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Ed.S./Certificate of Advanced Graduate Study* in EDUCATIONAL TECHNOLOGY

This hybrid** program is designed for experienced educators with a Master's degree and background in computers who wish to develop and expand their skills in the many uses of technology in education. Students, including administrators, curriculum directors, and regular and special education classroom teachers, emerge with an understanding of the challenges that face educators in leadership positions and ways to address these issues.

Courses include those directly related to mastery of the use of educational technology, as well as courses that address key issues in the field of education, such as diversity, assessment, organizational change, and special education. Each student is also required to submit an advanced thesis project.

* The degree awarded for this program depends on the state in which it is offered.

** Some courses are offered in a cohort-based learning community model at selected sites in selected states, and other courses are offered online.

Program Prerequisite: Master's degree

Course Number	Course Title	Course Credits
Required Coursework		**27**
ECOMP 8000	Advanced Professional Seminar: Technology in Education	3
ECOMP 7011	Bridging Technology Gaps	3
EAGSR 7101	Quantitative Methods I: Statistics for Research	3
EAGSR 7103	Qualitative Research Methods I	3
ECOMP 7103	21ST Century Leadership: Supporting All Learners on the Ability Spectrum	3
ECOMP 7105	Using Assessment Data for School Improvement	3
ECOMP 7009	Leadership in Educational Technology: Systemic Program Implementation	3
ECOMP 7106	Qualitative Inquiry, Technology, and 21st Century Education	3
ECOMP 7104	Technology in Education Thesis Project	3
Electives (Choose **three** 3-credit courses from the list below)		**9**
EAGSR 6003	Program Evaluation	
ECOMP 6011	Database Management Systems for Educational Settings	
ECOMP 6100	Educational Uses of Systems Thinking, Modeling, and Simulation	
ECOMP 6201	Online Teaching: An Introduction for K-12 Educators	
ECOMP 6202	Online Teaching: Assessment and Evaluation	
ECOMP 6203	Online Teaching: Building Communities and Facilitating Student Discussions	
ECOMP 7017	Teaching Online: Issues and Design *Note: This course is ineligible as a substitution for any course in the Online Teaching Certificate program.*	
TOTAL CREDITS		**36**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

ECOMP 8000 Advanced Professional Seminar: Technology in Education
In this course, students will advance their knowledge of technology in education and examine the students' previously unexplored areas of the profession. *For CAGS/Ed.S. students only.*

ECOMP 7011 Bridging Technology Gaps
This course looks at the reasons that there are significant student disparities in performance with, and access to, technology. These disparities are along gender, economic, class, and cultural lines. In this course students will investigate existing on-the-ground strategies to redress these "divides" in the classroom, in the community, and nationally. Students will also explore curriculum and teaching techniques to broaden technology's appeal and engage more students in expanding their learning opportunities by using technology. *For CAGS/Ed.S. students only.*

EAGSR 7101 Quantitative Methods I: Statistics for Research
This course is designed to introduce graduate students to basic statistical methods and involves two broad topics: descriptive statistics and inferential statistics. In addition, students are introduced to statistical model building through the technique of regression analysis and correlational analysis. While the course centers on parametric statistical techniques, a brief introduction to nonparametric statistical methods, such as the chi-square test, is included.

EAGSR 7103 Qualitative Research Methods I
The purpose of this class is to learn to conduct qualitative social science research. Participants will read a variety of perspectives on the philosophical bases as well as tools of the practice of qualitative data gathering and analysis. Each participant will engage in a small qualitative study that is consistent with her or his graduate study goals. They will choose a topic and research setting, negotiate research relationships, collect and analyze data, and present findings. Readings, analytic memos, interview transcriptions, and field notes will provide material for the class to work with as co-consultants.

ECOMP 7103 21st Century Leadership: Supporting All Learners on the Ability Spectrum
Experiential practice in the design, development, testing, and validation of technology-based solutions for learning disabled students in complex socioeconomic, inclusive/sequestered, low-tech/high-tech, and reform/traditional educational environments. Students are introduced to pedagogical and technology approaches that address the needs of students across the learning and cognitive disabilities spectrum and have opportunities for intellectual exchanges with educators and specialists who have implemented solutions. *Prerequisite: ECOMP 5007 For CAGS/Ed.S. students only*

ECOMP 7105 Using Assessment Data for School Improvement This course focuses on data-driven decision making for effective school improvement. Participants will explore the use of data for continuous school improvement, including: identifying data sources in schools; gathering data from multiple sources; creating and administering questionnaires capturing dispositional data; interpretation of data; and reporting results. Participants will use technologies that support data collection, analysis, and presentation to audiences including school faculty, parents, administration, and community stakeholders for the purpose of continuous school improvement.

ECOMP 7009 Leadership in Educational Technology: Systematic Program Implementation
Using case studies, internet-based sources and publications in the market, and participants' professional contexts, this course explores and applies key educational leadership principles in technology use. Participants will analyze these principles in their professional settings and develop a product that has significant value to their educational technology leadership role. Course topics include shared vision, planning, access, integration into instruction, assessment and evaluation, support, professional development, community relationships, and ethical legal issues. *For CAGS/Ed.S. students only.*

ECOMP 7106 Qualitative Inquiry, Technology, and 21st Century Education
This course engages students in addressing the compelling questions educators face in 21st century schools. By learning to apply qualitative methods to fully implement an inquiry project, students will better understand the issues surrounding effective technology use in their local settings. Student research projects will include the development of meaningful research questions, an examination of the context of the study, an appropriate research design, and the application of qualitative methods for data collection and analysis. This inquiry project may form the observational basis for the student's thesis work.

ECOMP 7104 Technology in Education Thesis Project
The CAGS thesis project course is designed to assist students in developing and implementing a project that will contribute to the field of education. The project also helps to demonstrate that at the end of the CAGS program, students have learned how to conduct research, plan a major initiative, synthesize information and present the work to an appropriate and critical audience. *For CAGS/Ed.S. students only*

EAGSR 6003 Program Evaluation
An introduction to systematic, interactive program evaluation with an emphasis on underlying theories, current practices, techniques for collecting and analyzing data, and report writing.

ECOMP 6011 Database Management Systems for Educational Settings
Today's teachers and administrators use Database Management Systems (DBMS) to a support a variety of purposes, and this is becoming increasingly true as educators adopt data driven decision-making. This course provides the knowledge and experience that educators need to understand, design and implement relational DBMS projects to serve a wide set of goals in educational settings. Course goals and objectives are achieved through group and individual projects that include extensive hands-on experience with Microsoft Access.

ECOMP 7017 Teaching Online: Issues and Design
This course is an introduction to concepts and issues related to online education. Students will advance their knowledge of teaching and learning online including design and implementation of online courses. Issues of pedagogy, methodology, challenges and current state of the field will be examined. With guided practice, students will engage in leading online seminars and designing course content for a mini course. *For CAGS/Ed.S. students only.*

ECOMP 6100 Educational Uses of Systems Thinking, Modeling, and Simulation
This course is an introduction to "systems thinking," a prescribed way of thinking about, describing, and understanding real world phenomena and its relevance to education. System thinking is the art and science of examining real world complexity and understanding patterns in relationships. Through computer-based exploration and discussion, students will develop understanding about this framework and about the use of models and simulations as thinking tools in educational settings.

ECOMP 6201 Online Teaching: An Introduction for K-12 Educators
This course is designed to introduce teaching online to K12 educators. Utilizing a constructivist learning approach, we will explore the advantages of online learning and features of online environments and online collaborative tools, and examine the best pedagogical practices for teaching and learning online. Expectations, characteristics, and needs of online learners will be examined and specific strategies to help students assess their readiness to learn online will be developed. Solutions for involving all of the K12 stakeholders and the challenge of keeping students motivated to produce quality work through online learning will be explored.

ECOMP 6202 Online Teaching: Assessment and Evaluation
This course examines assessment and evaluation in an online learning environment from the perspective of teachers and students in K-12 environments. A wide variety of effective assessment strategies are presented, including self-evaluation, authentic assessment, triangulation, continuous evaluation, pre- and post-testing, use of observational data, and others. Particular attention is paid to selecting the most appropriate and engaging assessment strategies for students and content that addresses the needs of students, keeping in mind the need to apply Universal Design for Learning (UDL) principles when selecting assessment methods.

ECOMP 6203 Online Teaching: Building Communities and Facilitating Student Discussions
This course focuses on building the expertise needed to create a supportive and constructive online learning environment through appropriate facilitation techniques and strategies. Participants investigate various aspects of facilitating online discussions, including teacher and peer moderated communication, developing guidelines and modeling substantive discussions, and the use of multiple technologies to enhance contact with and among students.