Change in Diverse Schools	W531 Computers in Education
Spring	W505 Computer-Based Teaching Methods	P507 Assessment in Schools
Summer	Y520 Strategies for Educational Inquiry	W540 Computers in the Curriculum
Fall	Y510 Action Research	W550 Research in Instructional Technology
Spring	J500 Instruction in the Context of the Curriculum	W515 Technology Leadership

Summer	T590 Inquiry Practicum	W520 Instructional Technology

The technology courses (W-courses) have completed the remonstrance process. The following table reflects the updated course titles.

Semester	Course 1	Course 2
Spring	T531 Organizational Change in Diverse Schools	W531 Technology for Teaching and Learning
Summer	T524 Diverse Perspectives on Families	P507 Assessment in Schools
Fall	Y520 Strategies for Educational Inquiry	W540 Technology-Infused Curriculum
Spring	Y510 Action Research	W550 Current Technology Trends
Summer	J500 Instruction in the Context of the Curriculum	W515 Technology Leadership and Professional Development
Fall	T590 Inquiry Practicum	W520 Planning for Technology Infrastructure

Inquiry (9 credits)
Courses will prepare teachers to be critical readers of educational research and to engage in action research of their own design to improve their teaching.

Y520 Strategies for Educational Inquiry (3 cr.)
People often read published reports of educational research without understanding the process or design used to conduct the inquiry. This course introduces the educational research process, and explores and compares various forms of design. Students will practice generally accepted procedures for generating, analyzing and interpreting data to develop greater comfort in reading, reviewing, and critiquing research results.

Y510 Action Research (3 cr.)
Action research strives to improve classroom instruction through a philosophy of inquiry and corresponding research methods. Students will learn to select an area of focus, collect, organize, analyze and interpret data, and take action based on empirical findings. Putting theory into practice, they will design an action research project and write a formal proposal for that study.

T590 Research Practicum- Action Research Learning Community
In this third course the class becomes a community of inquirers to support one another as students initiate their inquiry projects, carry-out their data-collection and analysis, and report on their own inquiries.

Inclusive Pedagogy (12 credits)
Courses will deepen teachers' knowledge of effective teaching and learning in relationship to the content demands of today's standards and assessments. The focus of this strand will be on

instruction that meets the needs of all learners, including those with unique learner profiles and culturally and linguistically diverse backgrounds.

J500 Instruction in the Context of the Curriculum (3 cr.)

Curriculum and instruction have a profound impact on social contexts, learning theories, and schooling practices. While they serve essentially the same function in most educational environments, the concepts and definitions may vary based on the context. Students will enhance their understanding of the roles which curriculum and instruction serve by studying elementary and secondary contexts.

P507 Assessment in Schools (3 cr.)

Students will learn to use an array of assessment tools in diverse learning contexts. To better develop skills in application and evaluation, learners will incorporate formal and informal assessment instruments including multiple choice, essay, performance and portfolio tools. Contexts will include traditional classrooms, e-learning, educational games, educational social networks. The purpose of this course is to learn how quality educational assessment can be used to ensure achievement gains.

T524 Diverse Perspectives on Families (3 cr.)

This introductory graduate course provides an overview of diverse perspectives on all families while focusing on working with all P-12 students and their families in formal and informal environments. Graduate students will construct understanding of students and their families in the larger educational continuum while identifying and analyzing critical issues. Topics include historical perspectives and trends; policies and legislation at local to international levels; developing and sustaining relationships, partnerships, and alliances; and innovative strategies, skills, and dispositions for supporting, nurturing, and involving different types of families.

T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)

Factors which impede and facilitate change in education at the community, district, school and classroom levels are constantly evolving. This course approaches organizational development and reform from a legal perspective. Students will investigate administrative strategies, evaluation techniques and staff development models as they relate to schools' ability to define and fulfill their purpose in a democratic society.

Technology for Learning (15 credits)
Courses will develop teachers' capacity to infuse technology in their instruction and to use it to network and communicate in an increasingly global society.

W515 Technology Leadership and Professional Development (3 cr.)
(This title and description replaces W515 Technology Leadership)

This course is about providing leadership in support of technology for learning. Students will study theories and examples of technology leadership, evaluate standards for teacher effectiveness and professional development frameworks, critique policies and procedures, conduct data analysis, and assess the needs of adult learners. Students will create plans for professional development designed to advance the use of technology in learning environments.

W520 - Planning for Technology Infrastructure (3 cr.)
(This title and description replaces W520 Instructional Technology)

This course addresses topics pertinent to planning for and sustaining technology infrastructures such as strategic planning, budgeting, vendors and contracts, grant writing, Acceptable Use Policy, classroom technology, wireless access, Student Information Systems, Learning Management Systems, and Total Cost of Ownership. Students will assess the technology needs of a specific learning environment and write a proposal to upgrade the technology support for teachers and learners.

W531 Technology for Teaching and Learning (3 cr.)
(This title and description replaces W531 Computers in Education)

A survey of technology used for teaching and learning which explores technologies in learning environments. Students will critically examine topics such as 21st century learning, new literacies, digital divides, digital citizens, technology in classrooms, web-based tools, mobile technologies, game-based learning, and technology innovations. Students will evaluate educational technology tools and engage in social networking and collaborative learning.

W540 Technology-infused Curriculum (3 cr.)
(This title and description replaces W540 Computers in the Curriculum)

Course focuses on technology integration to promote critical thinking, global awareness, constructivist learning, collaboration, media literacy, high student motivation, higher-level thinking, and creativity. Students will learn about universal design, differentiation, instructional and assessment strategies, and planning techniques. Students will set curricular goals and design lessons for their own contexts.

W550 Current Technology Trends (3 cr.)
(This title and description replaces W550 Research in Instructional Computing)

This course investigates innovations, emerging technologies, and technology's role in education reform. Students will collaborate to search out, evaluate, and synthesize research studies and verifiable information about promising educational technologies. They will present their findings in a webinar for other professionals

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University

Program: M.S. in Education Technology for Learning

Proposed CIP Code: 13.0501

Base Budget Year: 2018-19

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Enrollment Projections (Headcount)					
Full-time Students	12	24	40	40	40
Part-time Students	24	48	80	80	80
	36	72	120	120	120
Enrollment Projections (FTE)*					
Full-time Students	12	24	40	40	40
Part-time Students	12	24	40	46	52
	24	48	80	86	92
*Sum of rounded detail may not equal rounded totals.					
Degree Completion Projection	-	-	1	2	4

CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code: 13.0501