

# MA IN UNIVERSAL DESIGN FOR ELEARNING

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**SACRAMENTO STATE**  
*Redefine the Possible*

## In Workflow

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## Approval Path

1. Wed, 08 Sep 2021 00:02:42 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 08 Sep 2021 00:06:11 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 30 Sep 2021 20:51:05 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 17:30:47 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Program Proposal

Date Submitted: Thu, 02 Sep 2021 23:47:26 GMT

**Viewing: MA in Universal Design for eLearning**

**Last edit: Fri, 22 Oct 2021 18:13:32 GMT**

Changes proposed by: Karen O'Hara (101061593)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Graduate Professional Studies in Education

**Catalog Year Effective:**

2022-2023 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

**Individual(s) primarily responsible for drafting the proposed degree major program:**

Name (First Last)	Email	Phone 999-999-9999
Corinne Rowland	corinne.rowland@csus.edu	916-296-7401

**Type of Program Proposal:**

Major

**Is this a pilot program?**

No

**Is this a Fast Track program?**

No

**Does this major plan to include any formal options, concentrations, or special emphases?**

No

**Title of the Program:**

MA in Universal Design for eLearning

**Designation: (degree terminology)**

Master of Arts

**Abstract of the proposal:**

#The program proposal is for the creation of a new Master of Arts in Universal Design for eLearning Program, in the Department of Graduate and Professional Studies in Education in the College of Education. Set to begin in the Fall of 2022, the project-based UDEL program proposal includes 8 courses and consists of a Culminating Experience ePortfolio.

**Briefly describe the program proposal (new or change) and provide a justification:**

This program proposal is for a new Master of Arts in Universal Design for eLearning project-based program that will prepare students for careers in online and hybrid education and training fields. There is a fast-growing need for teachers, trainers, and instructional designers well versed in universal and inclusive learning design considerations that meet the needs of all learners in digital spaces.

This program was developed after we deemed that the long-standing MA in Education (Educational Technology) was not in a position to be elevated in response to EO 1077. In the process of that exploration, we found that the decreased demand for the program had to do with the changes in the field, and that in the field of technology, what teachers really needed was specific training on how to create accessible and effective pedagogy in the ever-increasingly important realm of e-Learning. Therefore, this program was developed to meet that growing need in our schools and community.

The decision to move the program to CCE was made because the audience that will be served by this program are primarily working professionals and non-traditional students who would benefit from the flexibility of scheduling and the program-based learning that can expand upon their professional workplaces. Because the MA in Education (Education Technology) was not able to elevate to a full degree program, the move to CCE is not supplanting, but an entirely new program developed for a strikingly different audience and with a completely different delivery method.

Furthermore, similar to our MA in Education (Curriculum and Instruction), we are allowing students from our Induction Program, offered through CCE, to apply 6 units of that post-credential coursework toward the MA degree as electives. Therefore, the cross-fertilization of the 3 programs, utilizing coursework each from the other for electives, helps to recruit for the program, as well as ensure sustainability in terms of course enrollments.

**Objectives of the degree program:**

On completing the UDEL program students will be able to:

- 1: Develop and facilitate effective online and hybrid teaching and learning, utilizing concepts from learning theory, instructional design, and teaching frameworks that make use of aligned instructional resources and technology tools.
- 2: Develop, implement, and assess the effectiveness of instructional design projects for teaching and learning.
- 3: Model and support the knowledge, skills, and dispositions to effectively#lead groups or programs#in efforts to appropriately advance integrity, ethics, equity, and justice in education.
- 4: Examine socioeconomic, technological, and political influences in education, determining their conditions and issues in relation to designing teaching that supports equitable online and hybrid learning for all.
- 5: Reflect, assess, and communicate#mindfully, respectfully, ethically, and professionally in various formats including written and verbal to diverse groups and individuals.
- 6: Analyze, design, create and#implement plans for culturally responsive#and inclusive teaching and learning considering#needs analysis,#teaching designs and plans, context factors, educational technology use, instructional materials, and assessments.
- 7: Evaluate and analyze the effectiveness of learning and teaching through#formative and summative assessments.

8: Use project management knowledge and skills to develop, implement, and assess the effectiveness of instructional design projects for teaching, and learning.

9: Construct plans for continued learning and career development.

## University Learning Goals

### Graduate (Masters) Learning Goals:

Critical thinking/analysis  
 Communication  
 Information literacy  
 Disciplinary knowledge  
 Intercultural/Global perspectives  
 Professionalism  
 Research (optional)

**Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

### Please attach a Comprehensive Program Assessment Plan (required)

Assessment Plan - MA UDEL Complete (1).docx

### Please attach a Curriculum Map Matrix (required)

UDEL curriculum\_map.xlsx

### Please attach a five-year budget projection (required)

5Yr Cost Recovery Budget Projection (V2).pdf

### Catalog Description:

## Catalog Description

The Master of Arts in Universal Design for eLearning (UDEL) is a fully online one-year project-based program. The program focuses on Universal Design for Learning principles, technology, instructional design, and inclusive teaching and learning. The UDEL Program is designed for students who want to advocate for diversity, equity, and inclusion in course design. Each course will draw from an equity lens to examine ways to increase access to various educational supports and promote learner success. Students will learn ways to remove barriers to increase access to instructional materials, technology, support services, and assessment methods.

### Program Description

The Master of Arts in Universal Design for eLearning (UDEL) is a fully online one-year project-based program. The program focuses on Universal Design for Learning principles, technology, instructional design, and inclusive teaching and learning. The UDEL Program is designed for students who want to advocate for diversity, equity, and inclusion in course design. Students will be able to advance their knowledge of instructional approaches that reduce barriers to meet the needs and abilities of all learners.

The program is designed with a core curriculum structure that logically progresses through the course content and provides a clear learning path. Each course is designed to provide options and choices in various contexts. There will be an intentional focus on instructional materials selection to provide a social justice lens in digital spaces. The program will incorporate social learning and provide students with the opportunity to contribute, collaborate, and challenge their thoughts. Course work will present real-life, authentic connections that make the information relevant to students' lived experiences. Courses will provide a variety of examples and formats to help students truly internalize the material.

The UDEL program coursework is project-oriented and will consist of field-based work. The Culminating Experience (Exam) will consist of an ePortfolio where students will add equity and/or technology-based artifacts they developed in each course throughout the program. Students will have faculty assigned as advisors to help them complete the project report and ePortfolio. Program instructors are experts in instructional design, technology, and inclusive learning and teaching. They hold advanced degrees and subject matter field experiences.

This program is offered as a partnership between the College of Education and the College of Continuing Education at Sacramento State.

**Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.**

## Admission Requirements

Admission as a classified graduate student in the Master of Arts in Universal Design for eLearning Program requires:

- a baccalaureate degree;
- a minimum 2.5 GPA in the last 60 units;
- proficiency in written English composition as by meeting the requirements set by the University Office of Graduate Studies

- an intermediate level of educational technology knowledge and proficiency
- International students must meet Office of Graduate Studies (OGS) requirements for international students, which are available through the OGS website.

Opportunity exists for conditional classification of applicants with an undergraduate major and experiences different from those listed above. This requires that students demonstrate convincingly that they are competent to pursue the degree.

### Admission Procedures

All prospective graduate students, including Sacramento State graduates, must file a University application and a separate supplemental MA UDEL Program application. Both applications must be submitted by the deadlines stated on the College of Continuing Education and Office of Graduate Studies websites. Required application materials include:

- Online applications for admission;
- Official transcripts from all colleges and universities attended, *other than Sacramento State*;
- A clearly articulated statement of purpose that addresses the applicants personal and academic preparation for the program that includes:
  - why the applicant wants to enter this particular program which would include:
  - An example of a work experience where you identified a need for building more equitable and inclusive learning opportunities, including a description of your level of involvement, and
  - an example of a successful experience you have had in using technology for teaching or learning
  - Career objectives

Applicants must be proficient in using the Internet and have Internet access to meet the requirements of a fully online program.

For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>). Details about each of the components of the supplemental application can be found on the application packet posted to the College of Education website.

Approximately six weeks after the posted application deadline, a decision regarding admission will be emailed to each applicant.

### Minimum Units and Grade Requirement for the Degree

Units required for the MA: 30.0

Minimum Cumulative GPA: 3.0; no units with a grade lower than "B-" may apply toward the degree.

### Advancement to Candidacy Procedures

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. This procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- completed at least 12 units of courses in the graduate program (see Requirements) with a minimum 3.0 GPA; and
- met the Graduate writing requirement through completion of the Graduate Writing Intensive (GWI) course, EDBM 250, with a B grade or better.

Advancement to Candidacy form is submitted online through MySacState. The student fills out the form after planning a degree program in consultation with his or her faculty advisor. The completed form is then approved by the Graduate Coordinator of the Department and submitted to the Office of Graduate Studies.

**Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

## Program Requirements

Code	Title	Units
EDGR 251 - PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING	Course EDGR 251 - PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING Not Found (New course)	3
EDGR 252 - INSTRUCTIONAL DESIGN AND ELEARNING PRACTICUM I	Course EDGR 252 - INSTRUCTIONAL DESIGN AND ELEARNING PRACTICUM I Not Found	3
EDBM 250	Education Research 	3
EDGR 253 INSTRUCTIONAL DESIGN AND ELEARNING PRACTICUM II	Course EDGR 253 INSTRUCTIONAL DESIGN AND ELEARNING Not Found	3
EDGR 254 - INSTRUCTIONAL DESIGN AND ELEARNING PRACTICUM III	Course EDGR 254 - INSTRUCTIONAL DESIGN AND ELEARNING Not Found	3
EDGR 255 - MULTIMEDIA AND ADVANCED APPLICATIONS FOR INCLUSIVE COURSE DESIGN	Course EDGR 255 - MULTIMEDIA AND ADVANCED APPLICATIONS FOR INCLUSIVE COURSE DESIGN Not Found	3
EDGR 256 ALIGNING CULTURALLY RESPONSIVE EDUCATION AND UDL	Course EDGR 256 - ALIGNING CULTURALLY RESPONSIVE EDUCATION AND UDL Not Found	3
Electives <sup>1</sup>		6
<b>Culminating Requirements (3 Units) <sup>2</sup></b>		
EDGR 557 - CULMINATING EXPERIENCE	Course EDGR 557 - CULMINATING EXPERIENCE Not Found <sup>2</sup>	3
<b>Total Units</b>		<b>30</b>

- <sup>1</sup> Program electives are to be selected by the student in consultation with the Universal Design for eLearning Program Coordinator. At least three of the elective units must be at the 200 level. Students may focus their elective units in a program of their interest or select courses from other programs. Examples of Universal Design for eLearning elective programs include: Curriculum and Instruction, Language and Literacy, Multicultural Education, Gender Equity, BTSA or other pre-approved induction courses.  
With UDEL Program Coordinator approval, elective courses may include one of the following:
- 6 transfer elective units (must not be independent study or supervision units)
  - 6 units of academic credit earned through Continuing Education
- <sup>2</sup> Credit is given upon completion of an Exam which consists of an ePortfolio approved culminating experience for the Master of Arts in Universal Design for eLearning. Open only to the graduate student who has been advanced to candidacy for the master's degree and has secured the permission of the UDEL Program Coordinator.

**Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:**

N/A

### **Will this program require specialized accreditation?**

**Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.**

**Will this program require accreditation?**

No

### **Need for the Proposed Degree Major Program**

**Is the proposed degree program offered at any California State University campus or any neighboring institutions?**

No

**Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:**

UDEL Survey Final.docx

**Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:**

The pandemic has further propelled the need for experts in Universal Design for Learning who focus on Diversity, Equity, and Inclusion to increase student access and success in learning environments. The CSUS Masters of Arts iMET program was a predecessor program that was successful but was discontinued. A major overhaul of the program was necessary to meet the current market needs. With the recent shift in educational modalities, it is imperative that educators improve the design of online and hybrid learning spaces to reach every student.

**For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:**

N/A

**Professional uses of the proposed degree major program:**

The program includes degree opportunities for educators, learning designers, trainers, and technology specialists. Students will be prepared for a career as Instructional Designers, #Instructional#Specialists, and leaders in Universal Design for Learning in online, on-ground and hybrid learning modalities. The program includes degree opportunities for educators, learning designers, trainers, and technology specialists. Students will be prepared for a career as Instructional Designers, #Instructional#Specialists, and leaders in Universal Design for Learning in online, on-ground, or hybrid learning modalities.

### **The expected number of majors in:**

**1st Year Enrollment:**

25

**3rd Year Enrollment:**

25

**5th Year Enrollment:**

25

**1st Year Graduates:**

25

**3rd Year Graduates:**

25

**5th Year Graduates:**

25

**Existing Support Resources for the Proposed Degree Major Program**

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Dr. Corinne Rowland	Lecturer	Part Time	Doctorate	2016	Lectured in iMET, Ed.D in Educational Leadership, Universal Design for Learning expert.
Dr. Mark Rodriguez	Professor	Part Time	Doctorate	1997	18 years in higher education in specialized area of Educational Technology
Dr. Chao Vang	Lecturer	Part Time	Doctorate	2016	Student Services Professional IV Student Academic Success & Educational Equity Programs
Dr. Frank Lilly	Professor	Full Time	Doctorate	2001	Professor Graduate and Professional Studies
Dr. Lisa William	Professor	Full Time	Doctorate	1999	Professor Graduate and Professional Studies
Dr. Chia-Jung Chung	Professor	Full Time	Doctorate	2002	Professor Teaching Credentials
Dr. Porfirio Loeza	Professor	Full Time	Doctorate	1996	Professor Teaching Credentials

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

N/A

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

Online

Equipment and other specialized materials currently available:

N/A

**Additional Support Resources Required**

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

N/A

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

N/A

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

N/A

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

N/A

**Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.**

N/A

**Please attach any additional files not requested above:**

EDGR 251 Syllabus.docx  
EDBM 250 Syllabus (1).docx  
EDGR 557 Syllabus.docx  
EDGR 256 Syllabus.docx  
EDGR 255 Syllabus.docx  
EDGR 254 Syllabus.docx  
EDGR 253 Syllabus.docx  
EDGR 252 Syllabus.docx

Key: 510