

LTEC PhD Student Learning Outcomes (SLOs), Institutional Learning Outcomes (ILOs), and AECT* Standards Alignment

<p>ILO KNOWLEDGE AND UNDERSTANDING</p> <p>SLO 1. Students can demonstrate theoretical and conceptual knowledge in the broad issues of learning design and technology</p> <p style="padding-left: 40px;"><i>ILO 1.1:</i> Demonstrate comprehensive knowledge in one or more general subject areas related to, but not confined to, a specific area of interest.</p> <p style="padding-left: 40px;"><i>AECT Standard 1:</i> Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.</p> <p>SLO 2. Students demonstrate knowledge of the various research approaches used in the learning design and technology field and are able to develop a research proposal using one or more of those methods</p> <p style="padding-left: 40px;"><i>ILO 1.2:</i> Demonstrate understanding of research methodology and techniques specific to one's field of study.</p> <p style="padding-left: 40px;"><i>AECT Standard 5:</i> Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance</p> <p>ILO INTELLECTUAL AND APPLIED SKILLS</p> <p>SLO 3. Students can apply their knowledge of the field and critical thinking to a design project and can present possible solutions to problems relevant to learning design and technology</p> <p style="padding-left: 40px;"><i>ILO 2.1:</i> Apply research methodology and/or scholarly inquiry techniques specific to one's field of study.</p> <p style="padding-left: 40px;"><i>AECT Standard 3:</i> Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.</p> <p>SLO 4. Students are able to integrate appropriate tools, concepts and principles in learning design and technology to collect, analyze and synthesize both qualitative and quantitative data related to the field.</p> <p style="padding-left: 40px;"><i>ILO 2.2:</i> Critically analyze, synthesize, and utilize information and data related to one's field of study.</p> <p style="padding-left: 40px;"><i>AECT Standard 5:</i> Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.</p>	<p>ILO COMMUNICATION SKILLS</p> <p>SLO 5. Students are able to communicate information relevant to the field both orally and in written form using appropriate tools and in a manner consistent with accepted professional and institutional guidelines and procedures.</p> <p style="padding-left: 40px;"><i>ILO 3.1:</i> Proficiently communicate and disseminate information in a manner relevant to the field and intended audience.</p> <p style="padding-left: 40px;"><i>AECT Standard 2:</i> Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.</p> <p>ILO PROFESSIONAL RESPONSIBILITY</p> <p>SLO 6. Students are able to design and conduct research in the field in a manner that is responsible and ethical and respects the cultural perspectives of others.</p> <p style="padding-left: 40px;"><i>ILO 4.1:</i> Conduct research or projects as a responsible and ethical professional, including consideration of and respect for other cultural perspectives.</p> <p style="padding-left: 40px;"><i>AECT Standard 4:</i> Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.</p> <p>SLO 7. Students demonstrate the personal and professional characteristics expected of those working in the field of learning design and technology.</p> <p style="padding-left: 40px;"><i>ILO 4.2:</i> Interact professionally with others.</p> <p style="padding-left: 40px;"><i>AECT Code of Ethics:</i> Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology. See link here.</p>
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* See AECT [website](#) for more complete information regarding AECT standards.

Curricular Alignment

INQUIRY COURSES	Assessment Tool	Formative or Summative	ILO/SLO Addressed
LTEC 665: Research Design	Research Proposal assignment	Formative	SLO 2. Knowledge & Understanding: Students demonstrate knowledge of the various research approaches used in the learning design and technology field and are able to develop a research proposal using one or more of those methods. (ILO 1.2 & AECT 5)
LTEC 667: Qualitative Methods	Qualitative Data Analysis Assignment	Formative	SLO 4. Intellectual & Applied Skills: Students are able to integrate appropriate tools, concepts and principles in learning design and technology to collect, analyze and synthesize both qualitative and quantitative data related to the field. (ILO 2.2 & AECT 5)
LTEC 668: Quantitative Methods	Quantitative Data Analysis Assignment	Formative	SLO 4. Intellectual & Applied Skills: Students are able to integrate appropriate tools, concepts and principles in learning design and technology to collect, analyze and synthesize both qualitative and quantitative data related to the field. (ILO 2.2 & AECT 5)
Advanced Methods			Standards incorporated but not specifically measured
LTEC DOCTORAL CORE	Assessment Tool	Formative or Summative	ILO/SLO Addressed
LTEC 701: Design Studio	Project Design Assignment	Formative	SLO 3. Intellectual & Applied Skills: Students can apply their knowledge of the field and critical thinking to a design project and can present possible solutions to problems relevant to learning design and technology. (ILO 2.1 & AECT 3)
LTEC 750C: Online Communities	Conference Proposal and Presentation Assignment	Formative	SLO 5. Communication Skills: Students are able to communicate information relevant to the field both orally and in written form using appropriate tools and in a manner consistent with accepted professional and institutional guidelines and procedures. (ILO 3.1 & AECT 2)
LTEC 750E:	Literature Review Assignment	Formative	SLO 1. Knowledge & Understanding: Students can demonstrate theoretical and conceptual knowledge in the broad issues of learning design and technology (ILO 1.1 & AECT 1)
LTEC 760: Advanced Seminar	CITI scores	Formative	SLO 6. Professional responsibility: Students are able to design and conduct research in the field in a manner that is responsible and ethical and respects the cultural perspectives of others. (ILO 4.1 & AECT 4)
ELECTIVES (5 courses)			Standards incorporated but not specifically measured

SUMMATIVE REVIEWS	Assessment Tool	Formative or Summative	ILO/SLO Addressed
ANNUAL FACULTY REVIEW	Dispositions Review Form	Formative & Summative	SLO 7. Professional Responsibility: Students demonstrate the personal and professional characteristics expected of those working in the field of learning design and technology. (ILO 4.2 & AECT Code of Ethics)
COMPREHENSIVE EXAM	Chapter 2 (Literature Review) for the Dissertation	Summative	SLO 1. Knowledge & Understanding: Students can demonstrate theoretical and conceptual knowledge in the broad issues of learning design and technology (ILO 1.1 & AECT 1)
PROPOSAL DEFENSE	Proposal Review Form	Summative	SLO 2. Knowledge & Understanding: Students demonstrate knowledge of the various research approaches used in the learning design and technology field and are able to develop a research proposal using one or more of those methods. (ILO 1.2 & AECT 5)
	Proposal Review Form	Summative	SLO 3. Intellectual & Applied Skills: Students can apply their knowledge of the field and critical thinking to a design project and can present possible solutions to problems relevant to learning design and technology. (ILO 2.1 & AECT 3)
DISSERTATION	Dissertation Data Analysis (chapter 4) Review	Summative	SLO 4. Intellectual & Applied Skills: Students are able to integrate appropriate tools, concepts and principles in learning design and technology to collect, analyze and synthesize both qualitative and quantitative data related to the field. (ILO 2.2 & AECT 5)
	Dissertation Oral Defense Rating Form	Summative	SLO 5. Communication Skills: Students are able to communicate information relevant to the field both orally and in written form using appropriate tools and in a manner consistent with accepted professional and institutional guidelines and procedures. (ILO 3.1 & AECT 2)
	IRB Approval	Summative	SLO 6. Professional Responsibility: Students are able to design and conduct research in the field in a manner that is responsible and ethical and respects the cultural perspectives of others. (ILO 4.1 & AECT 4)

The Association for Educational Communications and Technology Code of Professional Ethics

Preamble

1. The Code of Professional Ethics contained herein shall be considered to be principles of ethics. These principles are intended to aid members individually and collectively in maintaining a high level of professional conduct.
2. The Professional Ethics Committee will build documentation of opinion (interpretive briefs or ramifications of intent) relating to specific ethical statements enumerated herein.
3. Opinions may be generated in response to specific cases brought before the Professional Ethics Committee.
4. Amplification and/or clarification of the ethical principles may be generated by the Professional Ethics Committee in response to a request submitted by a member.
5. Persons with concerns about ethical matters involving members of AECT should contact the Chair

Section 1—Commitment to the Individual

In fulfilling obligations to the individual, the member:

1. Shall encourage independent action in an individual's pursuit of learning and shall provide access to varying points of view.
2. Shall protect the individual rights of access to materials of varying points of view.
3. Shall guarantee to each individual the opportunity to participate in any appropriate program.
4. Shall conduct professional business so as to protect the privacy and maintain the personal integrity of the individual.
5. Shall follow sound professional procedures for evaluation and selection of materials, equipment, and furniture/carts used to create educational work areas.
6. Shall make reasonable efforts to protect the individual from conditions harmful to health and safety, including harmful conditions caused by technology itself.
7. Shall promote current and sound professional practices in the use of technology in education.
8. Shall in the design and selection of any educational program or media seek to avoid content that reinforces or promotes gender, ethnic, racial, or religious stereotypes. Shall seek to encourage the development of programs and media that emphasize the diversity of our society as a multicultural community.
9. Shall refrain from any behavior that would be judged to be discriminatory, harassing, insensitive, or offensive and, thus, is in conflict with valuing and promoting each individual's integrity, rights, and opportunity within a diverse profession and society.

Section 2 - Commitment to Society

In fulfilling obligations to society, the member:

1. Shall honestly represent the institution or organization with which that person is affiliated, and shall take adequate precautions to distinguish between personal and institutional or organizational views.
2. Shall represent accurately and truthfully the facts concerning educational matters in direct and indirect public expressions.
3. Shall not use institutional or Associational privileges for private gain.
4. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, or offer any favor, service, or thing of value to obtain special advantage.

5. Shall engage in fair and equitable practices with those rendering service to the profession.
6. Shall promote positive and minimize negative environmental impacts of educational technologies.

Section 3 - Commitment to the Profession

In fulfilling obligations to the profession, the member:

1. Shall accord just and equitable treatment to all members of the profession in terms of professional rights and responsibilities, including being actively committed to providing opportunities for culturally and intellectually diverse points of view in publications and conferences.
2. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
3. Shall avoid commercial exploitation of the person's membership in the Association.
4. Shall strive continually to improve professional knowledge and skill and to make available to patrons and colleagues the benefit of that person's professional attainments.
5. Shall present honestly personal professional qualifications and the professional qualifications and evaluations of colleagues, including giving accurate credit to those whose work and ideas are associated with publishing in any form
6. Shall conduct professional business through proper channels.
7. Shall delegate assigned tasks to qualified personnel. Qualified personnel are those who have appropriate training or credentials and/or who can demonstrate competency in performing the task.
8. Shall inform users of the stipulations and interpretations of the copyright law and other laws affecting the profession and encourage compliance.
9. Shall observe all laws relating to or affecting the profession; shall report, without hesitation, illegal or unethical conduct of fellow members of the profession to the AECT Professional Ethics Committee; shall participate in professional inquiry when requested by the Association.
10. Shall conduct research using professionally accepted guidelines and procedures, especially as they apply to protecting participants from harm.