Master of Science (MS) in Education with a specialization in Instructional Design for Online Learning

Effective January 8, 2018
The master’s specialization in Instructional Design for Online Learning is designed to provide professionals working in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military with the instructional design and development competence needed to advance their careers and serve their organizations. The curriculum focuses on preparing instructional design practitioners to design and develop educational interventions based on theory and practice in the field.
# Career Information

## RELATED EMPLOYMENT SETTINGS TO EXPLORE
- Corporation
- Community college
- Vocational school
- Military education
- Adult education program
- Continuing education program
- Land-based or online college or university
- P–12 education
- Health care
- Government—local, state, federal
- Military
- Educational consulting firm
- Public or private corporation

## RELATED JOB TITLES TO EXPLORE*
- Instructional designer
- Instructional design specialist
- Instructional technologist
- Coordinator of e-learning
- Computer-assisted instruction specialist
- Training specialist
- e-Learning developer
- Education and development specialist
- Learning consultant
- Lead instructional designer

## SPECIALIZATION OUTCOMES
- Demonstrate skill in instructional design
- Manage instructional design projects
- Bridge instructional design theory and real world opportunities
- Integrate ethical standards in all instructional design and development activities

*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.
Curriculum

- 10 required courses
- 2 elective courses
- Total program credits: 48 quarter credits

**CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5010</td>
<td>Foundations of Master’s Studies in Education</td>
<td>4</td>
</tr>
<tr>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
<td>4</td>
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</table>

**SPECIALIZATION COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED5802</td>
<td>Principles of Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>ED5803*</td>
<td>Processes of Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>ED5807</td>
<td>Design of Instructional Media</td>
<td>4</td>
</tr>
<tr>
<td>ED5810</td>
<td>Project Management for e-Learning Development</td>
<td>4</td>
</tr>
<tr>
<td>ED7484*</td>
<td>Application of Learning Theories to Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>ED7505*</td>
<td>Evaluation and Assessment of Instructional Design</td>
<td>4</td>
</tr>
<tr>
<td>ED5992</td>
<td>Instructional Design for Online Learning Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, choose one from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5804</td>
<td>The Delivery of Distance Education</td>
<td>4</td>
</tr>
<tr>
<td>ED7503</td>
<td>Instructional Design Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ED7814*</td>
<td>Interface Design</td>
<td>4</td>
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</tbody>
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**TWO ELECTIVE COURSES**

Recommended elective courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED7311</td>
<td>Theory and Methods of Educating Adults</td>
<td>4</td>
</tr>
<tr>
<td>ED7641</td>
<td>Needs Assessment: Models and Procedures</td>
<td>4</td>
</tr>
</tbody>
</table>

OR

Choose any graduate courses.

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Kentucky residents are not eligible to enroll in this specialization.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

ED5010 Foundations of Master’s Studies in Education  
This course provides learners with opportunities to acquire and use graduate-level skills with an emphasis on critically examining and applying current educational research to teaching practices. Learners develop expertise in scholarly research and writing and explore the relevance of multicultural perspectives and diversity to work in their educational settings. **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.**

ED5006 Survey of Research Methodology  
This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

Specialization Course Descriptions

ED5802 Principles of Instructional Design  
In this course, learners gain an understanding of the instructional design process and associated instructional design principles and strategies. Learners focus on the decisions that instructional designers make, the principles and concepts that drive those decisions, and the ways the decisions are interrelated. **Cannot be fulfilled by transfer.**

ED5803 Processes of Instructional Design  
This course emphasizes the process of instructional design and provides learners the opportunity to apply the instructional design principles studied in ED5802 in the design, development, and evaluation of instructional materials. Learners examine the systematic and iterative process of addressing the needs of the student, structuring the content, and applying principles of learning and instruction to create effective instructional solutions. **Prerequisite(s): ED5802. Cannot be fulfilled by transfer.**

ED5807 Design of Instructional Media  
Learners in this course examine instructional design, budgeting, communication, project management, and legal and ethical issues. Learners apply evidence-based practice to instructional design and development and focus on developing the skills needed to make decisions about the design of instructional components using various forms of instructional media and technologies.

ED5810 Project Management for e-Learning Development  
This course presents project management topics, techniques, media strategies, and ethical standards specific to e-learning development. Learners identify and apply the tools, methods, and processes used to effectively budget, implement, and manage e-learning development projects.

ED7484 Application of Learning Theories to Instructional Design  
This course presents theories of learning and instruction providing empirical guidance for designing effective instructional solutions that target specific learning outcomes. Learners engage in a variety of readings, activities, discussions, and assignments to further develop an understanding of the foundational theories of learning and instruction and their applications to instructional design. **Prerequisite(s): ED5802, ED5803.**

Learners in Capella’s K–12 master’s degree programs position themselves to address growth and changes in education by learning to support a more diverse student population and embed technology into classroom instruction.
ED7505  Evaluation and Assessment of Instructional Design  
In this course, learners examine the guidelines used to evaluate and assess learning. Learners analyze tools and methods for assessing learning outcomes and evaluating instructional effectiveness, and practice designing new assessment and evaluation tools. **Prerequisite(s):** ED5802, ED5803.

ED5992  Instructional Design for Online Learning Capstone  
The capstone course is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Instructional Design for Online Learning learners only. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.**

ED5804  The Delivery of Distance Education  
In this course, learners gain an understanding of current distance education delivery systems, including print, recorded audio and video, and Internet technologies. Learners also examine the ways delivery technologies inform and constrain design decisions.

ED7503  Instructional Design Technologies  
In this course, learners apply theories and principles of instructional design and cognitive learning utilizing instructional media strategies. Learners also identify ethical, legal, and political implications of the design in the workplace. Finally, learners examine software tools that developers and instructional designers use to create innovative e-learning experiences.

ED7814  Interface Design  
In this course, learners examine current interface design practices and the research informing the effective interface design of various learning applications and environments. Learners also explore ways to design interfaces applicable to a diverse range of communication devices. **Prerequisite(s):** ED5802, ED5803.

**Elective Course Descriptions**

ED7311  Theory and Methods of Educating Adults  
In this course, learners study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. Learners also reflect on their personal educational philosophy and practice.

ED7641  Needs Assessment: Models and Procedures  
This course is a survey of the needs assessment models and procedures used to diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments and collect and diagnose data to differentiate workplace performance issues that require training solutions from those that require non-training interventions.
Recommended 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. On-time completion for this specialization is nine active quarters.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>ED5010</td>
</tr>
<tr>
<td>Q2</td>
<td>ED5802</td>
</tr>
<tr>
<td>Q3</td>
<td>ED5806</td>
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<td></td>
<td>ED5006</td>
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<tr>
<td>Q4</td>
<td>ED5803</td>
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<td></td>
<td>ED5807</td>
</tr>
<tr>
<td>Q5</td>
<td>ED5810</td>
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<tr>
<td>Q6</td>
<td>ED7484</td>
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<table>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>ED7505</td>
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<td></td>
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<tr>
<td>Q6</td>
<td>Elective course</td>
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<tr>
<td></td>
<td>Elective course</td>
</tr>
<tr>
<td>Q7</td>
<td>ED5992</td>
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**Tuition**

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</th>
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<tbody>
<tr>
<td>Tuition per credit</td>
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</table>

**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.
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.

Elena Kays, PhD
Faculty Chair
Dr. Elena Kays has been with the Capella School of Education since 2004 and is currently the Chair of Educational Leadership and Management, Performance Improvement Leadership, and Instructional Design for Online Learning. She has extensive experience in the field of higher education, having served in a range of faculty and leadership roles since 1992. She has previously served as the program coordinator and then chair of the Graphic Arts and Professional Design Department at Centenary College in New Jersey. While at Centenary, she created cutting-edge distance learning projects with the University of Louisiana at Lafayette, The University of Art and Design in Helsinki, and Mount Ida College in Boston. She has been a visiting scholar, program reviewer, and advisory board member for several higher education institutions including Syracuse University, Kean University, and West Virginia University. She is an award-winning pioneer in the development of online programs for studio-based curricula and has held her own ground-breaking research on emergent online environments as well as presented and published numerous papers nationally and internationally. Her research continues to impact the research community with a special issue of the International Review of Research in Open and Distance Learning dedicated to her work on emergence theory applied to designing online sustainable environments.
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 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
800.621.7440

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