University of Delaware
School of Education
M.Ed. in Educational Technology

Program Policy Statement

Effective 3/1/2022

Part I. Program History

A. Purpose Statement

The Master of Education in Educational Technology is a degree program designed for individuals who seek both a theoretical and a practical grounding in educational technology methods and techniques, emphasizing theories of teaching and learning that support these methods. Based on the assumption that new media and the Internet can have a positive effect on teaching and learning, the program is designed for candidates who have completed a bachelor's degree and want to use technology to make a positive impact on the future of schooling. Those interested in applying to the program must provide the School of Education faculty with evidence of a strong academic background representing both breadth and depth in their content area and experience with technology.

As outlined on the following pages, the M.Ed. in Educational Technology program consists of some required courses, and a selection of optional courses. The required courses cover educational technology foundations, focusing on principles and practices common across the disciplines, and reflecting on the effects of multimedia and the Internet on current teaching practice. The optional courses explore educational technology topics in more depth in specific content areas or technologies in which the candidate wishes to prepare for providing effective leadership in order to make a positive impact on the future of schooling. All candidates will receive a thorough grounding in educational technology methods and techniques emphasizing theories of teaching and learning that support these methods and techniques.

B. Origin of the Program

In 1998, the University of Delaware created an educational technology specialization within the M.Ed. degree in Curriculum and Instruction. In 2004, educational technology became a separate major within the M.Ed. degree program with no concentrations or specializations. In 2010, the Association for Educational Communications and Technology (AECT) recognized the M.Ed. in Educational Technology as a national program of excellence.

Since its inception, the educational technology major has been a popular program that is growing in importance as all levels of education, especially K-12 schools, work to incorporate technology across the curriculum. Elevating the School of Education's educational technology specialization to become a major in its own right responded to the increasingly strategic importance of this field in our society. Graduates of the program work in a variety of educational settings in K-12 and higher education institutions, as well as state and regional departments of education. The rapidly increasing visibility, prevalence, and importance of educational technology in these settings has contributed to the recognition of educational technology as a distinct and separate professional endeavor within schools and colleges of education nationally.

C. Administration and Faculty

The Committee on Graduate Studies in Education (CGSE) is the SOE-level committee that administers all the graduate programs, including the M.Ed. program in Educational Technology. The committee is composed of five faculty members from the School of Education, a graduate student member selected by the Education Graduate Association, and the Assistant Director of the School of Education who serves as the Graduate Coordinator for the School of Education.

Additionally, an Educational Technology Faculty Committee (ETFC) is charged with setting academic expectations and maintaining subject-matter currency within the educational technology courses, insuring subject-matter coordination of the core courses, and assisting in the development, grading, and administration of the M.Ed. Program Assessment Plan (see below). The ETFC consists of the full-time School of Education faculty instructors of the core courses and the Assistant Director of the SOE (ex officio member). As with other SOE standing committees, the members of the ETFC are approved in a manner consistent with the Bylaws of the SOE.

Students are admitted to the M.Ed. in Educational Technology program in accordance with their admission application (see II, C below). At the time of admission, all students are assigned a faculty advisor from the educational technology specialization. This advisor assists the student in choosing specialization courses, and also assists the student in progressing through the checkpoints in the M.Ed. Program Assessment Plan with input from two additional faculty members in the student's specialization area. Students may change faculty advisors upon their written request to do so, and upon the agreement of the new advisor to accept this student as an advisee.

Faculty members who teach graduate courses and advise graduate students in the School of Education must have a doctorate or equivalent. In some instances, faculty members with a master's degree and special expertise in an area of Education as a result of concentrated study, employment experience, or service may be recommended for graduate teaching. In such cases, the faculty member must have a record of successful teaching in a specialized area of Education, proven scholarly ability, and the endorsement of the Director of the School of Education.

D. Degree Offered

The degree awarded to students who complete this program will be Master of Education in Educational Technology.

Part II. Admission

A. University Policy on Admission

Admission to the graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer other appropriate strengths.

B. University Admission Procedures

Applicants must submit all of the following items to the Office of Graduate Admissions before admission can be considered:

A completed Admission Application for this program must be submitted no later than August 15 (for Fall admission), December 10 (for Winter admission), January 23 (for Spring admission), or May 27 (for Summer admission). Admission application forms are available online.

A $75 nonrefundable application fee must be submitted with the application.

While completing your online application, you will be required to submit one unofficial scanned copy of your transcript or academic record from each school you have attended. Follow the instructions at the Graduate Admissions transcripts page.

Applicants must submit at least three letters of recommendation.

The Graduate Record Examination (GRE) test scores are not required for admission into the M.Ed. program in Educational Technology.

If English is not their first language, international student applicants must demonstrate a satisfactory level of proficiency in the English language on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Scores that are more than two years old are not acceptable. In order for a student visa to be issued, international students first must be offered admission to the University and provide evidence of adequate financial resources. The University has been authorized under federal law to enroll non-immigrant alien students. International students are required to purchase the University-sponsored insurance plan or its equivalent.

It is a Delaware State Board of Health Regulation and a University of Delaware mandate that all entering graduate students born after January 1, 1957 give proof of proper immunization for measles, mumps, and rubella. If immunization requirements are not met, the student will not be eligible to register. Specific information may be obtained from the Student Health Service at 302-831-2226 or sites.udel.edu/studenthealth.

C. Specific Requirements for Admission into the M.Ed. in Educational Technology Program

Admission decisions are made by the ETFC. Students will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements.

- Baccalaureate degree from an accredited college or university.
- An undergraduate GPA of 3.0 or higher.
- A written statement of goals and objectives explaining what the student hopes to accomplish by enrolling in the M.Ed. in Educational Technology program.
- International applicants must either be accepted into the University of Delaware's English Language Institute CAP program (see below), or they must submit evidence of achieving a minimum score of 600 on the TOEFL (paper-based test) or 250 (computer-based test) or 100 (iBT), or a minimum overall score of 7.0 on the IELTS from applicants whose first language is not English.

D. Admission Status

Students admitted into the M.Ed. Program in Educational Technology may be admitted into one of three categories.

1) Regular. Regular status is offered to students who meet all of the established entrance requirements, who have a record of high scholarship in their fields of specialization, and who have the ability, interest, and maturity necessary for successful study at the graduate level in a degree program.

2) Provisional. Provisional status is offered to students who are seeking admission to the degree program but lack one or more of the specified prerequisites. All provisional requirements must be met within the deadline given before regular status can be granted. Students admitted with provisional status are generally not eligible for assistantships or fellowships. Students who file an application during the final year of undergraduate or current graduate work and are unable to supply complete official transcripts showing the conferral of the degree will be admitted pending conferral of the degree if their records are otherwise satisfactory and complete.

3) CAP. The Conditional Admissions Program (CAP) provides provisional admission of international graduate students who do not have TOEFL or IELTS scores high enough for full admission. As the CAP website explains (sites.udel.edu/eli/programs/cap/), CAP uses a cohort model that organizes students into small groups of 5 to 8 students to develop strong bonds of trust among fellow cohort members, to provide a more seamless transition to full-time university life, and to ensure that the linguistic, academic, and cross-cultural skills that are developed at the English Language Institute will continue to be used by the students throughout their entire academic career.

Part III. Degree Requirements for the Master of Education in Educational Technology

A. Course Requirements

The Master of Education in Educational Technology requires 33 credits of graduate-level coursework. All courses to be applied to the degree must have a grade of B- or above. The required coursework includes:

1. Core Courses (6 credit hours)

    EDUC 638 Learning Technologies Across the Curricula
    EDUC 650 Technology and Cognition

2. Specialization Courses (9 credit hours)

    EDUC 611 Introduction to Instructional Technology
    EDUC 621 Internet Technologies
    EDUC 685 Multimedia Literacy

3. Restricted Electives (12-18 credit hours) (see also Elective Certificate Options)

    EDUC 639: Google Apps
    EDUC 639: iPad Apps for Educators
    EDUC 639: eBook Authoring
    EDUC 639: Mobile Web Design
    EDUC 639: Augmented Reality
    EDUC 639: ePortfolio Web Design
    EDUC 639: Technology Planning
    EDUC 639: K-12 Technology Integration
    EDUC 646: Assistive Technology for Secondary Schools and Work
    EDUC 652: Introduction to Technology in Special Education and Rehabilitation
    EDUC 653: Computer-Assisted Instruction for Remedial and Special Education
    EDUC 654: Augmentative and Alternative Communication
    EDUC 655: Assistive Technology
    EDUC 656: eLearning
    EDUC 692: Educational Technology Capstone
    EDUC 762: Examining Multimodal Literacy
    EDUC 777: Fostering Technology Based Collaborations
    EDUC 815: Design of Learning Environments

    Note: EDUC 639 is a repeating special-topics course in educational technology. The course number 639 appears multiple times in this program description. Each time, the course has a different title, which will show on the student's transcript. Electives should be chosen in collaboration with the student's faculty advisor. Substitutions are permitted with permission of the advisor.

4. Capstone ePortfolio or Thesis (0-6 credit hours)

    In order to graduate, students are required to submit a Capstone ePortfolio or complete a 6-credit curriculum research project with approval of their advisor, leading to a master's thesis. Thesis candidates typically enroll in 6 credits of EDUC 869: Master's Thesis after completing 12 credits of the restricted electives listed above. Most candidates exit the program without writing a thesis by submitting their Capstone ePortfolio after taking 18 credits of the restricted electives listed above.

TOTAL CREDITS FOR DEGREE: 33

B. Program Assessment Checkpoints

To demonstrate mastery of the EDTC program's goals, all candidates complete the same series of eight program assessments. Depending on the candidate's career path, these assessments are evaluated by rubrics developed according to standards of the International Society for Technology in Education (ISTE) or the Association for Educational Communications and Technology (AECT). Candidates who hold a basic teaching license have the option of aligning with the ISTE standards for Coaches (ISTE-C), which is assessed via rubrics through which K-12 teachers exhibit the knowledge, skills, and dispositions needed to teach technology applications, support student learning, and prepare other teachers to use technology effectively across the curriculum. Other teachers and candidates from higher education, government, and industry are assessed via rubrics based on the AECT standards..

Upon admission to the program, all EDTC candidates begin on the AECT track. Only K-12 certified teachers may apply for admission to the program's ISTE-C track. To apply to the ISTE-C track, teachers complete the ISTE-C application form and submit it to their EDTC advisor. Teachers can download the ISTE-C application from the EDTC forms page at http://www.education.udel.edu/masters/edtech/ed-tech-forms.

The eight assessments are described as follows:

☐ **Multimedia eLearning Environment**. This is a multimedia web in which candidates create a blended learning environment using multiple methods of assessment including collaborative learning.
☐ **Grades in Courses**. Grades indicate the extent to which candidates have acquired the pedagogical and content knowledge needed to provide effective leadership in technology integration.
☐ **Needs Assessment**. This is a term paper with a literature review that candidates write during their first year in the program. It establishes the need for school or building-level improvements in the educational technology infrastructure, including teacher professional development, research-based best practices, and learner characteristics of all students.
☐ **Curriculum Project**. This is field experience during which candidates keep a reflective journal documenting plans, experiences, and improvements made in a local school or workplace setting.
☐ **Action Research Paper**. This is a major research paper or thesis that the candidate writes toward the end of the master's program. In an action research project, the candidate conducts a local experiment in order to determine whether a nationally recognized best practice implemented in the local school or workplace can achieve results akin to those described in the research literature.
☐ **Instructional Design**. The candidate designs and develops one or more lessons or modules on a topic of strategic importance to the curriculum of the local school or workplace. ISTE-C candidates must create teacher professional development informed by the principles of adult learning.
☐ **School or Workplace Technology Plan**. This is a strategic plan that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to which standards have been met. The plan includes a work schedule, hardware and software configuration, a proposed budget, and a budget explanation.
☐ **National Standards Capstone ePortfolio**. In the capstone ePortfolio, the candidate submits artifacts documenting achievements in each ISTE or AECT standards domain. For each standard, the candidate explains the manner in which the artifact(s) address the criteria.

The EDTC program's assessment framework has two checkpoints that occur when the student has earned 18 credits and 33 credits, respectively. By 18 credits, candidates must have completed the Needs Assessment, the Curriculum Project, and the Instructional Design. By 33 credits, candidates must have completed the Multimedia eLearning Environment, the Action Research Paper, the Technology Plan, and the Capstone ePortfolio. The rubrics used to evaluate these performances are posted at the program's Web site at http://www.education.udel.edu/masters/edtech.

C. Elective Certificate Options

One of the strengths of this program is the way it facilitates candidates earning a graduate certificate as part of their 33-credit EDTC master's degree. As noted above in the section on course requirements, EDTC candidates take 15 credits of specifically prescribed courses (EDUC 638, EDUC 650, EDUC 611, EDUC 685, and EDUC 621). The remaining 18 credits are electives that candidates choose in consultation with their academic advisor. In deciding what elective courses to take, the EDTC master's program permits candidates to earn graduate certificates. For example, EDTC master's degree candidates can elect to earn the Computer Science Education (CS-Ed) Graduate Certificate, or the Graduate Certificate in Entrepreneurship & Innovation.

Candidates earning the Computer Science Education Certificate substitute its courses for 9 credits of the electives listed above. Candidates earning the Graduate Certificate in Entrepreneurship & Innovation take 12-18 credits of entrepreneurship certificate courses in lieu of the electives listed above. Candidates working to become Delaware certified through Alternative Routes to Certification (ARTC) may substitute graduate level ARTC courses.

Candidates earning this master's degree along with School Library Media (SLM) certification take seven SLM courses instead of electing the courses listed here. Candidates completing the ARTC program in SLM will be eligible for Delaware certification; candidates completing the SLM course sequence outside the ARTC program may be awarded certification in Delaware or other states at the discretion of the relevant state department of education.

EDTC candidates electing to earn a Graduate Certificate as part of their 18-credit elective block must submit a Change of Class form in order to add to their graduate record their intention to earn the certificate. At the conclusion of their coursework, candidates earning a certificate must submit an Application for Graduate Certificate form in addition to the Application for Advanced Degree form described below.

D. Typical Completion Patterns

As described above, the EDTC master's program is designed to be flexible by enabling degree candidates to choose which options they wish to complete. The following chart illustrates different ways of completing the EDTC master's program. Column 1 identifies the completion pattern and column 2 lists its option credits. Columns 3 and 5 are the number of core credits and total credits required for the degree. Column 4 shows how many free elective credits remain by subtracting from total degree credits the number of core credits in Column 3 and the number of option credits in Column 2. In all cases, Column 5 shows that the total number of credits for the degree is 33.

Completion Pattern	Option Credits	Core Credits	Elective Credits	Total Credits
EDTC Portfolio Only	0	15	18	33
Portfolio & CS-Ed	9	15	9	33
Portfolio & SLM	18	15	0	33
Portfolio & Entrepreneur	12 to 18	15	0 to 6	33
Portfolio & Thesis	6	15	12	33
Portfolio & CS-Ed & Thesis	15	15	3	33

Part IV. General Information Relevant to Master's Degree Candidates

A. Financial Assistance

Financial assistance for full-time students in the M.Ed. program is obtained from a variety of external sources and will therefore vary in form and availability. Assistance will be awarded on a competitive basis to applicants best fitting the needs of the granting agencies and sponsoring faculty. Students receiving full stipends will be expected to work up to 20 hours per week on faculty projects and students are expected to maintain full-time status.

B. Graduate Course Numbering System

Graduate credit may be earned for courses numbered 600 to 699, 800 to 898, and 900 to 998. (Courses numbered 600 to 699 are graduate-level courses open to qualified, advanced undergraduates by permission of the instructor.) Courses numbered 500 to 599 are graduate courses for the nonspecialist and may not be counted for graduate credit in the student's major. With the approval of the student's advisor, 500-level courses taken outside the student's major department may be applied toward a graduate degree.

C. Application for Advanced Degree

To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Graduate College. The application deadlines are February 15 for Spring candidates, May 15 for Summer candidates, and September 15 for Winter candidates. The application must be signed by the candidate's advisor and by the Director or the Assistant Director of the School of Education. There is an application fee of $50 for master's degree candidates. Payment is required when the application is submitted.

D. Graduate Grade Point Average

Students must have a minimum overall cumulative grade point average of 3.0 to be eligible for the degree. In addition, all courses to be applied to the degree must have a grade of B- or above. All graduate-numbered courses taken with graduate student classification at the University of Delaware are applied to the cumulative index. Credit hours and courses for which the grade is below "B-" do not count toward the degree even though the grade is applied to the overall index. Candidates should see that their instructors have submitted all final grades.

E. Time Limits for the Completion of Degree Requirements

Time limits for the completion of degree requirements begin with the date of matriculation and are specifically expressed in the student's letter of admission. The University policy for students entering a master's degree program is ten consecutive semesters to complete the degree requirements. Students completing the requirements for the master's degree who are subsequently granted permission to continue toward the doctoral degree are given an additional ten consecutive semesters. Students entering a doctoral program with a master's degree are given ten consecutive semesters to complete the requirements. Students entering a doctoral program without a master's degree are given fourteen consecutive semesters to complete the requirements. Students who change their degree plan and have transferred from one degree program to another degree program are given ten consecutive semesters from the beginning of the first year in the latest program.

F. Extension of the Time Limit

An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's advisor and the Director or Assistant Director of the School of Education. The Director/Assistant Director will forward the request to the Graduate College. The Graduate College will determine the student's eligibility for a time extension and will notify the student in writing of its decision to grant an extension of time.

G. Transfer of Credit Earned as a Continuing Education Student at the University of Delaware

Students who complete graduate credits with the classification of GCND (Graduate College Non-Degree) at the University of Delaware may use a maximum of 9 graduate credits earned with this classification toward their graduate degree. The GCND credits, grades, and quality points become a part of the student's academic record and grade point average. GCND credit can be transferred provided that: (a) the course was at the 600 or 800 level, (b) the course was taken within the time limit appropriate for the degree, (c) the course was approved by the student's advisor and the Director/Assistant Director of the School of Education, and (d) the course was in accord with the student's Individual Program Plan.

H. Transfer of Credit from Another Institution

Graduate credit earned at another institution will be evaluated at the written request of the student. Such a request should be submitted first to their advisor using a Request for Transfer of Graduate Credit form. A maximum of 9 credits required for the degree will be accepted provided that such credits: (a) were earned with a grade of no less than B-, (b) are approved by the student's advisor and the Director/Assistant Director of the School of Education, (c) are in accord with the student's IPP, (d) are not older than five years, and (e) were completed at an accredited college or university. The credits, but not the grades or quality points, are transferable to University of Delaware graduate records. Graduate courses counted toward a degree received elsewhere may not be used. Credits earned at another institution while the student was classified as a continuing education student at that institution are not eligible to be transferred to one's graduate degree at the University of Delaware. Credits from institutions outside of the United States are generally not transferable to the University of Delaware.

I. Transfer of Credit from the Undergraduate Division at the University of Delaware

Students who wish to transfer credits from their undergraduate record to their graduate record may transfer a limited number by arranging with the department to have these courses approved by their instructors before the courses are taken. These courses must be at the 600-level, and the student must perform at the graduate level. They must be in excess of the total required for the baccalaureate degree, must have grades of no less than B-, and must not be older than five years. The credits, grades, and quality points will transfer.