Educational Technology Masters Examination

The Master of Science in Educational Technology program consists of 36 hours of coursework (including a practicum), a Masters exam and the production of a portfolio that reflects the aspirant's competencies in the National Educational Technology for Teachers (NETS) standards.

Timeline for the Masters Examination
When a Masters aspirant has completed the major portion of the courses at a level satisfactory to the department and school and has met all other departmental, school, and university requirements they may arrange with their advisor to take Masters examination. Completion of the exam will most likely occur in the aspirant's last semester of classes or in a semester no later than one year from the completion of coursework.

Selecting a Masters Examination Committee
The committee for the Masters exam shall consist of three members of the Graduate Faculty, including 2 from the Masters in Educational Technology program. The list of committee members must be filed with the School of Education Graduation office at least 3 weeks prior to the exam due date.

Selecting the Masters Examination Topic
The aspirant will work with their advisor to select and prepare a Masters paper or article on a topic related to educational technology. The product may take the form of a review of research, an analysis of applied instructional strategies, a proposal for integrating technology in a curriculum, an original research study, or an analysis of the efficacy of educational technologies. The aspirant must select a journal, edited book or other venue for publication and follow the official publication guidelines for their selected journal. Refer to the list of Professional Journals on Educational Technology for starters.

Masters Written Examination Due Date
Once the advisor and aspirant agree on the examination topic, the aspirant begins writing a response and occasionally consults with their advisor and possibly other committee members. Completed exam must be posted to the aspirant Masters Planning website at least 3 weeks prior to the last day of the semester that the aspirant intends to graduate (NO EXCEPTIONS). If the aspirant's response is turned in after this due date, the aspirant will be considered for completion of the degree in the following semester. The reason that their are no exception for this due date is that the committee must have at least one week to review the exam prior to the graduation deadline. Graduation deadlines generally occur about two weeks prior to the last day of classes. Refer to the Graduate Application for Degree deadline in the KU Academic Calendar for the semester that you plan to graduate.

Evaluation of the Masters Written Examination
The aspirant's advisor and at least one other faculty member will evaluate the exam using the rubric listed below. If an aspirant fails the written exam, they will be given one opportunity to revise the exam. In this case the revision must be posted at least 3 weeks
prior to the last day of the semester classes in order for the aspirant to graduate during that semester.

Masters Oral Examination Committee
Aspirants will present their final portfolio and a brief (<20 minutes) presentation of their paper. The oral presentation will occur at least 2 weeks prior to the end of the semester with at least one graduate faculty from the Masters in Educational Technology program will be present.

Rubric for Evaluating the Masters Examination

The title is clear and relevant.

The introduction clearly identifies the importance of the problem including:
• the nature of the learners who you are addressing;
• the conditions of the learning environment;
• a description of applicable (available) technologies

The article may take the form of be an instructional strategy, curriculum innovation, administrative plan, an analysis of educational technologies or a study concerning educational technology.

If you are describing an innovative instructional method or curriculum, your assumption should be supported by the literature. Include clear examples or a complete description of the innovation and how to implement the innovation in one or more educational settings.

If you select a study using quantitative research methods, this section will likely include a review of literature, a description of a sample population, procedures, instrument(s) statistical procedures, and analysis.

Conclusions and Recommendations that present a synthesis of what you have learned.

Relevant references cited in APA style.

A target journal or other publication venue is listed and the publication guidelines are followed.