

**East Stroudsburg University  
Kutztown University**



**Instructional —————  
————— Technology**  
**Portfolio Development Guidelines**

**A Cooperative Program of the  
Media, Communication  
& Technology and  
Instructional Technology  
Departments**

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## **Portfolio Development and Authentic Assessment**

Authentic assessment is the foundation in a building block approach to student performance. The sequence of courses requires students to demonstrate an increasing sophistication in their application of production skills, media techniques, and theories from other courses.

Each student will demonstrate assessment activities. These may include various types of performances, design, development and approval of a portfolio prior to acceptance into internship, and completion of a separate portfolio as part of internship assessment.

The process of developing of authentic assessment tasks includes formation of objectives with specification of behavior, and statement of acceptable performances. The tasks have characteristics, which might include but are not limited to:

- May have more than one right answer
- Thought provoking, not recall of memorized facts
- Require decision making, rather than just rote memorization
- Develops thinking in a variety of ways
- Leads to other problems to be solved
- Raises other questions
- Often more than one correct approach

Types of authentic assessments might include but are not limited to:

- Student projects
- Performances
  - Examples:
    - Materials developed for workshops/courses
    - Technology plans you have developed
    - Syllabi of courses taught
- Oral questioning by faculty supervisors and/or on site supervisor
- Portfolios including examples of student's work, summaries and reflections

## **Instructional Technology Comprehensive Portfolio**

Graduate students seeking a Master of Instructional Technology degree and/or Instructional Technology Specialist Certification must complete a comprehensive portfolio.

### **What is a comprehensive portfolio?**

The comprehensive portfolio is viewed as both a product and process. As a product it demonstrates, through a purposeful collection of work, the knowledge and skills a student has attained as a result of the learning and growth in the Joint M.Ed./Instructional Technology (IT) Specialist Certification Programs between East Stroudsburg University and Kutztown University. As a process, the creation of the portfolio enables the student to become a reflective learner and to continue on the path of life-long learning. The process includes a portfolio review process by the faculty, and is part of the assessment required for program retention and graduation.

## **What are the components of a comprehensive portfolio?**

The comprehensive portfolio is comprised of the *programmatic portfolio* and the *internship portfolio*. The programmatic portfolio demonstrates your activities and growth while a student in the Instructional Technology program(s). The internship portfolio represents the range of experiences and activities during your internship. These two, the programmatic and internship portfolios, encompass the comprehensive portfolio submission.

The components of the comprehensive portfolio must be submitted in traditional hard copy format as well as in electronic format. Three labeled CD-ROMs, that are PC and Mac compatible, accompanied with a list of the software applications needed to view and review the electronic artifacts is required. If the electronic version is a web page, the URL must be submitted in writing along with any instructions needed to access the site.

The traditional hard copy portfolio must be in a 3-ring binder with all sheets encased in plastic covers. Labeled dividers must separate the items.

The comprehensive portfolio must contain the following:

1. Cover sheet
  - a. Name
  - b. *Student ID* Number
  - c. Date submitted
  - d. Advisor's name
2. Copy of signed plan of study
  - a. Requires interview, agreement and signature of advisor
3. Professional resume
4. Table of contents
5. Artifacts from graduate courses to demonstrate all program outcomes/standards
  - a. Conform to the requirements in the design/production guidelines (see attachment A)
  - b. A minimum of 8 artifacts and a maximum of 20 artifacts should be provided as documentation
  - c. All outcomes must be addressed
  - d. A single artifact can document more than one outcome/standard
  - e. For the degree, artifacts must reflect the different content of at least 8 of the courses from the approved plan of study,
  - f. For certification, artifacts must show compliance with each of the Pennsylvania Department of Education (PDE) standards
6. Summary sheet preceding each artifact supporting how the outcome(s)/standard(s) has been met
7. A reflection statement with each artifact describing what you learned from the experience
8. For certification, completed cross reference grid of compliance with PDE standards
9. Philosophy statement providing your vision of Instructional Technology
10. Plan for your future professional growth and development

## **What is the process for the submission of the comprehensive portfolio?**

All candidates for certification and/or graduation must submit separate programmatic and internship portfolios. In combination these two will comprise the comprehensive portfolio.

### **Step One: Submit the Programmatic Portfolio**

The programmatic portfolio must be submitted and approved by the faculty prior to the beginning of the internship. All candidates for internship must:

- Indicate in writing the intent to submit a portfolio to their INSTRUCTIONAL TECHNOLOGY graduate advisor by:
  - September 30<sup>th</sup> if spring semester internship is anticipated and returned by the faculty no later than 30 days after submission
  - February 15<sup>th</sup> if summer or fall semester is anticipated and returned by the faculty no later than 30 days after submission
- Submit portfolio to their graduate advisor for faculty review by:
  - October 30<sup>th</sup> if spring semester internship is anticipated and returned by the faculty no later than 30 days after submission
  - March 15<sup>th</sup> if summer/fall semester internship is anticipated and returned by the faculty no later than 30 days after submission
- Participate in an oral presentation and exhibition of the portfolio. The time for the presentation will be approximately one hour.

### **Step Two: Submit the Internship Portfolio**

Each student will design and develop a portfolio that is representative of the activities and experiences of their internship. The internship portfolio must be submitted following the completion of the internship. This portfolio must be presented to their advisor within two weeks after the completion of the internship. Requests for an extension of time must be submitted in writing, and requests for extensions should only be considered due to extenuating circumstances. Submission and presentation of the internship portfolio is part of the internship course requirements.

## **How do I gain credit or show standard compliance for prior courses and experiences?**

The optional, work experience portfolio is required for students seeking to demonstrate mastery of course content and/or compliance with a certification standard, and who are requesting substitution of another course(s) or acknowledgement of satisfaction of certification standard(s).

The optional portfolio provides an opportunity for the student to demonstrate prior experiences and activities from other courses that are relevant to either the degree and/or certification IT programs. The submission of the optional portfolio must occur within the first semester of their attendance or no later than 9 credits into the Instructional Technology certification program.

Certificate seeking students with prior experiences or courses may seek to demonstrate their meeting of certification standards. Degree seeking students with prior experiences or courses may seek to demonstrate their mastery of course content and seek the substitution of another course.

Neither institution permits the granting of credit for experiential learning in these programs.

## **What is the process for submission of an optional, work experience portfolio?**

All candidates must:

- Indicate in writing the intent to submit a portfolio to their INSTRUCTIONAL TECHNOLOGY graduate advisor by:
  - September 30<sup>th</sup> if admitted for fall semester and returned by the faculty no later than 30 days after submission
  - February 15<sup>th</sup> if admitted for winter semester and returned by the faculty no later than 30 days after submission
- Submit portfolio to their graduate advisor for faculty review by
  - October 30<sup>th</sup> if admitted for fall semester and returned by the faculty no later than 30 days after submission
  - March 15<sup>th</sup> if admitted for fall semester and returned by the faculty no later than 30 days after submission
- Participate in an oral presentation and exhibition of the portfolio. The time for the presentation will be approximately one hour. Time preferences will be considered but not guaranteed, however an effort to establish a date and time mutually acceptable to student and advisor will be attempted.

## **What is an electronic portfolio?**

Electronic portfolios are a computer-based means of organizing, designing, and viewing traditional styles of portfolios and assessing student learning using technology. Electronic portfolios provide the ability to show media products, demonstrate interpersonal skills with software presentations, and are a progressive method of record keeping and reporting on student progress.

Electronic portfolios could include media product design, writing samples, media productions, and applications of technology from the internship experience. When placed on-line, the portfolios could be shared with a wider audience, including interns and other program faculty, and could easily be viewed from other locations.

## **Artifact Summary Format**

An artifact summary must be included for each artifact in your portfolio. In a 1-2 page summary, explain how this artifact indicates mastery of the standard/outcome using the following as guidelines:

1. What standard(s)/outcome(s) are being met?
2. Identify 1-3 elements of the artifact and explain why/how they demonstrate mastery.
3. How does, will, or could the content of this artifact benefit your instructional audience or professional community?

## Portfolio Exhibition Rubric

	<b>1 Revise</b>	<b>2 Mastery</b>	<b>3 Outstanding</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Artifacts are missing</li> <li>• Summaries are unclear</li> <li>• Criteria for standards or outcomes has not been met</li> <li>• Insufficient course distribution</li> </ul>	<ul style="list-style-type: none"> <li>• All supporting artifacts are present</li> <li>• Summaries are comprehensive</li> <li>• Meets criteria for standards/outcomes</li> <li>• Course distribution meets requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Artifacts are model examples of best practice: supporting theory is evident in design and application</li> <li>• Summaries exceed requirements</li> <li>• Exceeds criteria for standards/outcomes</li> </ul>
<b>Organization</b>	Organization does not meet stated requirements	Organization meets stated requirements	Organization meets stated requirements and is visually enhanced for facilitation of reviewer
<b>Written Expression</b>	<ul style="list-style-type: none"> <li>• Grammatical and mechanical errors</li> <li>• Summaries and artifacts lack coherence and readability</li> <li>• Lack of professional vocabulary and terminology</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of grammatical and mechanical errors</li> <li>• Summaries and artifacts are coherent and clearly support standards/outcomes</li> <li>• Use of professional vocabulary and terminology is evident</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of mechanical or grammatical errors and writing style demonstrates writing for purpose competency</li> <li>• Summary and artifact written expression exceeds standards/criteria</li> <li>• Vocabulary and terminology is varied, creative, and indicates higher order thinking</li> </ul>
<b>Exhibition of Portfolio</b>	<ul style="list-style-type: none"> <li>• Lack of preparation and organization is evident</li> <li>• Minimal response to questions</li> <li>• Lack of effective verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Organized, well planned</li> <li>• Used supporting visuals, if appropriate</li> <li>• Adequate response to questions</li> <li>• Effective verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Flow of presentation demonstrated planning, organization and practice</li> <li>• Enhanced responses to questions and provided reflective comments</li> <li>• Verbal communication natural and responsive</li> </ul>

## **Philosophy of Instructional Technology and Education**

*All Instructional Technology Certification candidates must complete a philosophy of instructional technology and education and include it in the programmatic portfolio.*

Prepare a philosophy of technology integration that addresses the following areas of professional vision, position, and responsibility:

- A contextual perspective of the school organization and the role of the instructional technology specialist within the organization
- The national, state, local, geopolitical, and social systems influence on the instructional technology specialist's role and responsibilities
- Establishing and sustaining a positive climate toward technology integration in a single school or school district
- Development, implementation, and evaluation of curriculum and technology services
- Academic and co-curricular schedule and program design, implementation, and evaluation
- Strategies and behaviors conducive to positive management of services, staff, equipment and materials
- The application of technology as a tool for teaching, learning, and administration
- Building and maintaining positive partnerships with the administrators, faculty, students, parents, and community
- Reflective of personal professional growth and development

## Instructional Technology Specialist K-12 Standards

### I. Knowing the Content

The professional education program provides evidence that Instructional Technology Specialist certification candidates complete a program at a bachelor's or post-baccalaureate degree level that requires them to demonstrate their knowledge of and competence in the application of instructional technology in public school settings. The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of instructional technology planning and applications at elementary, middle, and secondary levels (K-12).

Standard	Experience	ESU Course	KU Course
I.A. Identification, selection, installation and maintenance of technology infrastructure, and hardware and software applications for school administration and instruction.	<ol style="list-style-type: none"> <li>1. Assessment of educational and administrative technological needs</li> <li>2. Design and production of media including projected and non-projected visual aids, audio and video production in both analog and digital forms, and photography using film-based and digital formats</li> <li>3. Implementation and maintenance of interactive information systems, the Internet, distance learning technologies, and networks</li> <li>4. Assistive technology resources for students with special needs</li> <li>5. Evaluation of the performance of hardware and software components of computer systems</li> </ol> <p>Application of basic troubleshooting strategies</p>	<p>MCOM 510 MCOM 520 MCOM 526 MCOM 532 MCOM 534 MCOM 538</p>	<p>ITC 553 ITC 525 ITC 550 ITC 590 ITC 520</p>
I.B. Integrating technology into curricular planning and instructional design.	<ol style="list-style-type: none"> <li>1. Research on and evaluation of existing and emerging technologies</li> <li>2. Use of instructional theories and teaching models</li> <li>3. Learner characteristics, developmental levels, and individual differences as related to instructional technology resources and modifications</li> <li>4. Access and use telecommunications for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing</li> <li>5. Electronic mail and Internet resources for communications and instructional support</li> </ol>	<p>MCOM 501 MCOM 510 MCOM 520 MCOM 526 MCOM 532 MCOM 536 MCOM 538 MCOM 540 MCOM 545</p>	<p>ITC 527 ITC 525 ITC 514 ITC 550 ITC 425 ITC 536</p>

<b>Standard</b>	<b>Experience</b>	<b>ESU Course</b>	<b>KU Course</b>
I.C. Management and administration of technology programs at the building, district and regional levels.	<ol style="list-style-type: none"> <li>1. Planning and utilization of facilities including, budgeting, accounting, and program reporting, grantsmanship, personnel administration, and staff development</li> <li>2. Preparing presentations for parents, administrators, school boards, and the public</li> <li>3. Monitoring and evaluating technology plans</li> </ol>	MCOM 526	ITC 526
I.D. Research, problem solving and product development of technological applications.	<ol style="list-style-type: none"> <li>1. Basic principles of instructional design associated with the development of instructional technology materials</li> <li>2. Emerging programming, authoring, and problem solving environments including team and collaborative projects such as on-line workgroups</li> <li>3. Designing and publishing on-line documents that present information and include links to critical resources</li> </ol>	MCOM 520 MCOM 526 MCOM 536 MCOM 538 MCOM 540 MCOM 545 ELED 570	ITC 520 ITC 526 ITC 536 ITC 550

## II. Performances

The professional education program provides evidence that competencies and exit criteria for Instructional Technology Specialist certification candidates are assessed in coursework, field experiences, portfolios from previous employment and an internship. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning during a minimum of 90 hours of participation in sequential field experiences, practica, and an internship at diverse educational levels.

<b>Standard</b>	<b>Experience</b>	<b>ESU Course</b>	<b>KU Course</b>
II.A. Managing instructional technology services	<ol style="list-style-type: none"> <li>1. Creating an environment that fosters interest and growth in all aspects of technology</li> <li>2. Establishing and maintaining rapport with all staff and students</li> <li>3. Communicating high learning expectations</li> <li>4. Creating a safe physical environment that is conducive to learning</li> </ol>	MCOM 526 MCOM 585	ITC 526 ITC 525 ITC 425
II.B. Planning, preparation and delivery of technology related in-service programs and instruction in collaboration with other professionals at a variety of instructional levels	Utilize technology in problem solving based upon: <ul style="list-style-type: none"> <li>▪ Pennsylvania Academic Standards,</li> <li>▪ Strengths and needs of learners at all levels of technological proficiency,</li> <li>▪ Established technology implementation plans.</li> </ul>	MCOM 520 MCOM 526 MCOM 585	ITC 526 ITC 525 ITC 514

<b>Standard</b>	<b>Experience</b>	<b>ESU Course</b>	<b>KU Course</b>
II.C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools		MCOM 520 MCOM 526 MCOM 532 MCOM 538 MCOM 540 MCOM 545	ITC 527 ITC 525 ITC 514 ITC 550
II.D. Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement		MCOM 510 MCOM 520 MCOM 526	ITC 514 ITC 526 ITC 525
II.E. Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels	1. Developing plans to assess the technological needs and resources, and to evaluate technology implementation and outcomes 2. Developing plans to configure computer/technology systems and related peripherals in laboratory, classroom clusters, and other instructional and administrative arrangements 3. Developing systems for the secure maintenance of student records	MCOM 526	ITC 526

### III. Professionalism

The professional education program provides evidence that Instructional Technology Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

<b>Standard</b>	<b>Experience</b>	<b>ESU Course</b>	<b>KU Course</b>
III.A. Professional organizations, publications and resources		MCOM 520 MCOM 580 MCOM 581	ITC 525 ITC 514 ITC 526
III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations		MCOM 526 MCOM 580 MCOM 585	ITC 526 ITC 525 ITC 514
III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning		MCOM 526 MCOM 585	ITC 525 ITC 526
III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students		MCOM 526	ITC 526 ITC 525

\*General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs, Pennsylvania Department of Education, Chapter 49, Revised March 2001. June 6, 2005

## Masters in Instructional Technology Degree

### Portfolio Requirements

The degree candidate is expected to have a more expansive understanding and greater in-depth command of the issues and policies that apply to instructional technology than the certificate candidate. Therefore, successful assessment includes the fulfillment of this expectation.

A person with a Master Degree in Instructional Technology must demonstrate the following outcomes:

OUTCOME	EXPLANATION / EXAMPLE	COURSES TO REFERENCE
Employs the central concepts, tools of inquiry, and structures of the discipline of instructional technology and creates an environment conducive to effective integration of technology into the school curriculum.	Show understanding of the entire Instructional Design process. Focus on the development of various learning theories (constructivist, behaviorist, cognitive) as it applies to interactive instruction.	Any 2 required courses
Articulates, applies, and adapts theoretical constructs of effective learning, technology integration, and assessment.	Show understanding of multiple intelligences, learning theories, and learning styles. Lesson plan or detailed agenda and plan for a one day technology-related faculty development workshop.	Any 2 required courses
Implements a cycle of quantitative and qualitative research that leads to improved technology integration and teacher adoption.	Project from Intro to Research, either Research Project, or Thesis	ELED570, (580 & 581) or 589
Models critical and creative thinking skills in all areas of his or her professional life.	Show creativity and adaptability for learner. May be demonstrated in Technology Plan or through a course project.	526, other courses
Synthesize best practice research and apply these findings to the development of effective communication techniques to foster active inquiry, collaboration, and guided interaction in a positive Instructional Technology learning environment.	How can you use what you learned to develop a better instructional technology learning environment? What are the qualities of a good leader? Literature search techniques / Leadership techniques. Also part of Tech Plan.	516, 526, ELED570, (580 & 581) or 589
Performs as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others.	Personal philosophy statement about effective technology integration. Portfolio from the program or internship experience. Evaluations from supervising faculty member and cooperating instructional technologist concerning internship experience.	580, 581, 585
Articulate a vision for Instructional Technology that incorporates policy areas of: Access, Interoperability, Security, Jurisdiction of operation and supervision, and Maintenance and service.	Instructional Technology Plan	526

## **Examples of Artifacts for Instructional Technology Specialist Certification**

### **Outcomes**

The media specialist is considered a professional employee when assigned certain types of duties and functions within a school. The position is conceived as that of specialist in instructional technology, and the following duties may be performed in an instructional program:

- Design a multi media system capability for instruction
- Establish standards and specifications for media hardware and software to insure compatibility with an overall system design
- Assist professional staff in instructional design and development of measurable competency criteria and learning objectives
- To provide effective support of and improve the quality of media utilization
- Improve instructional effectiveness by upgrading the quality of locally developed resource materials by utilizing the technical qualities of design presentation
- Catalog existing media software

*The outcomes listed below should be addressed with the fulfillment of the duties and functions outlined in the section above.*

### **An Instructional Technology Specialist must demonstrate the following outcomes:**

1. Employs the central concepts, tools of inquiry, and structures of the discipline of instructional technology and creates an environment conducive to effective integration of technology into the school curriculum.
  - a. Projects from any two courses listed in either the required or elective courses on the program course list
  - b. Best practices for selection and utilization with diverse audiences
  - c. Best practices for selection of assistive technologies, and procedures for application
2. Articulates, applies and adapts theoretical constructs of effective learning, technology integration, and assessment
  - a. Project from ITC514/ITC527/MCOM 520 or other courses when applicable
  - b. "Lesson plan" or detailed agenda and plan for a one day technology related faculty development workshop
  - c. Projects from any two courses on the list of required courses on the program course list.
3. Implements a cycle of quantitative and qualitative research that leads to improved technology integration and teacher adoption
  - a. Project/assignment from EDU500/ELED570 or other courses when applicable
  - b. Projects from any two courses listed as electives on the program course list
4. Models critical and creative thinking skills in all areas of his or her professional life in
  - a. Diverse utilization and assessment of IT media
  - b. Project from ITC526/MCOM526 or other courses when applicable.
5. Synthesize best practice research and apply these findings to the development of effective communication techniques to foster active inquiry, collaboration, and guided interaction in a positive Instructional Technology learning environment.
  - a. Project from PSY565/PSED516 or other courses when applicable
  - b. Literature search techniques from ELED 570 or other research course
  - c. Leadership Techniques examples from ITC 526 or other courses when applicable
6. Performs as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others.
  - a. Portfolio from the internship experience
  - b. Evaluations from the supervising faculty member and the cooperating instructional technologist concerning the internship experience
  - c. Personal philosophy statement about effective technology integration

**Master of Education Degree in Instructional Technology  
Instructional Technology Specialist Certification  
East Stroudsburg University and Kutztown University Joint Program**

Name \_\_\_\_\_ Date Accepted into Program \_\_\_\_\_ Date of Planned Graduation \_\_\_\_\_

List of courses is for the Master of Education Degree in Instructional Technology (33 credits). Courses denoted with an \* are required for Instructional Technology Specialist Certification (24 credits).

**East Stroudsburg University**

**Kutztown University**

**I. Required Foundation Courses - 6 credits**

Course #	Course Title	Course #	Course Title	Credits	Semester
*MCOM 520	Selection and Utilization of Instructional Media	*ITC 514	Instructional Technology		
*ELED 570	Introduction to Research	*EDU 500	Methods of Educational Research		

**II. Required Major Courses - 12 credits**

MCOM 510	Computers in Education	*ITC 520	Instructional Design and Technology		
MCOM 532	Digital Photography and Still Images	*ITC 525	Microcomputers for Educators		
MCOM 534	Video Production	*ITC 526	Organization and Administration of Instructional Technology Programs		
MCOM 536	Internet for Educators	ITC 536	Telecomputing and the Internet for Educators		
MCOM 538	Desktop Publishing for Educators				
MCOM 540	Multimedia for Educators				
MCOM 545	Interactive media				
* MCOM 526	Organization and Administration of Instructional Technology Programs	ITC 526	Organization and Administration of Instructional Technology Programs		

**III. Electives – 6 credits for degree, 3 credits for certification (from the following or advisor approved related course work)**

MCOM 501	Current Applications	ITC 425	Computer Networks for Educators		
		ITC 435	Distance Learning for the K-12 Educator		
		ITC 515	Word Processing and Desktop Publishing in Education		
		*ITC 527	Integrating Instructional Technology into the K-12 Classroom		
		ITC 533	Hypermedia: A Tool for the Educator		
		ITC 547	Selected Topics in Audiovisual Communications		
		ITC 550	Multimedia for Educators		
		ITC 553	Development of Projected Digital Resources		
PSED 516	Learner and Learning Process	PSY 565	Theories of Learning		

**IV. Required Capstone Courses - 9 credits for degree; 3 credits for certification**

<b>Option A</b>					
MCOM 580	Research Project I	ITC 570	Research Project I		
MCOM 581	Research Project II	ITC 571	Research Project II		
*MCOM 585	Internship	*ITC 590	Internship/Practicum		
<b>Option B</b>					
*MCOM 585	Internship	*ITC 590	Internship/Practicum		
MCOM 589	Thesis	ITC 503	Thesis		

\*A required course.

Revised 10/22/02EC

Advisor \_\_\_\_\_ Application for Candidacy submitted \_\_\_\_\_

## **Guidelines for Design/Production of the Comprehensive Portfolio**

## PORTFOLIO COVER PAGE

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**Name:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

### **CROSS-REFERENCE GRID**

Indicate the standards (with an X in the appropriate cell) and fill in the course name and number to create a cross-reference.

	<b>I.A.</b>	<b>I.B.</b>	<b>I.C.</b>	<b>I.D.</b>	<b>II.A.</b>	<b>II.B.</b>	<b>II.C.</b>	<b>II.D.</b>	<b>II.E.</b>	<b>III.A.</b>	<b>III.B.</b>	<b>III.C.</b>	<b>III.D.</b>
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# Constructing the Portfolio Assessment and Interview Portfolios

## On-line Resources

[http://www.schreyer institute.psu.edu/pdf/Designing\\_a\\_Teaching\\_Portfolio.pdf](http://www.schreyer institute.psu.edu/pdf/Designing_a_Teaching_Portfolio.pdf)

Penn State University: Designing a Teaching Portfolio

<http://pareonline.net/getvn.asp?v=4&n=1>

Practical assessment, research, and evaluation

<http://curry.edschool.virginia.edu/class/edlf/589-07/sample.html>

Electronic portfolio samples

[http://education.wichita.edu/m3/models/content\\_area/electronic\\_portfolios.htm#electronic](http://education.wichita.edu/m3/models/content_area/electronic_portfolios.htm#electronic)

Links to information on electronic portfolios

<http://www.k-12teachingjobs.com/>

Secrets to winning your own teaching job

<http://www.abcteach.com/Portfolios/portfolioTOC.htm>

abcTeach – portfolios

[http://www.education-world.com/a\\_admin/admin201.shtml](http://www.education-world.com/a_admin/admin201.shtml)

“Portfolios help teachers reflect on what makes good teaching”

<http://education.bellarmino.edu/PORTFOLIO/>

Teachers, Technology and Portfolios

<http://www.essdack.org/port/>

Creating electronic portfolios using Hyperstudio

<http://www.cll.wayne.edu/fls/teachptf.htm>

Teaching portfolios: web links

<http://electronicportfolios.org/portfolios/howto/>

How to Create Your Own Electronic Portfolio by Helen Barrett

[http://www.educationworld.com/a\\_tech/tech/tech111.shtml](http://www.educationworld.com/a_tech/tech/tech111.shtml)

Electronic Portfolios in the K-12 Classroom

<http://www.essdack.org/port/index.html>

Information about electronic portfolios

[http://www.eportconsortium.org/Uploads/whitepaperV1\\_0.pdf](http://www.eportconsortium.org/Uploads/whitepaperV1_0.pdf)

Electronic Portfolio Whitepaper

[http://ali.apple.com/ali\\_media/Users/147/files/others/selecting.pdf](http://ali.apple.com/ali_media/Users/147/files/others/selecting.pdf)

Selecting the software and approach to creating electronic portfolios

<http://www.eportconsortium.org/>  
Electronic Portfolio Consortium

[http://www.asdk12.org/staff/lloyd\\_pam/pages/Electronic\\_Portfolio/index.html](http://www.asdk12.org/staff/lloyd_pam/pages/Electronic_Portfolio/index.html)  
Information about electronic portfolios

<http://edweb.sdsu.edu/courses/edtec596r/students/Abrenica/Abrenica.html>  
Information about electronic portfolios

<http://www.thejournal.com/magazine/vault/A4757A.cfm>  
Information about electronic portfolios

### **Print Resources**

Campbell, D.M., et.al. How to Develop Professional Portfolios: A Manual for Teachers, 2<sup>nd</sup> edition, Allyn and Bacon: Boston. 2001. ISBN: 0-205-31979-3

# **MEDIA COMMUNICATION AND TECHNOLOGY**

Revised March 7, 2003

Addendum 9.09.03

## **MCOM 501 Current Applications (1:1:0)**

This course will provide an introduction to future and current issues and topics in THE APPLICATION of media communication and technology. To highlight communication issues, students will be exposed whenever possible to varied presentation strategies. The application of media communication and technology to academic and business situations will be demonstrated. This course may be taken for credit more than once if a student wishes to study another current issue.

## **MCOM 510 Computers in Education (3:3:0)**

This course presents an overview of the application of computers to various instructional and classroom administrative tasks. Instructional programs used in all levels of instruction are analyzed. Special emphasis is given to microcomputers and their impact on education.

## **MCOM 520 Selection and Utilization of Instructional Media for the Classroom (3:3:0)**

Techniques of integrating non-print instructional media into the teaching/learning situation are investigated. Emphasis is given to the evaluation, selection and use of films, filmstrips, slides, overhead transparencies and other forms of non-print media.

## **MCOM 526 Organization and Administration of Instructional Technology (3:3:0)**

This course defines the administrative and management roles, responsibilities and tasks of an instructional technologist. Also this course provides an introduction to and overview of the challenges and opportunities to instructional technologists who serve as administrators and managers in academic and business/industry settings.

## **MCOM 532 Digital Photography and Still Images (3:3:0)**

This course will provide students with an overview of many different methods for selection, production, manipulation, utilization and presentation of still images for instructional applications. Students will learn varied techniques of locating, acquiring, and producing digital and non-digital still photographic images.

## **MCOM 534 Video Production (3:2:2)**

This course will cover the aspects of video production used by educators and trainers to produce quality motion media. A review of research, pre-production organization, production techniques and post-production editing will be included. Students will have the opportunity to produce motion media in this course.

## **MCOM 536 Internet for Educators (3:3:0)**

Students will be introduced to the fundamentals of using the Internet to access and share information with emphasis being given to how this technology can be used as a classroom tool. Project design, commercial services, free services, and online procedures will also be emphasized

## **MCOM 538 Desktop Publishing for Educators (3:3:0)**

Students will learn the basics of using the microcomputer for producing print media, which can be used in the classroom. Assignments will give students hands-on experience in producing effective educational publications. Topics include: publication design, use of type, and instruction on page layout problems.

## **MCOM 540 Multimedia for Educators (3:3:0)**

Students will learn the basics of producing multimedia on the microcomputer, which can be used in the classroom. Assignments will give students hands-on experience in producing educational multimedia. Topics include: multimedia design, production of elements and combining those into an instructional design.

**MCOM 545 Interactive Media (3:3:0)**

This course is designed to introduce the student to the technology of interactive media. Special emphasis is placed on the various applications for interactive media. Students will gain practical experience in creating interactive media programs.

**MCOM 580 Research Project I (3:3:0)**

Students will perform an investigation and comprehensive search of the literature of two technology topics. Written scholarly papers will be developed and the results of one of the investigations will be presented orally. This is the first in a two-course sequence required of those who do not write a thesis.

**MCOM 581 Research Project II (3:0:0)**

Students will further develop one of the topics investigated in the course Research Project I. The results of this course will be a product that will have pragmatic application in the area of instructional and/or training technology. This course is required of all students in the non-thesis program.

**MCOM 585 Internship (3:3:0)**

Students will work in an environment that provides professional experiences related to the student's field of interest and study, be assigned instructional technology tasks, and document the activities of an instructional technology and/or training media professional. An external non-department member media professional and appropriate department faculty member will jointly supervise the students.

**MCOM 589 Thesis (6:0:0)**

This course consists of thesis topic development, information gathering, material organization, data evaluation, formal thesis report writing, and completion of the thesis. Thesis procedures must adhere to the *Thesis Guidelines* as defined by the Office of the Graduate School and the Department of Media, Communications and Technology. Students register for six semester hours in one semester with approval of advisor.