MASTER OF EDUCATION IN EDUCATIONAL TECHNOLOGY

The Master of Education in Educational Technology degree is designed to meet the needs of those desiring to become specialists in the field of educational technology in positions at school, district, college and university levels as well as non-academic environments in industry.

The ME in Educational Technology is a 30 semester hour program. Students take courses in educational technology along with education courses selected with a faculty adviser based on the student's interests and goals. The program culminates with the completion of a master's research seminar, research-based project, or thesis depending on the student's interest. Coursework is completed online.

Admission to the ME in Educational Technology

In addition to admission requirements of the College of Graduate Studies, admission to the master's program requires the following:

- A baccalaureate degree from an accredited four-year institution
- A well-written statement of purpose describing your background and goals as well as the importance of this degree in achieving those goals
- One letter of recommendation regarding your potential for doing master's level work from professionals such as an undergraduate major advisor, current employer, school principal or others who are knowledgeable about your ability to engage in graduate work in this degree program

The master's program has selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

What to Submit with Your Application

- Official transcripts from all institutions of higher education
- One letter of recommendation
- Statement of purpose
- Resume or Curriculum Vitae

REQUIREMENTS FOR THE ME IN EDUCATIONAL TECHNOLOGY

For the Master of Education degree, students must complete the following program requirements:

- A minimum of 30 semester hours of approved graduate course work
- An area of specialization in educational technology that includes ETPT 5000, 5100, 5210, 6300, and three of 5550, 6230, 6150, 6510, or 6810, with courses pre-approved by the faculty advisor

- A supporting area with courses pre-approved by the faculty advisor
- A thesis, project, research seminar, or field experience (practicum)

In addition, no more than six semester hours of credit from any combination of workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

All coursework and requirements of the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.

PLAN OF STUDY

A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study. The master's plan of study must include the following within the 30 semester hour minimum:

- 21 credits of specialization
  - ETPT 5000, 5100, 5210, 6300, and three of 5550, 6230, 6150, 6510, or 6810 are required
- 6 credits of a supporting area
- 3 credits of thesis, project or research seminar

Licensure or endorsement may require additional semester hours to fulfill the credential requirements as well as degree requirements.

Guide for Developing a Plan of Study

Below is a guide for developing a Plan of Study for the Master of Education in Educational Technology. Students should work with their faculty advisor to identify specific courses to fulfill program requirements.

Code	Title	Hours
Specialization in Educational Technology		
Select the following:		12
ETPT 5000	Introduction To Educational Technology	
ETPT 5100	Instructional Systems Design Principles	
ETPT 5210	Introduction To Multimedia And Web Design	
ETPT 6300	Technology Management In K-16 Education	
Select three of the following:		9
ETPT 5550	Using The Internet In The Classroom	
ETPT 6150	Designing Instruction For Diverse Learner Populations	
ETPT 6230	Developing Web-Based Instructional Materials	
ETPT 6510	Teaching And Learning At A Distance	
ETPT 6810	Research And Theory In Educational Technology And Performance Technology	
Supporting Area		
Select 6 credits as approved by faculty advisor		6
Master's Thesis, Project, or Research Seminar		
Select one of the following:		3

ETPT 6900	Master's Seminar In Educational Technology And Performance Technology (Recommended)
ETPT 6930	
ETPT 6940	Practicum In Educational Technology And Performance Technology
ETPT 6960	
Total Hours	**30**

- PLO AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. a. Candidates create instructional materials and learning environments using a variety of systems approaches. b. Candidates select and use technological resources and processes to support student learning and to enhance their pedagogy. c. Candidates assess and evaluate the effective integration of appropriate technologies and instructional materials. d. Candidates effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. e. Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology.
- PLO AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. a. Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes. b. Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. c. Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes grounded in reflective practice. d. Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy. e. Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community.
- PLO AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. a. Candidates create instructional design products based on learning principles and research-based best practices. b. Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices. c. Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. d. Candidates establish mechanisms for maintaining the technology infrastructure to improve learning and performance. e. Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice and respect for copyright, Fair Use, and appropriate open access to resources. f. Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities.
- PLO AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice. a. Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners. b. Candidates lead their peers in designing and implementing technology-supported learning. c. Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth. d. Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities. e. Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.
- PLO AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. a. Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. b. Candidates apply research methodologies to solve problems and enhance practice. c. Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. d. Candidates conduct research and practice using accepted professional and institutional guidelines and procedures.