

EDUCATIONAL TECHNOLOGY AND LEARNING DESIGN, MASTER OF ARTS

The Master of Arts (M.A.) in Educational Technology and Learning Design is an interdisciplinary program that is designed for individuals from a variety of backgrounds, where faculty members and students engage in authentic learning activities using educational technologies. These technologies include tools that extend face-face or online learning experiences beyond the training or classroom environment with a matrix of tools that can make up personal and networked learning environments. These tools include means of networking and communication; interacting in immersive environments; engaging in simulations and games; sharing resources; consolidating images, audio and video content; and collaborating on projects.

This program is appropriate for current instructional designers or those interested in instructional design careers for the college, school or corporate or professional organization training environments. K-12 teachers seeking **professional certification** may also benefit from this program. Community College or other faculty interested in expanding their understanding of instructional technology and learning design engage in this program for increased specialization. There are also specialized options for artists and arts educators along with those interested in a Science, Math, Technology and Engineering focus. For a student, being part of this community of practice is to model the types of interactions and creative, problem-based activities made possible by using a range of educational technology tools.

Program Delivery and Tuition Rate

While most of this program is delivered online asynchronously, some courses may have a small number of synchronous (same-time) supplemental learning opportunities via webinars or virtual environments to help promote student community. Instructors will make an effort to schedule these activities at times that work for their students. In addition, due to the nature of some courses, students may be required to access or acquire additional software and/or hardware for some course activities. Students will be notified of additional requirements in a course's full syllabus. This program is billed at the non-MBA tuition rate.

Admission

Admission to the M.A. in Educational Technology and Learning Design is selective. This program enrolls new students in the fall and spring terms only.

Application

Please see the Graduate Admissions (<https://catalog.sunyempire.edu/graduate/admission/>) page of this catalog for a complete listing of materials required to complete a graduate application.

The M.A. in Educational Technology and Learning Design program offers a 30-credit professional-focused curriculum. Students will be required to take five core courses (15 credits), four elective courses in their area of concentration (12 credits), and one capstone course (3 credits). Students can choose to embed a certificate program for the electives or individualize the electives to support the capstone study.

Program Curriculum

Code	Title	Credits
<i>Core Courses (5)</i>		
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6010	Media Literacies in Emerging Technologies	3
EDET 6015	Instructional Design for Online Learning Environments	3
EDET 6020	Issues and Ethics in the Digital Age	3
EDET 6025	Assessing Learning in Digital Environments	3
<i>Concentration Electives (4)</i>		12
<i>Capstone</i>		
EDET 7020	Capstone Project	3
Total Credits		30

Electives

Students can choose individualized electives, or they may embed one of the certificate programs below into their degree plan to satisfy its electives component. Degree program planning should begin before you enroll in electives.

- Advanced Certificate in Instructional Design and Emerging Technologies (<http://catalog.esc.edu/graduate/programs/instructional-design-advanced-certificate/>)
- Advanced Certificate in Teaching and Training with Technology (<http://catalog.esc.edu/graduate/programs/teaching-training-tech-advanced-certificate/>)
- Advanced Certificate in STEM Education and Emerging Technologies (<http://catalog.esc.edu/graduate/programs/stem-education-emerging-technologies-advanced-certificate/>)
- Advanced Certificate in Emerging Media and Technology for the Arts (<http://catalog.esc.edu/graduate/programs/emerging-media-technology-arts-advanced-certificate/>)

Students must apply to a certificate program separately.

Course Enrollment Sequence

The suggested course enrollment sequence for a part-time student beginning their program in the fall term is below.

Course	Title	Credits
First Year		
Fall		
EDET 6005	Learning with Emerging Technologies: Theory & Practice	3
EDET 6015	Instructional Design for Online Learning Environments	3
Credits		6
Spring		
EDET 6010	Media Literacies in Emerging Technologies	3
EDET 6020	Issues and Ethics in the Digital Age	3
Credits		6
Summer		
EDET 6025	Assessing Learning in Digital Environments	3
Elective 1		3
Credits		6
Second Year		
Fall		
Elective 2		3
Elective 3		3
Credits		6

Spring		
Elective 4		3
EDET 7020	Capstone Project	3
Credits		6
Total Credits		30

- Conduct original projects both individually and in collaborative faculty-student teams in order to expand knowledge in the field.

Degree Program Planning

To begin planning your degree program, think about your long- and short-range goals and your area of focus. Your academic advisor can assist you in thinking through these goals/interests and the ways in which they can be made into appropriate electives. If you are considering doctoral study, you also should investigate the requirements of programs that interest you so that you can incorporate their requirements into your Master of Arts degree.

Degree program planning should begin before you enroll in electives.

Capstone

The last term of the program offers an opportunity for students to work collaboratively or individually on their capstone project. The capstone allows students to design a specific project, a small program, or a creative endeavor that would meet a clear need in their educational, community, or work environments.

Capstone projects must be completed and demonstrated using the instructor-approved student's choice of online or emerging technology(ies), and must have a well-articulated statement of need, rationale, literature review and project design strategies (including a description of formative and summative evaluation techniques to be employed).

Upon completion, the Capstone documentation must include a written and video reflective statement on the design process and on the results of evaluation components. Capstone projects may be made accessible through a resource repository, at the student's discretion, for the benefit of future students, thereby advancing knowledge in the field. Using a Creative Commons license is suggested. At the conclusion of their capstone, students present their projects at the Virtual Showcase.

The three credit capstone course is typically offered in the spring and fall.

In what ways do specific tools help us as learners demonstrate not only what we know, but our capacity to create, interact and collaborate across multiple settings? Understanding these new dynamics requires complex communicative understandings and collaborative skills.

Upon successful completion of this program, student should be able to:

- Consider the social, ethical and legal impacts of new technologies on our lives, individually and collectively;
- Explore the multiple, unfolding political and economic impacts of digital media as a transformative agent in the global civic and market arenas;
- Develop an understanding of how people learn in technology-mediated environments;
- Examine and evaluate learning that occurs in technology mediated environments, and the impact of digital tools, resources and learning design methods in these settings;
- Acquire the skills and capacity to identify, employ and evaluate technologically supported tools and learning design methodologies; and