eLearning and Instructional Design Concentration

Recent research on the science of learning has revolutionized our understanding of how people learn. As technology has become ubiquitous in society, learning takes place in many venues and formats: face-to-face, blended, online, and mobile. Seismic shifts are taking place in the education sector, such as competency-based learning and open education. These developments are creating a growing demand for professionals who can help their organizations think strategically about approaches to learning that are pedagogically sound and technology-savvy.

The elearning and instructional design concentration explores the leading edge of next-generation learning design, with the goal of preparing its graduates to thrive in a world of expanded opportunities and delivery modes for learning. The concentration's innovative approach blends academic and experiential workplace-based learning. During the course of study, students develop an online portfolio of work to demonstrate their capacity to think strategically, put creative ideas into action, and design environments that improve student learning to meet academic, personal, institutional, and organizational goals.

Higher Education Administration Concentration

Due to advances in elearning and increasing student enrollments, the need for capable and effective school administrators has never been greater. In addition to providing solid guidance and direction, they must work to meet the needs of faculty, students, and parents alike. In response, the College of Professional Studies (CPS) offers a Master of Education with Concentration in Higher Education Administration.

This innovative master's degree program explores complex industry issues such as student demographics, financial concerns, legal and policy requirements, technology, and competitive forces.

Learning Analytics

Learning analytics is where big data meets traditional quantitative methods in education. Governments, universities, schools, and educational organizations are collecting vast amounts of data about learners and how they learn.

Much of this data does not come in neat, well-organized, and collected formats. It exists in varied forms across systems and locations. Analysts need the skills to access and transform this data so we can better understand not only what students know, but how they know it. Learning analytics and educational data mining are the tools to transform this data into knowledge and lead, in the end, to improved education.

Graduates of this program will emerge with the knowledge, competencies, and skills to engage successfully in the entire analytics cycle from project planning and implementation to communication and reporting. Specifically, graduates will work with real educational data to acquire the ability to:

- Articulate and integrate diverse perspectives on the field of learning analytics, including learning analytics assumptions, theories, epistemologies, and debates
- Align learning analytics processes to address the needs of educational institutions and answer questions posed by educational leaders
- Select, prepare, analyze, interpret, and evaluate learning analytic models appropriately
- Interpret and clearly communicate results to various stakeholders throughout the educational system

Learning and Instruction Concentration

As the field of education evolves, today's educators are constantly challenged to be aware of and incorporate best-in-class practices, new technologies, and the latest research and trends within their classrooms. In response, the CPS offers the Master of Education with Concentration in Learning and Instruction.

Designed for a broad range of educators, this program provides an in-depth look at the critical issues that are transforming the face of education: technology and distance learning, globalization, creative and critical thinking, assessments, and learning outcomes.

Reflecting the new direction of education, this master's degree program also allows you to choose your area of focus by selecting from degree specializations in math, science, English-language learning, literacy, leadership, and technology.

Whether you are a classroom teacher or an administrator or work in youth development, community education, early childhood, or in a before/aftercare program, you have an opportunity to gain new perspectives and acquire fresh strategies for meeting the needs of today's students. This program seeks to produce graduates empowered to implement new ideas and innovative strategies that are designed to improve educational effectiveness.

Special Education Concentration

Demand for graduate-level-prepared special education practitioners is on the rise, driven by heightened degree requirements and a shortage of licensed, qualified teachers. In response, the CPS is pleased to offer the Master of Education with Concentration in Special Education. Designed for educators who are licensed at the initial or professional level in another discipline, this innovative master's degree program seeks to prepare you to meet the special needs of students across a variety of school environments.

This program meets the Massachusetts Department of Elementary and Secondary Education standards and competencies for an additional licensure as a Teacher of Students with Moderate Disabilities, PreK–8 and 5–12.

In this advanced program, you have an opportunity to explore specific topics on modifying curriculum, designing curriculum-based assessments, managing severe behaviors, developing individualized education programs (IEPs), leveraging community resources, and improving literacy. As a result, you have an opportunity to enhance your ability to meet the needs of a diverse student population and to achieve the competencies required for this specialized license.

Program Requirements

Complete all courses and requirements listed below unless otherwise indicated.
## Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6050</td>
<td>Education as an Advanced Field of Study</td>
<td>5</td>
</tr>
<tr>
<td>EDU 6051</td>
<td>Culture, Equity, Power, and Influence</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration**

Complete one of the following concentrations:

- eLearning and Instructional Design
- Higher Education Administration
- Learning Analytics
- Learning and Instruction
- Special Education

### Program Credit/GPA Requirements

- 45 total quarter hours required
- Minimum 3.000 GPA required

---

### eLearning and Instructional Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6319</td>
<td>How People Learn</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6321</td>
<td>Models for Learning Design</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6323</td>
<td>Technology as a Medium for Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6324</td>
<td>Competencies, Assessment, and Learning Analytics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6331</td>
<td>E-Learning Design as a Collaborative Profession</td>
<td>4</td>
</tr>
</tbody>
</table>

**Capstone**

- EDU 6225 Capstone (to be taken last) 4

**Electives**

Complete three of the following: 12

- EDU 6332 Open Learning
- EDU 6333 Social Media and Beyond
- EDU 6558 Issues in Education
- EDU 6202 Faculty, Curriculum, and Academic Community
- EDU 6329 Connecting Theory and Practice (This course should be taken at least 2 terms prior to Capstone to allow time for implementing a workplace-based experiential project that you will design as the signature assignment for the course.)
- EDU 6340 Learning Analytics Concepts and Theories
- EDU 6330 Digital Media Literacy
- EDU 6321 Models for Learning Design
- EDU 6184 Interdisciplinary Foundations

### Learning Analytics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6340</td>
<td>Learning Analytics Concepts and Theories</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6341</td>
<td>Introduction to Data Mining in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6343</td>
<td>Predictive Modeling for Learning Analytics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6344</td>
<td>Data Visualization for Learning Analytics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6345</td>
<td>Text Mining for Learning Analytics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6324</td>
<td>Competencies, Assessment, and Learning Analytics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6182</td>
<td>Educational Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6319</td>
<td>How People Learn</td>
<td>4</td>
</tr>
</tbody>
</table>

**Capstone**

- EDU 6225 Capstone (to be taken last) 4

### Learning and Instruction

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6330</td>
<td>Digital Media Literacy</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6328</td>
<td>Policy and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6437</td>
<td>Assessment in Education</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete one of the following: 4

- EDU 6465 Critical and Creative Thinking
**EDU 6520**  Learning and the Brain: Translating Research into Practice  
**EDU 6319**  How People Learn  

**Capstone**  
**EDU 6225**  Capstone (to be taken last)  4  

**Electives**  
Complete four courses from any other concentration:  
16  
**EDU 6201**  The Landscape of Higher Education  
**EDU 6447**  The Demographics of Higher Education  
**EDU 6221**  Enrollment, Retention, Graduation, Success  
**EDU 6450**  The Globalization of Education  
**EDU 6332**  Open Learning  
**EDU 6323**  Technology as a Medium for Learning  
**EDU 6426**  Developmental Language, Literacy, and Writing: Assessment and Instruction  
**EDU 6528**  Adaptive Learning/Behavior Management Strategies: Consultation and Collaboration  
**EDU 6429**  Variations in Child and Adolescent Development  
**EDU 6558**  Issues in Education  
**EDU 6185**  English-Language Learners in the General Education Classroom  
**EDU 6300**  Introduction to Language and Linguistics  
**EDU 6534**  Bilingualism, Second Language, and Literacy Development  
**EDU 6182**  Educational Statistics  
**EDU 6438**  Teachers as Curriculum Leaders  
**EDU 6184**  Interdisciplinary Foundations  

**SPECIAL EDUCATION**  
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 6425</td>
<td>Special Education: Role of Special Educators in an Inclusive School</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6426</td>
<td>Developmental Language, Literacy, and Writing: Assessment and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6438</td>
<td>Teachers as Curriculum Leaders</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6528</td>
<td>Adaptive Learning/Behavior Management Strategies: Consultation and Collaboration</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6569</td>
<td>Differentiated Instruction and Assessment in Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>EDU 6874</td>
<td>Practicum, Portfolio, and Panel Review</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**  
Complete 12 quarter hours from the following:  
12  
**EDU 6185**  English-Language Learners in the General Education Classroom  
**EDU 6429**  Variations in Child and Adolescent Development  
**EDU 6437**  Assessment in Education  
**EDU 6465**  Critical and Creative Thinking  
**EDU 6520**  Learning and the Brain: Translating Research into Practice  
**EDU 6558**  Issues in Education  
**EDU 6184**  Interdisciplinary Foundations