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; design environments that improve student learning to meet academic, personal, institutional, and organizational goals; and 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
- 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 12 quarter hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6332</td>
<td>Open Learning</td>
</tr>
<tr>
<td>EDU 6333</td>
<td>Social Media and Beyond</td>
</tr>
<tr>
<td>EDU 6558</td>
<td>Issues in Education</td>
</tr>
<tr>
<td>EDU 6202</td>
<td>Faculty, Curriculum, and Academic Community</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDU 6329</td>
<td>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.)</td>
</tr>
<tr>
<td>EDU 6340</td>
<td>Learning Analytics Concepts and Theories</td>
</tr>
<tr>
<td>EDU 6330</td>
<td>Digital Media Literacy</td>
</tr>
<tr>
<td>EDU 6321</td>
<td>Models for Learning Design</td>
</tr>
<tr>
<td>EDU 6184</td>
<td>Interdisciplinary Foundations</td>
</tr>
<tr>
<td>EDU 6001</td>
<td>Experiential Learning Theory and Practice</td>
</tr>
<tr>
<td>EDU 6002</td>
<td>Culturally Responsive Experiential Teaching and Learning</td>
</tr>
<tr>
<td>EDU 6003</td>
<td>Applied Research in Experiential Teaching and Learning</td>
</tr>
<tr>
<td>EDU 6004</td>
<td>Leading Experiential Teaching and Learning</td>
</tr>
</tbody>
</table>

### LEARNING AND INSTRUCTION

#### Required Courses
- EDU 6330 Digital Media Literacy - 4 hours
- EDU 6328 Policy and Leadership - 4 hours
- EDU 6437 Assessment in Education - 4 hours
- Complete one of the following: Critical and Creative Thinking - 4 hours
- EDU 6520 Learning and the Brain: Translating Research into Practice - 4 hours
- EDU 6319 How People Learn - 4 hours

#### Capstone
- EDU 6225 Capstone (to be taken last) - 4 hours

#### Electives
- Complete 16 quarter hours from any other degree concentration, or the following:
  - EDU 6201 The Landscape of Higher Education - 4 hours
  - EDU 6447 The Demographics of Higher Education - 4 hours
  - EDU 6221 Enrollment, Retention, Graduation, Success - 4 hours
  - EDU 6450 The Globalization of Education - 4 hours
  - EDU 6332 Open Learning - 4 hours
  - EDU 6323 Technology as a Medium for Learning - 4 hours
  - EDU 6426 Developmental Language, Literacy, and Writing: Assessment and Instruction - 4 hours
  - EDU 6528 Adaptive Learning/Behavior Management Strategies: Consultation and Collaboration - 4 hours
  - EDU 6429 Variations in Child and Adolescent Development - 4 hours
  - EDU 6437 Assessment in Education - 4 hours
  - EDU 6465 Critical and Creative Thinking - 4 hours
  - EDU 6520 Learning and the Brain: Translating Research into Practice - 4 hours
  - EDU 6558 Issues in Education - 4 hours
  - EDU 6184 Interdisciplinary Foundations - 4 hours

### SPECIAL EDUCATION

#### Required Courses
- EDU 6425 Special Education: Role of Special Educators in an Inclusive School - 4 hours
- EDU 6426 Developmental Language, Literacy, and Writing: Assessment and Instruction - 4 hours
- EDU 6438 Teachers as Curriculum Leaders - 4 hours
- EDU 6528 Adaptive Learning/Behavior Management Strategies: Consultation and Collaboration - 4 hours
- EDU 6569 Differentiated Instruction and Assessment in Mathematics - 4 hours
- EDU 6874 Practicum, Portfolio, and Panel Review - 4 hours

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