

MA IN EDUCATION (EDUCATIONAL TECHNOLOGY)



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
2. ED College Committee Chair (feliz@csus.edu; b.rivas@csus.edu)
3. ED Dean (dsessoms@skymail.csus.edu)
4. Academic Services (catalog@csus.edu)
5. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
6. Faculty Senate Executive Committee Chair (kathy.honeychurch@csus.edu)
7. Faculty Senate Chair (kathy.honeychurch@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. President (210748526@csus.edu)
11. Provost (amy.wallace@csus.edu; minekh@csus.edu)
12. Chancellor's Office (catalog@csus.edu)
13. Catalog Editor (catalog@csus.edu)
14. Graduate Studies (jdsmall@csus.edu; mxiong@csus.edu)
15. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. Fri, 25 Aug 2023 16:20:51 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Thu, 14 Sep 2023 23:24:59 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Sun, 17 Sep 2023 01:52:46 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean

History

1. May 3, 2018 by clmig-jwehrheim
2. May 11, 2018 by Janett Torset (torsetj)
3. Oct 26, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
4. Dec 19, 2018 by Kaitlyn Ehrmantrout (k.ehrmantrout)
5. Apr 26, 2020 by Janett Torset (torsetj)
6. Apr 26, 2020 by Janett Torset (torsetj)
7. Aug 4, 2022 by 301127606
8. Aug 10, 2022 by 301127606
9. Apr 10, 2023 by Katie Hawke (katiedickson)

Program Discontinuation Proposal

Date Submitted: Mon, 17 Jul 2023 19:05:19 GMT

Viewing: MA in Education (Educational Technology)

Last approved: Mon, 10 Apr 2023 16:07:32 GMT

Last edit: Thu, 14 Sep 2023 20:12:08 GMT

Changes proposed by: Sarah Jouganatos (214082766)

Final Catalog

2024-2025 Catalog

Provide reasons for the program suspension.

This program is no longer being offered.

Indicate any programmatic or fiscal impact suspension of the program will have on other academic units' programs.

There will be no programmatic or fiscal impact.

Describe the consultation that has occurred with affected units.

There will be not impact to units as a new program is being offered, Universal Design for eLearning.

Explain provisions to ensure currently enrollment students have a reasonable opportunity to complete the program.

Only two students are still finishing the program, and both are working on their culminating experience with GPSE faculty. They are scheduled to complete their coursework in Fall 2023.

Indicate what resources will be freed up or shifted to other programs as the result of the program suspension.

The faculty in this program have retired.

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2024-2025 Catalog

Type of Program Proposal:

Major

Title of the Program:

MA in Education (Educational Technology)

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism
Research (optional)

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

1. Theory
 - a. Complete scholarly research including searching, locating, and analyzing literature in the field;
 - b. Interpret practical learning principles and their applications from various landmark learning theories;
 - c. Apply interdisciplinary research findings to the solution of performance problems;
 - d. Critically assess reliable publications, literature, trends, theories, data, and tools used in the field of instructional design.

2. Analysis

- a. Seek multiple data and information points when conducting analysis;
- b. Apply tools of analysis including task and needs analysis;
- c. Analyze performance gaps;
- d. Identify causes of performance gaps;
- e. Use analysis to recommend instructional and non-instructional solutions;
- f. Report analysis and proposed solutions in a clear, concise manner so that others can understand and evaluate proposed solutions.

3. Design

- a. 3.1 Develop performance outcomes that are measurable, have a specific action, and have specific conditions stated;
- b. 3.2 Use evidence-based instructional strategies to maximize learning;
- c. 3.3 Design appropriate multimodal instructional delivery, including face-to-face, online, blended, and emerging modes;
- d. 3.4 Develop formative and summative learner assessments;
- e. 3.5 Draw on a range of instructional design models to craft effective instructional interventions;
- f. 3.6 Design effective formal and informal learning solutions.

4. Develop

- a. 4.1 Evaluate the relevancy and effectiveness of the instructional materials to help learners attain learning objectives;
- b. 4.2 to build learning solutions;
- c. 4.3 Develop learning materials that are accessible to diverse audiences;
- d. 4.4 Apply visual literacy concepts and principles in the planning, layout, and design of learning materials;
- e. 4.5 Create rapid prototypes and mock-ups that developers can use to create learning products.

5. Implement

- a. 5.1 Develop implementation plans, taking into consideration social, organizational, and technical implications;
- b. 5.2 Facilitate instruction using multiple delivery modes including face-to-face and distance learning;
- c. 5.3 Apply effective practices that encourage learner interaction, engagement, and learning;
- d. 5.4 Stay current with emerging trends in delivery modes and their related technologies;
- e. 5.5 Manage the implementation process.

6. Evaluate

- a. 6.1 Evaluate instructional materials for usability and effectiveness;
- b. 6.2 Use learner assessment data to improve instructional solutions;
- c. 6.3 Accurately measure targeted performance outcomes identified by stakeholders;
- d. 6.4 Produce a comprehensive report of evaluation findings to aid in future program improvement.

7. Reflective Practice

- a. Act in ethically sound ways while executing all duties;
- b. Act mindfully and advocate on behalf of the learner;
- c. Distinguish process from content issues and determine how process can block or enhance group effectiveness;
- d. Communicate clearly, collegially, and credibly in written and verbal discourse;
- e. Engage respectfully, fairly, and cooperatively as part of a team;
- f. Consider connections between instructional design and other disciplines to inform the instructional design process.

8. Leadership

- a. Justify the need for specific educational and training programs;
- b. Practice collaborative and team work strategies that build rapport and trust, mediate and resolve conflicts, and influence people;
- c. Implement processes to effectively manage people and projects;
- d. Manage change initiatives in an effective and supportive way;
- e. Document all phases of the instructional design process in a professional manner;
- f. Provide leadership throughout different functions and levels of an organization.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Catalog Description:

Total units required for MA: 30

Minimum required GPA: 3.0; no units with a grade lower than "B" may apply

Program Description

The Master of Arts in Educational Technology (iMET) is a unique fully online program which has 2-3 optional face-to-face program and class meetings each semester. It is a rigorous 24 month program focusing on a full-range of instructional design and academic technology knowledge, skills, and dispositions. Instruction is centered on the learner and on what is required of teachers or trainers in today's technologically-rich learning environment. Coursework is project-oriented, utilizing eportfolios focusing on reflective learning practices and review by peers and colleagues.

The iMET program is designed to support students who want to develop their understanding of learning with technology and advance their ability to teach and design instruction involving the use of technology. Students will be able to design, create, present and evaluate instruction and learning for various types of education environments including for private industry and K-12 and higher education environments. Coursework focuses on learning theories, instructional design models, effective instruction, assessment, educational technology, multimedia tools and strategies, research and scholarship, leadership, project management, professional development, and socio-cultural aspects in education. Students focus on developing their Culminating Experience project connecting content learned throughout the program courses with their final project. Guidance is provided by advisors through courses on an individual basis connecting students with experienced practitioners. This program is currently offered only in cohort groups. Check with the Department (online (<https://cce.csus.edu/master-arts-universal-design-elearning/>) or (916) 278-6155) for the next start date.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

Admission as a classified graduate student requires:

- a baccalaureate degree;
- a minimum 2.5 GPA in the last 60 units;
- proficiency in written English composition as by meeting the requirements set by the University Office of Graduate Studies;
- international students must meet Office of Graduate Studies (OGS) requirements for International students, which are available on the OGS website (<https://www.csus.edu/graduate-studies/>).

Applicants who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status. Any deficiencies will be noted on a written response to the student's admission application.

Admission Procedures

Information to apply for prospective graduate students is available on the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/>) (916) 278-6470, which will include the following

1. online application procedures for admission
2. information to apply to a Sacramento State graduate program
3. specific program application procedures in addition to apply to a graduate program at Sacramento State are available on the College of Education Department of Graduate and Professional Studies website
4. To be admitted to a College of Education graduate program both #2 and #3 above must be complete, meeting the general admission requirements of the University and also the specific program admission requirements in the College of Education
 - a. *For more admissions information and application deadlines, please visit the Office of Graduate Studies website and the College of Education website.*
 - b. The graduate degree program is subject to general University and Departmental requirements. These requirements are explained in the Graduate Degree Requirements (<http://catalog.csus.edu/graduate-degree-requirements/>) section of the University Catalog.

Specific Additional Admission Requirements

General Admission Requirements/Procedures for MA in Education apply, plus:

- a minimum 3.0 overall GPA in the last 60 units attempted; potentially waived on approval of the Program Coordinator and Department Chair
- applicants should have an intermediate level of educational technology knowledge and proficiency
- an approved statement of purpose that addresses:
 - a. why the applicant wants to enter this particular program which would include:
 - i. an example of a successful experience you have had in using technology for learning or
 - ii. an example of a work experience where you helped lead or support others in using technology for teaching or learning, including a description of your level of involvement, and
 - iii. what you believe to be optimal ways that technology can successfully be used for teaching or learning
 - b. career objectives
 - i. applicants must be proficient in using the Internet and have accessible Internet access to meet the requirements of a fully online program

Minimum Units and Grade Requirement for the Degree

- Units required for the MA: 30
- Minimum cumulative GPA: 3.0; no units with a grade lower than "B" may apply toward the degree

Program Costs

- Information on Tuition Fees and Campus Fees is made available on the University website.
- **Note:** There is an **additional Distance Learning Technology Fee of \$40 per unit** for the iMET Program courses.

General Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission;
- completed at least 12 units of courses in the graduate program (see Degree Requirements) with a minimum 3.0 GPA; and
- fulfilled the “Graduate Writing Assessment Requirement (GWAR).”
- Requirements for the GWAR are available on the Office of Graduate Studies website (<https://www.csus.edu/graduate-studies/>). (<https://www.csus.edu/graduate-studies/>)
 - Information to complete the Advancement to Candidacy forms is available online and will be provided through the Program Coordinator. The Advancement to Candidacy entails the degree program in consultation with the appropriate M.A. Program Coordinator. A completed form must be submitted to the Program and Department for approval and to the Office of Graduate Studies for approval.

Approved Master’s Thesis/Project Format: *American Psychological Association (APA) - Latest edition.* Before beginning the 500-level course to complete a Project, Action Research, or Thesis, students are required to have an approved Culminating Experience Proposal on file in the Department office. Dates for completing the form are announced by the Program Coordinator.

Note: A completed Proposal requires the approval of the Culminating Experience Chair as well as Human Subjects approval if needed. The proposal and accompanying Protection of Human Subject forms must be reviewed by the EDTE Graduate Coordinator and approved by the Department and University Human Subjects Review Committee.

Enrollment in the 500 series Culminating Experience is for one semester. The expectation is that students will complete the thesis/project during the 500-level course. Continuous enrollment is allowed if the Culminating Experience Chair deems a reasonable amount of progress has been made as per the timeline in the Proposal and assigns a grade of “RP” for the 500 series. If students fail to make adequate progress according to their Proposal timeline, a grade of “no credit” is given, and the student must re-enroll in the appropriate 500 series Culminating Experience.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (27 Units)		
EDTE 250I	Educational Research for IMET ¹	3
EDTE 251I	Education in Democratic, Pluralistic Society for Educational Technology ¹	3
EDTE 280A	Fundamentals of Online Pedagogy & Instructional Design ¹	3
EDTE 280B	Instructional Design ¹	3
EDTE 283	Staff Development and Presentation Applications ¹	3
EDTE 284	Problem Solving and Project Development ¹	3
EDTE 286	Special Topics in Educational Technology ¹	3
EDGR 287A	Seminar in Culminating Experience Exploration and Design	1
EDGR 287B	Seminar in Culminating Experience Development and Proposal	2
EDTE 298	Capstone ¹	3
Culminating Requirement (3 Units)		
EDTE 507	Culminating Experience: Educational Technology ²	3
Total Units		30

¹ These courses must be taken as part of the Educational Technology cohort. The Educational Technology coursework is integrated into these courses. Requires acceptance into Master of Arts (Educational Technology); **not** open to students who have not been admitted to the program.

² Credit is given upon completion of a thesis, project or other approved culminating experience for the Master of Arts in Education (Educational Technology). Open only to the graduate student who has been advanced to candidacy for the master’s degree and has secured the permission of the Educational Technology Program Coordinator.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

N/A

Key: 98