EDUCATION TECHNOLOGIES AND EMERGING MEDIA

Director: Dr. Ronald H. Kotlik

Degree Options:
Master of Science or
Advanced Certificate

Introduction
The Education Technologies and Emerging Media programs are innovative and fully online. These programs are designed to inspire K-12 teachers how to use technology in the classroom in a purposeful way to enrich and enhance learning and motivate their students.

Admission
To be considered for admission to Canisius College's Education Technologies and Emerging Media programs, candidates are required to submit the following items:

1. A completed graduate application.
2. One official college/university transcript showing completion of a bachelor's degree from an accredited institution of higher learning with a minimum grade point average of 2.70.
3. Evidence of teaching certification complete or in progress is required if seeking NY State certification.
4. Submission of two (2) letters of recommendation.

International applicants are welcome and encouraged to apply to the program. Applicants who are citizens of non-English speaking countries are required to provide:

1. Proof of English proficiency. The most common means is submission of an official TOEFL (Test of English as a Foreign Language) score of at least 61 on the internet based exam or 500 on the paper based version.
2. A transcript evaluation (1 official copy) from a service such as World Evaluation Services (http://www.wes.org) that converts your degree into U.S. equivalents, i.e. degree equivalent, grades, course credits, etc. We may also accept the evaluation from other organizations providing this service.

Mission Statement
The mission of the Education Technologies and Emerging Media programs is to prepare educators to find, utilize, and assess the purposeful use of technology for teaching and learning. A major emphasis is on the application of technologies for content literacy. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. (33 credits)

Master’s Degree in Education Technologies
Not leading to New York State certification. Designed for those who will deliver online courses and programs both within a formal educational setting and in training environments outside of education. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. (33 credits)

Education Technologies Advanced Certificate
Not leading to New York State certification. Enhances the instructional strategies of instructors in higher education, primary and secondary school teachers, and trainers outside of education. The four courses required may be completed in as little as 16 weeks. (12 credits)

Program Features
1. Learn about iPad technology, Chromebooks, Google Apps for Education, Screencasting, Flipped Classroom, Quizlet, and more
2. All grades levels and content areas welcomed
3. Fully online
4. Master's degree or Certificate program
5. Complete your practicum requirements for New York State certification in your local area
6. Eight week classes allow you to complete the program in as little as 15 months

Online Master's Degree

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<tr>
<th>Code</th>
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<td>EDT 501</td>
<td>Learning with Technology</td>
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Elective
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Practicum Courses
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<tr>
<td>EDT 510</td>
<td>Integrated Master's Project (No NYS Certification)</td>
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<tr>
<td>EDT 511</td>
<td>College Supervised Fieldwork in Education Technologies (NYS Certification)</td>
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Total Credits: 33
Online Education Technologies Certificate

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<td><strong>Total Credits</strong></td>
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For more information on the program please go to http://www.canisius.edu/education-technologies/.

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates the Education Technologies and Emerging Media programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
Technology Coaches will:
• Demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas.
• Model technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Education Technologies and Emerging Media programs will demonstrate professional skills and dispositions necessary for successful performance in their field.
Technology Coaches will:
• Create and support effective digital-age learning environments to maximize the learning of all students.
• Assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

Learning Goal 3 (SERVICE)
Candidates in the Education Technologies and Emerging Media programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
Technology Coaches will:
• Model and promote digital citizenship by promoting equity, ethics, and diversity.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.
Technology Coaches will:
• Demonstrate adult learning and leadership and will continuously deepen their knowledge and expertise through reflective evaluation.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.
Technology Coaches will:
• Conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practices and student learning.
• Participate in the development and implementation of shared vision for the comprehensive integration of technology to promote excellence.

Courses

OTT 501 Introduction to eLearning 3 Credits
Learners will get an overview of elearning, learn about the basics, and learn how to teach and assess readiness for elearning. Participants will be introduced to the concepts of the virtual classroom, including the design and delivery of online coursework. Course concepts include synchronous and asynchronous learning systems, using the web for instruction, virtual communities, online teaching tools, and how students’ needs can be addressed in online delivery. Current research in online teaching and learning will be explored and participants will begin to consider how they might build a basic course or course component in their field. The course or course component will begin the participant’s capstone project, which will be developed throughout the program and which will exemplify the application of the program concepts.
Offered: every spring, online only.

OTT 502 eLearning Course Development 3 Credits
Students will learn how to plan, design, develop, deliver, and assess an online course and learners. They will also learn how to accommodate a wide variety of learners. Participants will investigate online teaching concepts and models. They will plan their learning outcomes and incorporate them into their plan for implementation by aligning learning outcomes and models. They will build and rationalize appropriate assignments and technology tools to meet course goals and objectives.
Offered: occasionally, online only.

OTT 503 Technologies for eLearning 3 Credits
Because technology and innovation happens at a fast pace, students will be expected to learn how to find, evaluate, and synthesize how new tools may benefit teaching and training. This course examines emerging technology tools for virtual learning environments. Students will be expected to utilize the learning outcomes for a particular class or training session to purposefully choose appropriate technologies, including both synchronous and synchronous tools. They will demonstrate careful consideration for selecting certain technology tools and how they will help learners succeed in a classroom setting.
Offered: occasionally, online only.
OTT 504 Evaluating eLearning 3 Credits
Participants will investigate how the history of innovation and distance education has impacted educational thought and culture, including managerial and organizational issues, change-management, decision-making, and solutions for successful course and program management. They will investigate and plan for the use of research-based solutions to educational problems, both in face-to-face and online environments. As a deliverable, participants will analyze which particular challenge(s) they may encounter and write a plan for addressing such an issue. The plan will be included in their course development portfolio.
Offered: occasionally, online only.

EDT 501 Learning with Technology 3 Credits
This course helps teachers create safe, supportive, respectful, and equitable learning environments utilizing technology in order to facilitate learning for all students. Students will investigate how to gain quality and effectiveness in teaching by expanding their knowledge of technology as a tool, a medium, and a setting for learning. The content focus will not be on learning specific technologies, but rather to gain an understanding of how technology can be much more than ‘just a tool’ in a classroom or training.
Offered: fall & spring, online only.

EDT 502 Instructional Design Theories and Models 3 Credits
Students investigate and apply models for systematically analyzing instructional problems and developing valid and practical solutions specific to their professional goals.
Offered: fall & spring, online only.

EDT 503 Educational Multimedia Design and Emerging Technology 3 Credits
Students will examine theory and practice of creating educational and instructional multimedia for learning and will look at future trends in teaching and learning. They will explore promising technology and discover how the use of these may help them lead in their field and address current challenges in their work and professions. Students will demonstrate their ability and willingness to become agents of social change through the thoughtful and scholarly integrating of technology for learning. This course includes a 10 hour field experience.
Offered: fall & summer.

EDT 504 Integrating Technology in the Differentiated Classroom 3 Credits
This course introduces educators and professionals to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom, including those with disabilities and specific learning needs. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology into their curriculum. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration, to the production of multimedia. This course includes a 10 hour field experience.
Offered: fall & summer, online only.

EDT 505 Integrating Technology and Emerging Media into the Content Areas 3 Credits
The course provides practical, timely, and relevant ways to integrate technology for content learning. Students will examine best practice use of Education Technologies for their content areas, emerging technology, and curriculum-specific uses of technology for learning new content.
Offered: fall & spring, online only.

EDT 506 Research Methods: New Literacies 3 Credits
This course is a response to the call of the 21st century to make students interactive, technologically savvy citizens. As our global society increasingly turns from page to screen for most aspects of modern life, teachers in all content areas will need to know not only the traditional knowledge, skills and methods of their disciplines, but they also must develop competencies in new literacies. New literacies are now necessary for everyone to interact and function in business, for entertainment, and in virtually all other areas of modern life. It is vital, therefore, for teachers to teach students to use inquiry, collaboration, and multimodal design, as well as more traditional types of critical thinking to do their life’s work.
Offered: spring & summer; online only.

EDT 507 Transformational Leadership and Technology 3 Credits
Students will examine concepts and strategies needed for leadership in the use and integration of technology for learning. Topics include strategic planning, leadership styles, change processes, and policy issues in educational technology. This course includes a 10 hour field experience.
Offered: spring, online only.

EDT 508 Technology for Social Change 3 Credits
Students will prepare for educational leadership and be better able to be advocates of social justice through the use of technology for learning. The course focuses on policies that relate to social justice and technology in an attempt to prepare educational leaders to make a positive contribution in their fields. The main objective is to better understand how technology can impact society and how to make that positive change happen.
Offered: spring, online only.

EDT 510 Integrated Master’s Project 6 Credits
Students investigate and research an academic topic in Education Technologies and then apply that research to an actual education setting. Students will develop a comprehensive thesis paper and a multimedia presentation piece. For candidates not seeking a New York State certification.
Prerequisite: permission of program director.
Offered: fall, spring, & summer; online only.

EDT 511 College Supervised Fieldwork in Education Technologies 6 Credits
This course is the culmination of the work throughout the program and will require students to complete a practicum of 90 hours working with a teacher or leader in the field. The program will follow the protocols set forth by the School of Education and Human Services, and will utilize the same rubrics, lesson plan formats, unit plan formats, Code of Ethics, Student Teacher Candidate Contract, etc. For candidates seeking a New York State certification.
Prerequisite: permission of program director.
Offered: fall, spring, & summer; online only.

EDT 599 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of program director & associate dean.