Program Change Proposal: Educational Technology Graduate Program

Justification

1. Adherence to requirements:
This proposal adheres to the requirements for program change as presented in the College of Education's Guidelines for Curriculum Review, version 3.3.

2. Background and need for the program change:

This proposal addresses the following two major items in need of change that were identified in the most recent program self-study: (a) adding "electronic portfolio with interview" to the existing exit requirement, and (b) updating course requirements. An electronic portfolio is a systematic and purposeful collection of artifacts, which may include sample work, projects, reflective journals, and peer review notes (Collins & O'Brien, 2003). With the artifacts, students demonstrate their growth and accomplishment during their tenure in the program. The carefully selected, goal-oriented materials, presented alongside their selection guidelines or evaluation criteria, will not only keep track of students' professional development but will also provide evidence of their learning for assessment.

The list of the core courses has been updated. ED P 520, which introduces both quantitative and qualitative research methods, has become the required research course. ED P 595 has become an elective. Two proposed new courses, ETEC 510 and 570, replace two existing courses, ETEC 553 and 623, that will be phased out in the near future. ETEC 553 and 623 will continue to be offered during AY 2008-2009 in order to accommodate the students who have advanced to candidacy and obtained their catalog rights. After the transition year, the program will either drop the courses or modify/upgrade them so that they could serve as electives for students who would like to take advanced classes in design and development. In addition to modifying the list of the core courses, the proposal also updates the list of the elective courses by adding ETEC 535 and ED P 696.

During the program self-study in AY 2004-2005, the program developed five student learning outcomes (SLOs), with reference to two sets of national standards for educational technology graduate programs. (The standards were established by the following two NCATE related professional organizations: International Society for Technology in Education and the Association for Educational Communications and Technology.) The learning outcomes focus on the following five areas: (a) issues in educational technology, (b) technology coordination and policy-making, (c) design principles and multimedia authoring, (d) theoretical perspectives and research methodology, and (e) professional development. Building upon the five SLOs, the program assessment included a gap analysis that examined the curriculum, including the syllabi of all the core and elective courses used in the program.

The gap analysis coupled with the analysis of students' course projects indicated that the program curriculum slants toward design and development and needs a more organized and systematic coverage of theories and foundations. Currently, three core courses (ETEC 551, 553, and 623) focus on design and development, while no dedicated course surveys learning and instructional theories as well as philosophical and historical foundations. Although the existing courses touch upon theories and foundations sporadically, the program faculty had a discussion, documented in the *Final Report for Assessment Project*, and decided that a dedicated course is needed in order to enhance students' learning and to squarely address the SLOs. ETEC 510 was then developed to lay a foundation for students' learning in the other core courses.

While all the core courses contribute to the development of students' competencies in the design and development of technology-enhanced instruction, the proposed curriculum includes two core courses, ETEC 551 Education and the Internet and ETEC 570 E-learning Design and Development, that directly address the technical aspects of the competencies. The outline for ETEC 551, which introduces Internet-enhanced learning and instruction, has been updated. ETEC 570 is a new course that merges the two existing courses, ETEC 553 Instructional Design and ETEC 623 Developing Technology-based Learning.

3. Overlap:
The program changes do not create areas of overlap with other programs at the University. The program was comprehensively reviewed at the time it was created. The Educational Technology Graduate Program shares commonalities with programs (e.g., Certificate in Web Literacy) in the Department of Computer Engineering and Computer Science (CECS) and with the Librarianship Program in the Department of Educational Psychology, Administration, and Counseling. All the programs are concerned with computer and information technologies, though they are distinctive in their target audience and objectives. The Educational Technology Program serves educators from a variety of subject areas who are interested in using technologies to enhance learning and

instruction. The program aims to prepare "its graduates to capitalize on the potential of educational technology to improve learning." Programs in CECS focus less on teacher education (except that for training computer teachers) but more on the operation of computer systems and technical design. The Librarianship Program prepares librarian professionals, who make use of technology for the compilation, evaluation, organization, and distribution of information.

4. Program fit and enhancement:

This proposed curriculum aims to foster students' holistic development in the field of educational technology and to document, with electronic portfolios, their development for performance assessment during their tenure in the program. The change concerning the course requirements better aligns the curriculum with the student learning outcomes in the program. Adding electronic portfolios to the exit requirement provides evidence for students' attainment of the learning outcomes.

The proposal adopts a definition of educational technology that includes three interrelated aspects: (a) physical devices or equipment, such as computer hardware and software, (b) procedures or activities in which the devices are used, and (c) knowledge that makes the activities possible (Mackenzie & Wajcman, 1999). With a broader view of educational technology, the program curriculum goes beyond the introduction of techniques and provides students with background knowledge from multiple perspectives conducive to their reflection on and design of the procedures and activities with relevance to educational technology. In doing so, the curriculum is well aligned with the program goals, which state in part, "the program educates graduates who understand technology in relation to its societal and cultural context, critically evaluate benefits and limitations of technologies, and build on ways of using technology towards socially positive ends."

5. Reflection of current theory and practice:

The proposed changes incorporate the current theories in educational technology and reflect the practices regarding the design and development of inclusive technology-enhanced instruction.

6. Proposed target audience:

The target audience includes teachers and other professionals interested in making greater use of technology as a tool for learning and instruction.

7. Facility, resource, and fiscal implications:

The program has utilized the lab facility and resources currently available. The program changes keep the units required for graduation intact by replacing two existing courses with two new proposed courses. One of the new courses can be taught in a hybrid format, which requires fewer lab resources. The facility, resource, and fiscal implications are minimal.

8. Relationship to priorities in the College of Education Mission Statement:

The Masters option in educational technology supports the mission of the CED to prepare "socially responsible leaders for a rapidly changing, technologically-rich world."

9. Explanation of appropriate consultation:

After the program self-study conducted in 2005, the Educational Technology Program faculty (Steve Adams, Teresa Chen, Jennifer Lamkins, Ali Rezaei) discussed and reflected on the results and discovered the need to restructure the core courses. The plan to restructure the curriculum is documented in the assessment report. Teresa Chen drafted the proposals in Fall 2006 and started consultation within the program. In Spring 2007, two faculty members in the program were on leave. With the return of the Program Coordinator, Steve Adams, in Fall 2007, the program faculty were able to reach consensus.

The following faculty and staff were also consulted: EDPAC Department Chair, Jennifer Coots; Teacher Education Department Chair, Cathy DuCharme; Liberal Studies Department Chair, Dan O'Connor; Director of the Curriculum and Instruction Program, Linda Symcox; Coordinator of the Librarianship Program, Lesley Farmer; Special Education Faculty, Shireen Pavri; EDPAC Computer Labs Coordinator, Francine Vasilomanolakis; and EDPAC Computer Labs Manager, Matt Carver.

References

Collins, J. W., & O'Brien, N. P. (Eds.). (2003). *Greenwood dictionary of education*. Westport, CT: Greenwood Publishing.

MacKenzie, D., & Wajcman, J. (Eds.). (1999). *The social shaping of technology* (2nd ed.). Milton Keynes, UK: Open University Press.

PROGRAM - CHANGE

Name and Code of Program:
Master of Arts in Education, Option in Educational Technology *(code ED_PMA05)*

Proposed Catalog Text:
Serving the mission of enhancing education through the use of technology, educational technology specialists perform many functions in schools, educational institutions, and training agencies. This option prepares leaders in the field who will evaluate, design, and effectively use technology for educational purposes. Combining both theory and practice, this option is designed for individuals seeking career growth in K-12 and university settings and for those planning to pursue doctoral degrees.

Admission to the Program

Submit a Master of Arts in Education, Option in Educational Technology application to the College of Education Graduate Office along with one complete set of transcripts no later than March 1 for Fall admission or October 1 for Spring admission, including information to satisfy the requirements below. (Items 1-6 are required, and item 7 is optional.)

1. A bachelor's degree from an accredited college or university.
2. Upper-division coursework in statistics and research.
3. Upper-division coursework in the use of technology and computer applications (3 units), e.g., ETEC 411, ETEC 444, or equivalent experience (see advisor).
4. A 3.0 GPA (on a 4-point system) in the last 60 units of upper division and/or graduate course work completed at an accredited college or university and a 3.0 GPA in all prerequisite course work.
5. Three (3) letters of recommendation, preferably from teachers, supervisors or colleagues in education or related fields.
6. A word-processed personal statement -- see the program application for the specific questions to address.
7. (Optional). Applicants are encouraged, but not required, to submit an official transcript of scores obtained from the Graduate Record Exam (GRE) General Test, the Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT).

University Admission

Meet University admission requirements. Submit an Application for Graduate Admission along with one complete set of official transcripts to the University Office of Admission no later than March 1 for Fall consideration and no later than October 1 for Spring consideration.

Advancement to Candidacy

1. Provide evidence of passing the Graduation Writing Assessment Requirement (GWAR).
2. Maintain a 3.0 GPA in all course work.
3. Resolve any Incomplete grades.
4. Complete all prerequisites and at least 6 units of program in residence at the University.

Program Requirements

Students must complete a minimum of 30 units of upper division and graduate courses, of which at least 21 units must be at the 500/600 level taken at this university. With consent of the program advisor, students may count up to 6 units of previously taken graduate courses toward the degree. However, a student who completes a 6-unit thesis or project may possibly count 9 units of previously taken courses toward the degree.

1. Core courses (21 units):
    a. Research methods: ED P 520 (must also complete course prerequisites: ED P 400, ED P 419, or equivalent)
    b. Educational Technology: ETEC 510, 523, 525, 530, 551, and 570
2. Electives (6 units): In consultation with the program advisor, students will select 6 additional units. Options include, but are not limited to, the following:
    a. Educational Technology: ETEC 535, 580
    b. Educational Psychology: ED P 595, 696
    c. Librarianship: ELIB 530A, 530B, 540, 550

    d. Special Education: EDSP 542
    e. Computer Science: CECS 401E, 410E
    f. Other courses, including those outside the College of Education, chosen in consultation with the program advisor.
3. Exit requirement (3-6 units): Electronic portfolio with interview and one of the following chosen in consultation with the program advisor:
    a. ETEC 695 (3 units) plus pass a comprehensive examination
    b. ED P 699 Project (6 units) with written Project Report
    c. ED P 698 Thesis (6 units)

Current Catalog Copy

Option in Educational Technology (code ED_PMA05)

Serving the mission of enhancing education through the use of technology, educational technology specialists perform many functions in schools, educational institutions, and training agencies. This option prepares leaders in the field who will evaluate, design, and effectively use technology for educational purposes. Combining both theory and practice, this option is designed for individuals seeking career growth in K-12 and university settings and for those planning to pursue doctoral degrees.

Admission to the Program

File a Master of Arts in Education, Option In Educational Technology application to the College of Education Graduate Office along with one complete set of transcripts no later than March 1 for fall admission or October 1 for spring admission, including information to satisfy the requirements below. (Items 1-5 are required, and item 6 is optional.)

1. A bachelor's degree from an accredited college or university.
2. Upper-division coursework in statistics and research.
3. Upper-division coursework in the use of technology and computer applications (3 units), e.g., ETEC 444, EDP 443, EDP 523, or equivalent experience (see advisor).
4. A 3.0 GPA (on a 4-point system) in the last 60 units of upper division and/or graduate course work completed at an accredited college or university and a 3.0 GPA in all prerequisite course work.
5. Three (3) letters of recommendation, preferably from teachers, supervisors or colleagues in education or related fields.
6. A word-processed personal statement -- see the program application for the specific questions to address.
7. (Optional). Applicants are encouraged, but not required, to submit an official transcript of scores obtained from the Graduate Record Exam (GRE) General Test, the Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT).

University Admission

Meet University admission requirements. Upon acceptance to the program, File an Application for Graduate Admission along with one complete set of official transcripts with the University Office of Admission no later than July 1 for Fall consideration and no later than December 1 for Spring consideration. With permission of the faculty committee, students may count up to 9 units of previously taken graduate courses toward the degree

Advancement to Candidacy

1. Provide evidence of passing the Graduation Writing Assessment Requirement (GWAR).
2. Maintain a 3.0 GPA in all course work.
3. Resolve any Incomplete grades.
4. Complete at least 6 program units and any prerequisites. The following prerequisites must be completed if planned course of study includes EDP 520, 400 (3 units) or both 419 (3 units) and 420 (3 units).

Requirements

Students must complete a minimum of 30 units of upper division and graduate courses, of which at least 21 units must be at the 500/600 level taken at this university. With permission of the faculty committee, students may count up to 9 units of previously taken graduate courses toward the degree.

1. Core courses (21 units): Research methods: EDP 520 or 595
Educational technology: ETEC 523, 525, 530, 551, 553, and 623.

2. Electives (6 units): In consultation with advisors, students should select 6 additional units. Options include, but are not limited to, the following:

A. Educational Technology: ETEC 580
B. Educational Psychology: EDP 520, 595 (if not taken as a core course)
C. Library Media: ELIB 530A, 530B, 540, 550
D. Special Education: EDSP 542
E. Computer Science: CECS 401E, 410E
F. Other courses, including those outside the College of Education, chosen in consultation with faculty advisors.

3. One of the following chosen in consultation with the faculty advisor:

A. ETEC 695 (3 units) plus pass a comprehensive examination
B. EDP 699 Project with written Project Report (6 units)
C. EDP 698 Thesis (6 units)