

COLLEGE OF EDUCATION



**MS IN
EDUCATIONAL
TECHNOLOGY
STUDENT
HANDBOOK**

A Statement from the Program

The CSUF MS in Educational Technology Degree and Certificate in Educational Technology Integration are online graduate programs and a professional community committed to developing educators capable of transforming student lives through innovation and applied research

Welcome to the MS in Educational Technology Program. This handbook includes important College and Program information that will assist you in the successful completion of your graduate degree.

We are proud of our program. We continually work to maintain currency and relevance, while at the same time examining trends and the evolution of technology in education. We believe technology is a vehicle through which educators can promote equity and inclusion that allows all students to learn. We value learning over grades and feel the best way to support you as a candidate in this program is to model community building, respect, and best practice.

We are looking forward to having you in our program!

Tim Green

Loretta Donovan

Erin Besser

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INFORMATION ABOUT THE COLLEGE OF EDUCATION

MISSION

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives the College of Education has three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

INFORMATION CONT.

CONCEPTUAL FRAMEWORK OUTCOMES



The theme “Reach. Teach. Impact.” also serves as the foundation for the COE’s conceptual framework outcomes which serve as the foundation for program-specific and learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes, provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH

the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH

through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes

IMPACT

schools and communities through a commitment to dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

WHAT WE VALUE

Information about the MS in Educational Technology

PROGRAM VISION

We believe that technology is a vehicle to provide equitable and inclusive learning experiences for all learners. Together with Universal Design for Learning (UDL) practices, technology allows for educators to meet the diverse learning needs of their diverse learners. Through a lens of digital inclusion, development of multimedia, design of learning experiences that promote contemporary skills, and data-driven decision making, educators are positioned to be change agents in an ever-changing, diverse and digital world.

PROGRAM MISSION

The CSUF MS in Educational Technology online graduate program is committed to developing educators capable of transforming student lives through innovation and applied research.

PROGRAM OUTCOMES

The MS in Educational Technology program outcomes mesh the ISTE Standards for Coaches and Educators (<https://www.iste.org/standards>), the Equity Institute Equity Literate Educator Abilities (<https://www.equityliteracy.org/>) and the College of Education Framework Outcomes.

1. Graduates of the MS in Educational Technology program will establish relationships with other educators (ISTE-C: Collaborator) to gain an understanding of the role technology plays in the larger learning community (Equity Ability-Recognize)
2. Graduates of the MS in Educational Technology program will inspire and support other educators to use technology to promote equity and inclusion in digital learning contexts. (ISTE-C: Change Agent)
3. Graduates of the MS in Educational Technology program will use data to make informed decisions about technology related practices (ISTE-C: Data Driven Decisions Maker) to ensure equity and inclusive digital learning materials and contexts (Equity Ability- Recognize and Respond)
4. Graduates of the MS in Educational Technology program will design digital learning experiences that meet the unique needs of diverse learners (ISTE-C: Learning Designer)
5. Graduates of the MS in Educational Technology program will establish digital equity and inclusion goals related to their teaching practice and reflect on this practice (ISTE-C: Connected Learner)
6. Graduates of the MS in Educational Technology program will become confident and proactive leaders (Equity Ability- Sustain) of educational technology within schools and communities. (ISTE-C Professional Learning Facilitator)
7. Graduates of the MS in Educational Technology program will use their role as a technology leader to model digital citizenship and to advocate against inequitable digital access, use, and contexts. (ISTE-C Professional Learning Facilitator; ISTE-C Connected Learner, Equity Ability - Cultivate and Redress)

STUDENT LEARNING OUTCOMES

1. Through critical examination of practice, graduates of the MS in Educational Technology program will be able to identify and help others to identify implicit and explicit bias and privilege that is represented in software, digital instructional materials, technology use, and technology policies in schools.
2. Graduates of the MS in Educational Technology program will be able to demonstrate leadership in inclusive and equitable uses of technology in schools.
3. Using a UDL framework, graduates of the MS in Educational Technology Program will be able to design learning experiences for students that provide opportunities and supports for all learners to attain high-quality outcomes.
4. Through examination of practices, graduates of the MS in Educational Technology program will be able to identify culturally and linguistically relevant technology integration practices.
5. Graduates of the MS in Educational Technology program will be able to engage the broader educational technology community in examining culturally and linguistically relevant technology integration practices.
6. As Technology leaders, graduates of the MS in Educational Technology program will be able to develop materials that promote and advocate for equitable technology integration and technology professional development.
7. Using a range of digital tools, graduates of the MS in Educational Technology program will be able to support students, teachers and leaders in promoting equity and inclusion within a highly global, diverse, interconnected digital world.

OUTCOMES, STANDARDS, & COURSE WORK

Throughout the program, you will complete a range of assignments and course activities that will help you meet college and program outcomes as well as ISTE Standards and the Equity Literate Educator Abilities. Table 1 below

COE Conceptual Framework Outcomes	ISTE Standards for Educators	ISTE Standard for Coaches	Equity Literate Educator Ability	Program Outcomes	Student Learning Outcomes	Related Coursework
REACH						
Bias in educational technology is discussed in terms of digital inclusion and bias that is represented in software, technology use and technology policies in schools.						
Privilege and equitable and inclusive learning environments are discussed in terms of digital inclusion and technology access, but more importantly in the ways technology is integrated (e.g. consumers or producers of tech) and teacher training.						
REACH the intersecting social identities of all learners through the critical examination of implicit and explicit bias and privilege in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments	<p>4c. Use collaborative tools to expand students' authentic, real world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p> <p>4d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p> <p>6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p>	<p>1b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.</p> <p>1e. Connect leaders, educators, instructional support, technical experts and solution providers to maximize the potential of technology for learning.</p> <p>3b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards</p>	<p>Recognize biases and inequities</p> <ul style="list-style-type: none"> notice subtle bias in learning materials and classroom interactions; show curiosity about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; reject deficit views that outcome inequalities (like test score disparities) are the result of the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students. 	<p>1. Graduates of the MS in Educational Technology program will establish relationships with other educators (ISTE-C: Collaborator) to gain an understanding of the role technology plays in the larger learning community (Equity Ability-Recognize)</p> <p>2. Graduates of the MS in Educational Technology program will inspire and support other educators to use technology to promote equity and inclusion in digital learning contexts. (ISTE-C: Change Agent)</p>	<p>1. Through critical examination of practice, graduates of the MS in Educational Technology program will be able to identify and help others to identify implicit and explicit bias and privilege that is represented in software, digital instructional materials, technology use, and technology policies in schools.</p> <p>2. Graduates of the MS in Educational Technology program will be able to demonstrate leadership in inclusive and equitable uses of technology in schools.</p>	<p>511 - Research Project</p> <p>518A - Software Critique</p> <p>518A - Visual Design</p> <p>518A - Instructional Plan</p> <p>518A - Research Project</p> <p>522 - Website Eval</p> <p>523 - Research Project</p> <p>523 - DE And AUP</p> <p>529 - Case Study</p> <p>536 - Curriculum Project (TPDC)</p>

COE Conceptual Framework Outcomes	ISTE Standards for Educators	ISTE Standard for Coaches	Equity Literate Educator Ability	Program Outcomes	Student Learning Outcomes	Related Coursework
<h1 style="text-align: center;">REACH</h1>						
		<p>3c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.</p> <p>3d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.</p> <p>7c. Support educators and students to critically examine the sources of online media and identify underlying assumptions</p>				



COE Conceptual Framework Outcomes	ISTE Standards for Educators	ISTE Standard for Coaches	Equity Literate Educator Ability	Program Outcomes	Student Learning Outcomes	Related Coursework
<h1 style="margin: 0;">TEACH</h1> <p style="margin: 0;">The MS Ed Tech program views technology as a vehicle through which equity and inclusion can be modelled and promoted</p>						
<p>TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.</p>	<p>2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</p> <p>3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p> <p>5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p> <p>7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p> <p>7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p>	<p>2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</p> <p>2c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.</p> <p>4a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</p> <p>4b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.</p> <p>4c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</p>	<p>Respond to biases and inequities in immediate term</p> <ul style="list-style-type: none"> • develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school; • cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; • foster conversations with colleagues about equity concerns in their schools. 	<p>3. Graduates of the MS in Educational Technology program will use data to make informed decisions about technology related practices (ISTE-C: Data Driven Decisions Maker) to ensure equity and inclusive digital learning materials and contexts (Equity Ability-Recognize and Respond)</p> <p>4. Graduates of the MS in Educational Technology program will design digital learning experiences that meet the unique needs of diverse learners (ISTE-C : Learning Designer)</p> <p>5. Graduates of the MS in Educational Technology program will establish digital equity and inclusion goals related to their teaching practice and reflect on this practice (ISTE-C: Connected Learner)</p>	<p>3. Using a UDL framework, graduates of the MS in Educational Technology Program will be able to design learning experiences for students that provides opportunities and supports for all learners to attain high quality outcomes.</p> <p>4. Through examination of practices, graduates of the MS in Educational Technology program will be able to identify culturally and linguistically relevant technology integration practices.</p> <p>5. Graduates of the MS in Educational Technology program will be able to engage the broader educational technology community in examining culturally and linguistically relevant technology integration practices.</p>	<p>523 - DE Experience</p> <p>515 - UDL Lesson</p> <p>515 -Maker Assignment</p> <p>518A - Instructional Plan</p> <p>518A - Visual Design assignment</p> <p>518B -Software Development</p> <p>522- Social Media</p> <p>529 - Case Study</p> <p>529 - Diversity Presentations</p> <p>536 - Curriculum Project (TPDC)</p> <p>590 - Conference and PD</p>

COE Conceptual Framework Outcomes

ISTE Standards for Educators

ISTE Standard for Coaches

Equity Literate Educator Ability

Program Outcomes

Student Learning Outcomes

Related Coursework

TEACH

The MS Ed Tech program views technology as a vehicle through which equity and inclusion can be modelled and promoted

4d.
Model the use of instructional design principles with educators to create effective digital learning environments.

6a.
Assist educators and leaders in securely collecting and analyzing student data.

6b.
Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.

6c.
Partner with educators to empower students to use learning data to set their own goals and measure their progress.



COE Conceptual Framework Outcomes	ISTE Standards for Educators	ISTE Standard for Coaches	Equity Literate Educator Ability	Program Outcomes	Student Learning Outcomes	Related Coursework
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The MS Ed Tech program is aligned to the ISTE Coach standards and we align our courses to the [Equity Literacy Institute's Equity Literate Educator abilities](#). Being committed to and advocating for equity and inclusion is viewed through a lens of digital equity, digital inclusion and advocating for technology as a vehicle to address inequities.

<p>IMPACT schools and communities by dismantling systems of oppression and supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected And a digital world.</p>	<p>2a Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 3a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</p>	<p>5a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs. 5b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback. 7a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities. 7b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.</p>	<p>Ability to redress biases, inequities, and oppressive ideologies in the long term by addressing their root causes</p> <ul style="list-style-type: none"> proactively advocate against inequitable practices and policies and advocate for equitable practices and policies, rather than responding only when individual instances of bias or inequity arise; recognize and address the root causes of educational outcome and experiences disparities rather than addressing only the symptoms of these disparities; and understand how biases and inequities operating in classrooms, schools, and other organizations are connected to larger societal conditions. 	<p>6. Graduates of the MS in Educational Technology program will become confident and proactive leaders (Equity Ability- Sustain) of educational technology within schools and communities. (ISTE-C Professional Learning Facilitator)</p> <p>7. Graduates of the MS in Educational Technology program will use their role as a technology leader to model digital citizenship and to advocate against inequitable digital access, use, and contexts. (ISTE-C Professional Learning Facilitator; ISTE-C Connected Learner, Equity Ability - Cultivate and Redress)</p>	<p>6. As Technology leaders, graduates of the MS in Educational Technology program will be able to develop materials that promote and advocate for equitable technology integration and technology professional development.</p> <p>7. Using a range of digital tools, graduates of the MS in Educational Technology program will be able to support students, teachers and leaders in promoting equity and inclusion within a highly global, diverse, interconnected digital world</p>	<p>518B - Software Development</p> <p>522 - Social Media</p> <p>523 - DE And AUP</p> <p>536 - Curriculum Project (TPDC)</p> <p>590 - PD</p> <p>590 - Conference/Grant Proposal</p> <p>594 - TPDP</p>
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COE Conceptual Framework Outcomes	ISTE Standards for Educators	ISTE Standard for Coaches	Equity Literate Educator Ability	Program Outcomes	Student Learning Outcomes	Related Coursework
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IMPACT

		<p>7c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.</p> <p>7d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.</p>	<p>Ability to actively cultivate equitable, anti-oppressive ideologies and institutional cultures</p> <ul style="list-style-type: none"> • instinctively apply an equity lens to every policy, pedagogy, practice, program, and process decision; • prioritize the interests and needs of the students and families whose interests and needs historically have not been prioritized; and • understand that equity is a baseline commitment that should inform everything, not a program, strategy, or event to layer on top of all of the other programs, strategies, or events. 			
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COE Conceptual Framework Outcomes

ISTE Standards for Educators

ISTE Standard for Coaches

Equity Literate Educator Ability

Program Outcomes

Student Learning Outcomes

Related Coursework

IMPACT

Ability to sustain bias free, equitable, and anti-oppressive classrooms, schools, ideologies, and institutional cultures

- understand that equity progress often elicits concerns and complaints from people who are accustomed to a disproportionate share of access and opportunity, and are able to recognize these concerns and complaints as an indication of progress, not as a reason to roll back progress;
- know how to communicate with certainty and confidence a commitment to equity even in the face of these concerns and complaints; and
- are cautious of the constant barrage of popular programs and strategies that often pose as “equity” but have little to do with equity and stay committed to embracing a long-term transformative approach based on evidence for what makes an institution like theirs more equitable and just.



EXPECTATIONS OF CANDIDATES

PROFESSIONAL DISPOSITIONS

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the Assessment and Accreditation section of the COE website.

ACADEMIC ADVISING

Drs. Donovan, Green, and Besser are your academic advisors in the MS in Educational Technology program. We are here to support your progress throughout the program and can be reached at any time. Our emails are ldonovan@fullerton.edu, tgreen@fullerton.edu, and ebesser@fullerton.edu. Please reach out to us if you are having difficulty with meeting course requirements, are considering a revised schedule of courses or taking a break, or have any questions about the program expectations and requirements.

ORIENTATION AND STUDY PLANS

Prior to the first day of the starting semester, candidates will complete a virtual asynchronous orientation for the MS in Educational Technology Program. The orientation will give you an understanding of your courses, the program philosophy on learning, and other program information. At the conclusion of the virtual orientation, you will complete your study plan. The study plan is an official contract between you and the university. It outlines the courses you will take in the program. Any changes to the study plan courses (not semesters taken) must be officially filed with the university.

EXPECTATIONS CONT.

GRADING, GPA POLICIES, AND PROBATION

All courses in your program are graded on an A-F scale with +/- options. Graduate students in the College of Education are required to maintain a 3.0 GPA. A C- is considered a passing grade at Cal State Fullerton. If a candidate's GPA falls below 3.0, you will be placed on academic probation and required to meet with your advisor to determine a plan of action to raise your GPA within 12 months. Please pay attention to university deadlines to withdraw from classes. Withdrawing prior to the deadline will result in a grade of W on your transcript and will not impact your GPA. If you do not withdraw prior to the deadline, your grade of WU is equivalent to an F for GPA purposes. For withdrawal information see <http://records.fullerton.edu/services/withdrawal.php>

CULMINATING PROJECT

During the final semester of the MS in Educational Technology program, candidates will complete a final project that serves as a culmination of all coursework. Candidates must have all courses (except EDEL 590) completed prior to beginning EDEL 594.

UNIVERSITY AND COLLEGE POLICIES AND INFO

CONTINUOUS ENROLMENT AND LEAVE OF ABSENCE

Graduate students at CSUF are required to maintain continuous enrolment. If a student desires to take a break from the program for a semester, they must file for a leave of absence. The program faculty are not responsible for approving or denying leaves of absence. You can find the form to request a leave at <http://www.fullerton.edu/graduate/academics/forms.php>. Candidates who do not have continuous enrollment or do not file a leave of absence will be required to reapply to the university and program.

GRADUATION INFORMATION

Prior to completion of the program, candidates must apply and pay for a graduation check. You apply for graduation via the portal. Typically, graduation checks must be filed before the second week of September or February depending on the semester of your final courses. Please see <http://www.fullerton.edu/graduate/academics/graduation.php> for specified deadlines and instructions on how to file for graduation.

COMMENCEMENT INFORMATION

CSUF holds one Commencement Ceremony per year. This on campus event is at the end of the Spring semester. Please see <http://records.fullerton.edu/graduation/commencement.php> for all commencement updates and information.

ACCREDITATION AND ASSESSMENT INFORMATION

CSUF is accredited by WASC (<https://www.acswasc.org/>). All educator preparation programs in the College of Education are accredited by NCATE. For more information about NCATE, please see <https://www.chea.org/national-council-accreditation-teacher-education>.

In addition, all programs at Cal State Fullerton are required to maintain an on-going assessment of progress towards meeting university and college strategic goals and program outcomes as part of CSU's Annual Improvement and Accountability Plan. In addition to collecting data about progress towards meeting college and program outcomes during coursework (see table1), candidates will complete several surveys during their program. These anonymous electronic surveys will be sent via email from coeassess@fullerton.edu. Results of surveys will be used at the program level to improve the quality of the program.

For more information about accreditation and assessment, please see <http://ed.fullerton.edu/about-the-college/accreditation-assessment/>

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USEFUL CAMPUS DEPARTMENTS & LINKS

Academic Calendar

<https://apps.fullerton.edu/AcademicCalendar/>

Graduate Studies

<http://www.fullerton.edu/graduate/>

Financial Aid

<https://www.fullerton.edu/financialaid/>

Student Technology Services

<http://www.fullerton.edu/it/students/>

Registration and Records

<http://records.fullerton.edu/>

Counselling and Psychological Services

<https://www.fullerton.edu/caps/>



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