

MA IN LEARNING DESIGN AND TECHNOLOGY



SACRAMENTO STATE
Redefine the Possible

In Workflow

1. GPSE Chair (sarah.jouganatos@csus.edu)
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3. ED Dean (dsessoms@skymail.csus.edu)
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10. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. Fri, 25 Aug 2023 16:20:54 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
2. Wed, 06 Sep 2023 17:03:17 GMT
Bita Rivas (b.rivas): Rollback to GPSE Chair for ED College Committee Chair
3. Wed, 06 Sep 2023 17:31:14 GMT
Sarah Jouganatos (sarah.jouganatos): Rollback to Initiator
4. Mon, 18 Sep 2023 18:00:01 GMT
Sarah Jouganatos (sarah.jouganatos): Approved for GPSE Chair
5. Thu, 19 Oct 2023 21:35:37 GMT
Bita Rivas (b.rivas): Approved for ED College Committee Chair
6. Sun, 22 Oct 2023 21:01:34 GMT
Deidre Sessoms (dsessoms): Approved for ED Dean
7. Thu, 02 Nov 2023 23:12:34 GMT
Katie Hawke (katiedickson): Approved for Academic Services

History

1. Jun 20, 2022 by Karen O'Hara (kdohara)
2. Aug 8, 2022 by 302822325
3. Aug 10, 2022 by 301127606

Date Submitted: Wed, 13 Sep 2023 18:34:00 GMT

Viewing: MA in Learning Design and Technology

Last approved: Wed, 10 Aug 2022 19:15:40 GMT

Last edit: Wed, 18 Oct 2023 17:46:54 GMT

Changes proposed by: Corinne Rowland (210007787)

Academic Group: (College)

Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Catalog Year Effective:

2024-2025 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Corinne Rowland	corinne.rowland@csus.edu	9162967401

Type of Program Proposal:

Major

Program Change Type:

Non-Substantive

Is this a pilot program?

No

Delivery Format:

Fully Online

What is the instructional modality of all courses in this program?

Both

Title of the Program:

MA in Learning Design and Technology

Designation: (degree terminology)

Master of Arts

Briefly describe the program proposal (new or change) and provide a justification:

The first request is to change the required research course from EDBM 250 to EDTE 250. Both are currently 3 unit courses with similar content, but EDBM is being changed to a 4 unit course that will not meet the needs of this degree. I have worked with the lead faculty for EDTE 250, and the course content will meet all required ELOs for this degree program.

The second request is to change the name of the program from Universal Design for eLearning (UDEL) to Learning Design and Technology. I've made the changes in this form B to reflect a new name change in the Catalogue Description and Admissions Requirements. The revised name encompasses the evolving landscape of learning methodologies and technological integration, providing a more accurate representation of the program's scope and objectives. By adopting a more contemporary name, we aim to attract a wider pool of applicants who are keenly interested in the dynamic field of learning design across various modalities.

In the Program Requirements section of the Form B, I have simplified the language of the footnotes so that they meet the name change, and include a new MA degree program in the College of Education from which students may take electives.

The Catalog description and Admission Requirements sections of the Form B were updated with the newly requested name.

University Learning Goals**Graduate (Masters) Learning Goals:**

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

Program Learning Outcomes**Program Learning Outcomes**

Learning Outcome
1: Develop and facilitate effective online and hybrid teaching and learning, utilizing concepts from learning theory, instructional design, and teaching frameworks that make use of aligned instructional resources and technology tools.
2: Develop, implement, and assess the effectiveness of instructional design projects for teaching and learning.
3: Model and support the knowledge, skills, and dispositions to effectively#lead groups or programs#in efforts to appropriately advance integrity, ethics, equity, and justice in education.

4: Examine socioeconomic, technological, and political influences in education, determining their conditions and issues in relation to designing teaching that supports equitable online and hybrid learning for all.

5: Reflect, assess, and communicate#mindfully, respectfully, ethically, and professionally in various formats including written and verbal to diverse groups and individuals.

6: Analyze, design, create and#implement plans for culturally responsive#and inclusive teaching and learning considering#needs analysis,#teaching designs and plans, context factors, educational technology use, instructional materials, and assessments.

7: Evaluate and analyze the effectiveness of learning and teaching through#formative and summative assessments.

8: Use#project management#knowledge and skills to#develop, implement, and assess the effectiveness of instructional design projects for teaching, and learning.

9: Construct plans for continued learning and career development.

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

Catalog Description

The Master of Arts in Learning Design and Technology is a fully online one-year project-based program. The program focuses on Universal Design for Learning principles, technology, instructional design, and inclusive teaching and learning. The Learning Design and Technology Program is designed for students who want to advocate for diversity, equity, and inclusion in course design. Each course will draw from an equity lens to examine ways to increase access to various educational supports and promote learner success. Students will learn ways to remove barriers to increase access to instructional materials, technology, support services, and assessment methods.

Program Description

The Master of Arts in Learning Design and Technology is a fully online one-year project-based program. The program focuses on Universal Design for Learning principles, technology, instructional design, and inclusive teaching and learning. The Learning Design and Technology Program is designed for students who want to advocate for diversity, equity, and inclusion in course design. Students will be able to advance their knowledge of instructional approaches that reduce barriers to meet the needs and abilities of all learners.

The program is designed with a core curriculum structure that logically progresses through the course content and provides a clear learning path. Each course is designed to provide options and choices in various contexts. There will be an intentional focus on instructional materials selection to provide a social justice lens in digital spaces. The program will incorporate social learning and provide students with the opportunity to contribute, collaborate, and challenge their thoughts. Course work will present real-life, authentic connections that make the information relevant to students' lived experiences. Courses will provide a variety of examples and formats to help students truly internalize the material.

The Learning Design and Technology program coursework is project-oriented and will consist of field-based work. The Culminating Experience (Exam) will consist of an ePortfolio where students will add equity and/or technology-based artifacts they developed in each course throughout the program. Students will have faculty assigned as advisors to help them complete the project report and ePortfolio. Program instructors are experts in instructional design, technology, and inclusive#learning and teaching. They hold advanced degrees and subject matter field experiences.

This program is offered as a partnership between the College of Education and the College of Continuing Education at Sacramento State.

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 in the Master of Arts in Learning Design and Technology [Program](#) 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
- an intermediate level of educational technology knowledge and proficiency
- International students must meet Office of Graduate Studies (OGS) requirements for international students, which are available through the OGS website.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. This requires that students demonstrate convincingly that they are competent to pursue the degree.

Admission Procedures

All prospective graduate students, including Sacramento State graduates, must file a University application and a separate supplemental MA Learning Design and Technology [Program](#) application. Both applications must be submitted by the deadlines stated on the College of Continuing Education and Office of Graduate Studies [websites](#). Required application materials include:

- Online applications for admission;
- Official transcripts from all [colleges](#) and universities attended, *other than Sacramento State*;
- A clearly articulated statement of purpose that addresses the applicants personal and academic preparation for the program that includes:
 - why the applicant wants to enter this particular program which would include:
 - An example of a work experience where you identified a need for building more equitable and inclusive learning opportunities, including a description of your level of involvement, and
 - an example of a successful experience you have had in using technology for teaching or learning
 - Career objectives

Applicants must be proficient in using the Internet and have Internet access to meet the requirements of a fully online program.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>). Details about each of the components of the supplemental application can be found on the application packet posted to the College of Education [website](#).

Approximately six weeks after the posted application deadline, a decision regarding admission will be emailed to each applicant.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: [30.0](#)

Minimum Cumulative GPA: 3.0; no units with a grade lower than "B-" may apply toward the degree.

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 requirements;
- completed at least 12 units of courses in the graduate program (see Requirements) with a minimum 3.0 GPA; and
- met the Graduate writing requirement through completion of the Graduate Writing Intensive (GWI) course, EDTE 250, with a B grade or better.

[Advancement to Candidacy form is submitted online through MySacState](#). The student fills out the form after planning a degree program in consultation with his or her faculty advisor. The completed form is then approved by the Graduate Coordinator of the Department and submitted to the Office of Graduate Studies.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

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
EDGR 251	Principles of Universal Design for Learning	3
EDGR 252	Instructional Design and eLearning Practicum I	3
EDTE 250	Educational Research 	3
EDGR 253	Instructional Design and eLearning	3
EDGR 254	Instructional Design and eLearning Practicum II	3
EDGR 255	Multimedia and Advanced Applications for Inclusive Course Design	3
EDGR 256	Aligning Culturally Responsive Education and UDL	3
Electives ¹		6
Culminating Requirements (3 Units) ²		
EDGR 557	Culminating Experience in MA in UDEL	3
Total Units		30

¹ Program electives are to be selected by the student in consultation with the Program Coordinator. At least three of the elective units must be at the 200 level. Students may focus their elective units in a program of their interest or select courses from other programs. Examples of elective programs include: Curriculum and Instruction, Language and Literacy, Multicultural Education, Gender Equity, BTSA or other pre-approved induction courses, and Education, Equity and Social Justice. With Program Coordinator approval, elective courses may include one of the following:

- 6 transfer elective units (must not be independent study or supervision units)
- 6 units of academic credit earned through Continuing Education

- ² Credit is given upon completion of an Exam which consists of an ePortfolio approved culminating experience for the degree. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of the 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

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:

N/A

Provide a fiscal analysis of the proposed changes:

N/A

How will the above changes be accommodated within the department/College existing fiscal resources?

N/A

Will the proposed changes require additional resources?

No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?

N/A

Reviewer Comments:

Bitá Rivas (b.rivas) (Wed, 06 Sep 2023 17:03:17 GMT): Rollback: Rolled back per request of submitter and chair

Sarah Jouganatos (sarah.jouganatos) (Wed, 06 Sep 2023 17:31:14 GMT): Rollback: No longer moving it forward by request of the program.

Key: 510