Master of Science (MS) in Education Innovation and Technology with a specialization in General Educational Technology
Master of Science (MS) in **Education Innovation and Technology** with a specialization in **General Educational Technology**

Capella’s innovative **curriculum** is focused on differentiated instruction, formative assessment, and the universal design for learning.

This specialization is offered in the GuidedPath delivery model.

The General Educational Technology specialization is designed to provide learners with a strong foundation in 21st-century educational technology skills. The curriculum in this specialization emphasizes using technology to engage students and personalize their learning experience and give them voice and choice in their learning outcomes. Learners also apply meaningful formative and summative assessments to improve instruction and use quantitative and qualitative data in order to monitor and adjust instruction. Upon successful completion of this specialization, learners are prepared to lead colleagues in technology integration and digital dispositions needed to lead and promote innovation in K–12 settings.
## Career Information

### RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Education specific professional development companies
- Academic publishing company
- Charter school
- K–12 public schools
- K–12 private schools
- K–12 virtual schools
- School district
- Learning center
- State Department
- Education testing company
- Education learning centers

### RELATED JOB TITLES TO EXPLORE*

- Assessment coordinator
- Learning specialist/coach
- Content management specialist
- Instructional coach
- Instructional technology coach
- Professional development specialist
- Teacher–technology integrator
- Online curriculum writer
- Education consultant
- Learning support specialist
- K–12 teacher
- K–12 lead teacher
- Competency-based learning specialist
- Personalized learning specialist

### SPECIALIZATION OUTCOMES†

- Use 21st-century technology skills to develop standards-based content, appropriate pedagogy, and meaningful assessment
- Create opportunities for student voice, choice, and ownership of their learning
- Leverage technology and multimedia tools to provide personalized learning experiences that engage and empower students
- Use qualitative and quantitative data to make decisions about instructional design and delivery
- Apply formative and summative assessments to improve instruction to meet the needs of all learners
- Engage in professional learning community to improve one’s own and other’s instructional practices
- Model the knowledge, skills, and dispositions to work successfully with diverse learners, their families, and other professionals

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*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners’ responsibility to understand and comply with requirements for their states.
## Curriculum

- **8 required courses**
- **3 elective courses**
- **Total program credits:** 46 quarter credits

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS010</td>
<td>Foundations of Master's Studies in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDT5100</td>
<td>Leading Innovation and Implementing Change</td>
<td>4</td>
</tr>
<tr>
<td>EDT5102</td>
<td>Integrating Technology into Data Assessment and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>EDT5104</td>
<td>Teacher Dispositions and Ethics in the Digital Age</td>
<td>4</td>
</tr>
</tbody>
</table>

### Specialization Courses

*Choose three from the following course(s):*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT5120</td>
<td>Instruction in the 21st-Century Classroom</td>
<td>4</td>
</tr>
<tr>
<td>EDT5122</td>
<td>Digital Citizenship and Technology Applications</td>
<td>4</td>
</tr>
<tr>
<td>EDT5125</td>
<td>Integrating Technology to Enhance Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDT5126</td>
<td>Collaborative Learning Environments</td>
<td>4</td>
</tr>
<tr>
<td>EDT5130</td>
<td>Understanding Competency-Based Curriculum and Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDT5132</td>
<td>Authentic Assessments and the Data-Driven Classroom</td>
<td>4</td>
</tr>
<tr>
<td>EDT5134</td>
<td>Adaptive Learning and Competency-Based Assessments</td>
<td>4</td>
</tr>
<tr>
<td>EDT5140</td>
<td>Personalized Learning: Instruction and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>EDT5142</td>
<td>Adaptive Instruction and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>EDT5144</td>
<td>Using Data to Personalize Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDT5150</td>
<td>Instructional Coaching to Improve Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>EDT5152</td>
<td>Planning and Implementing Site-Based Initiatives</td>
<td>4</td>
</tr>
</tbody>
</table>

### Elective Courses

*Recommended elective courses:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS528</td>
<td>Technology Skills for the Virtual School Teacher</td>
<td>4</td>
</tr>
<tr>
<td>EDS530</td>
<td>Assessment Strategies for the Virtual School Teacher</td>
<td>4</td>
</tr>
</tbody>
</table>

*OR*

*Choose any graduate course(s).*

### Capstone Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT5900</td>
<td>Innovation and Technology Capstone</td>
<td>6</td>
</tr>
</tbody>
</table>
Core Course Descriptions

**EDS010  Foundations of Master’s Studies in Education**
4 QUARTER CREDITS
This course provides learners with opportunities to acquire and use graduate-level skills, including critically examining and applying relevant educational theory to teaching practice. Learners develop expertise in appreciative inquiry and scholarly writing and explore the relevance of multicultural perspectives and diversity. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. **Must be taken during the first quarter by learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer.**

**EDT5100  Leading Innovation and Implementing Change**
4 QUARTER CREDITS
In this course, learners demonstrate key skills required to lead change in K–12 schools and to implement innovative instructional techniques that enhance learning for all students. Learners examine innovative instructional practices that incorporate technology and media, develop ways to use these practices to meet the needs of culturally and linguistically diverse learners and learners with a wide range of learning needs, and apply strategies for collaborating with colleagues to integrate state-of-the-art practices into daily classroom instruction.

**EDT5102  Integrating Technology into Data Assessment and Evaluation**
4 QUARTER CREDITS
This course focuses on how to appropriately collect and analyze student data, and apply technology to enhance the assessment and evaluation experience. Learners use technology tools to collect and analyze both quantitative and qualitative data as a means to identify instructional strengths and problems, implement best practice strategies and solutions, and interpret student learning data. Learners also consider the use of a variety of assessments and digital tools in order to best promote learning in a diverse classroom. Finally, using these digital tools, learners apply methods for communicating information to key stakeholders, while adhering to ethical standards regarding student data and being mindful of cultural contexts. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

**EDT5104  Teacher Dispositions and Ethics in the Digital Age**
4 QUARTER CREDITS
This course focuses on values, commitments, beliefs, and behaviors that teachers must demonstrate inside and outside of the school setting to promote innovation in K–12 settings, and foster safe and ethical online behavior of students. Learners examine rights and responsibilities required in digital interactions with others, and how to model these behaviors for their students. Finally, learners demonstrate dispositions consistent with promoting innovative practice in K–12 schools. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

Specialization Course Descriptions

**EDT5120  Instruction in the 21st-Century Classroom**
4 QUARTER CREDITS
In this course, learners investigate the use of instructional technology tools in the K–12 classroom, including the Technological Pedagogical Content Knowledge (TPACK) model, Marzano’s Teacher Evaluation model, and Shulman’s model of Pedagogical Reasoning and Action. Learners evaluate structures that help develop classroom digital learning experiences, which enhance teaching and learning. Learners apply the Substitution Augmentation Modification Redefinition (SAMR) model, Digital Bloom’s Taxonomy, and backwards design in planning for effective teaching with technology. Learners also evaluate ways that 1:1 computing is utilized in the classroom as framed by the Online Learning Theoretical Framework. For MEd in Teaching and Learning, MS in Education Innovation and Technology, and Instruction in the 1:1 Environment graduate certificate learners only. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**
EDT5122  Digital Citizenship and Technology Applications
In this course, learners evaluate the ways that students and teachers become responsible digital citizens. Learners apply best practices for responsibly accessing, evaluating, and using online resources and social media, and analyze the nine elements of digital citizenship, cyber-ethics, cyber-safety, and cyber-bullying. In addition, learners evaluate ways that teachers align their lessons, objectives, and outcomes to a variety of standards for teaching and learning. Learners also explore structures and systems that can be implemented to manage a variety of devices and instructional time in a 1:1 environment. Finally, learners institute routines to increase student achievement and motivation to learn, selecting and creating a secure digital learning environment for students. For MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology and Instruction in the 1:1 Environment graduate certificate learners only.

EDT5125  Integrating Technology to Enhance Learning
In this course, learners investigate the ways in which teachers integrate technology to create personalized learning opportunities that engage, motivate, and empower students. Learners analyze educational theories and strategies that support personalized instruction. Learners also evaluate a variety of educational technology tools that support the personalization of instruction through effective digital integration to increase student achievement and engagement. In order to meet the diverse needs of all students, learners will plan and implement personalized instruction in their own learning environment. For MEd in Teaching and Learning, MS in Education Innovation and Technology, and Instruction in the 1:1 Environment graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5126  Collaborative Learning Environments
This course focuses on creating systems for building, supporting, and sustaining collaborative learning. Learners evaluate structures and systems that leverage technology to provide opportunities for collaborative learning and professional collaboration. Learners explore theories, research, and models that support collaborative learning and professional learning communities, and also how to create opportunities for students and teachers to work collaboratively within live and virtual settings. For MS Curriculum and Instruction, MS in Education Innovation and Technology, Competency-Based Instruction graduate certificate, Instruction in the 1:1 Environment graduate certificate, Personalized Learning graduate certificate, and Professional Growth and Development graduate certificate learners only.

EDT5130  Understanding Competency-Based Curriculum and Instruction
Learners in this course gain an understanding of the differences between standards, outcomes, and competencies and how they can be integrated into the curriculum. Learners build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Learners integrate competency-based curriculum and lesson planning with best-practice teaching approaches and develop competency-based classroom management techniques. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, Competency-Based Instruction graduate certificate, and Professional Growth and Development graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5132  Authentic Assessments and the Data-Driven Classroom
In this course, learners analyze authentic assessment as an evaluation process that includes multiple forms of performance that reflect student learning, achievement, and motivation in real-world contexts. Learners develop a variety of authentic assessment techniques, including performance assessments, portfolios, and self-assessments and collect, summarize, analyze, and apply assessment data. The course also emphasizes techniques for organizing and participating in grade-level or school-wide collaborative teams. For MEd in Teaching and Learning, MS in Education Innovation and Technology, and Competency-Based Instruction graduate certificate learners only.
EDT5134  Adaptive Learning and Competency-Based Assessments  
In this course, learners implement adaptive learning approaches and the use of competency-based assessment in the classroom. Learners apply formative, authentic assessment techniques in a competency-based instructional (CBI) model to ensure meaningful and positive assessment of teaching and learning while focusing on adaptive learning strategies. For MEd in Teaching and Learning, MS in Education Innovation and Technology, and Competency-Based Instruction graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5140  Personalized Learning: Instruction and Assessment  
In this course, learners work with their students to personalize instruction in a blended learning environment and focus on increasing student engagement, motivation, and achievement. Learners analyze a variety of instructional formats including gamification, simulations, and adaptive learning strategies. Further, learners evaluate the application of constructivist instructional design, problem-based/project-based learning, and Understanding by Design as research-based strategies intended to increase personalization and collaboration in the classroom. Finally, learners evaluate and design formative and summative assessments. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5142  Adaptive Instruction and Assessment  
In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only.

EDT5144  Using Data to Personalize Instruction  
Learners in this course plan, develop, and evaluate technology-driven classroom instruction. Learners analyze assessment data used to promote student learning and to evaluate the effectiveness of technology integration in personalized instruction. Learners collect, summarize, analyze, and apply assessment data, and analyze strategies for organizing and gaining participation in grade-level or school-wide collaborative teams. The course includes a focus on ethical principles within the online learning environment and ways to protect the data privacy of students and the intellectual property of an organization. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5150  Instructional Coaching to Improve Teaching and Learning  
This course focuses on coaching models and techniques that are solution oriented. Learners evaluate and implement coaching models, planning strategies for professional growth, setting goals, monitoring progress, and identifying accountabilities in order to determine the effectiveness of assessment and evaluation models that aim to strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners also review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers’ individual needs as well as the needs of their students, schools, and districts. This course requires access to an educational setting, students or learners, and/or classroom practitioners.
EDT5152  Planning and Implementing Site-Based Initiatives  4 QUARTER CREDITS
Learners in this course develop a plan to introduce and implement an initiative within their school, including evaluating plan components; identifying key members of the planning team, participants affected by the initiative, types of professional development needed to successfully launch the initiative, and determining metrics for evaluating the initiative’s effectiveness. Learners also develop the skills necessary to integrate adult learning theory and current research-based best practices into professional development program planning. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

Elective Course Descriptions

EDS528  Technology Skills for the Virtual School Teacher  4 QUARTER CREDITS
Learners in this course study effective online P–12 instruction technologies and their associated applications. In particular, learners investigate the ways different instruction technologies can be used to provide effective learning environments for diverse student populations and the ways software, virtual technologies, and information management systems are used in course facilitation and student assessment and reporting. Learners also use one or more technologies to complete a project designed to improve online instruction, student learning or productivity, or professional practice. Other course topics include the creation of an online community, the unique needs of online students, and ethical considerations in the virtual classroom.

EDS530  Assessment Strategies for the Virtual School Teacher  4 QUARTER CREDITS
Learners in this course examine assessment challenges the P–12 virtual school teacher faces in today’s performance-based P–12 environment. Topics include the use of rubrics, alternative assessment strategies, student choices, feedback, and re-submission opportunities.

Capstone Course Description

EDT5900  Innovation and Technology Capstone  6 QUARTER CREDITS
In this course, learners demonstrate proficiency in integrating learning and skills from required courses by completing a final project. For MS in Education Innovation and Technology learners only. This course requires access to an educational institution, students, and/or classroom practitioners. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.
Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>ED5010* Foundations of Master’s Studies in Education</td>
</tr>
<tr>
<td>Q2</td>
<td>EDT5100* Leading Innovation and Implementing Change</td>
</tr>
<tr>
<td></td>
<td>EDT5102 Integrating Technology into Data Assessment and Evaluation</td>
</tr>
<tr>
<td>Q3</td>
<td>EDT5104 Teacher Dispositions and Ethics in the Digital Age</td>
</tr>
<tr>
<td></td>
<td>Specialization course†</td>
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<td>Q4</td>
<td>Specialization course†</td>
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<tr>
<td></td>
<td>Specialization course†</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>Elective course</td>
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<td></td>
<td>Elective course</td>
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<tr>
<td>Q6</td>
<td>Elective course</td>
</tr>
<tr>
<td>Q7</td>
<td>EDT5900 Innovation and Technology Capstone</td>
</tr>
</tbody>
</table>

Learners can potentially save time and up to $4,400 by taking Capella’s professional development courses and earning up to 12 credits toward their Education Innovation and Technology certificate program through our Prior Learning Assessment process. For more information, contact Enrollment Services.

*This course may be taken during a summer quarter, when learners do not have access to a full classroom.
†The specialization courses EDT5122, EDT5126, and EDT5132 may be taken during a summer quarter.
Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

Tuition and Fees

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

<table>
<thead>
<tr>
<th>TUITION/FEES</th>
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</thead>
<tbody>
<tr>
<td>Tuition per credit</td>
<td>$424</td>
</tr>
<tr>
<td>Resource kit per quarter</td>
<td>$150</td>
</tr>
</tbody>
</table>

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your financial aid opportunities.
Academic Leadership

Amy Smith, PhD
Dean
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

Jason Mixon, EdD
Associate Dean
Dr. Mixon serves as associate dean of the School of Education. He was previously an associate professor and director of doctoral programs at the Center for Doctoral Studies in Educational Leadership at Lamar University in Texas. Prior to that position, he was a visiting professor of educational leadership and policy at the University of Texas at Tyler. In addition, he has an extensive background in public education. Dr. Mixon was a high school teacher, athletic coach, middle school assistant principal, and high school principal in Texas. As a scholar, Dr. Mixon has co-authored several books in the areas of intercultural responsiveness in English language learning, education leadership, and leadership for principals and superintendents. Additionally, he has authored or presented scholarly work on educational and interculturally responsive leadership in the role principals and superintendents play in school and district culture and community. Dr. Mixon currently serves as a board member on the National Council of Professional Educational Administrators (NCPEA) and is on the editorial review board of The Journal of Teacher Development. Dr. Mixon holds an EdD in Educational Leadership from Sam Houston State University, as well as an ME in Educational Leadership and a BS in Political Science and History from the University of Texas at Tyler.

Kim Spoor, PhD
Faculty Chair
Dr. Kim Spoor serves as faculty chair for the Curriculum and Instruction specialization. She was principal of the Ojibwe School, a tribal grant school, and subsequently, became an assistant professor at the College of St. Scholastica. There, she served as the director of student affairs in teacher education and developed and directed the Ojibwe Language and Culture Education program. Dr. Spoor’s background also includes a 13-year career in health services, which included respiratory therapy, hemodynamic monitoring, and polysomnography. Dr. Spoor’s professional interests include diversity leadership; equity education with a focus on American Indian education and culture; and qualitative research. Dr. Spoor received her BA in Social Science from The College of St. Scholastica along with an EdM from Harvard Graduate School of Education, with an emphasis in Human Development and Psychology. Dr. Spoor’s PhD in Education is from Capella University.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.227.4550

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