

Preliminary C&I Proposed Courses and Descriptions
3/29/2010

Cr	Course #	Course Title	Course Description
CORE			
3	ED 501	Contemporary Issues in Education	
3	PSY 511	Human Learning and Motivation	
3	SOC 565	Service Learning and Community Development	
3	ED 595	Educational Research Design	
C&I Developmental Courses			
3		<p>Analyzing and Applying Assessment to Improve Instruction</p> <p>Data-driven decision making</p>	<p>This course focuses on the benefits of using data from formalized and anecdotal student assessments to drive instruction and increase achievement. This course focuses on developing skills to collect and analyze different forms of data to inform and motivate curriculum reform and improve classroom instruction. It will pay particular attention to utilizing and interpreting state and classroom assessments for decision making.</p>
3		<p>Differentiating Instruction to Improve Student Achievement</p> <p>Tomlinson, Carol Ann, <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> (2001). ASCD Publications. ISBN: 0-87120-512-2</p>	<p>This course will review theory-based differentiated models of instruction that will provide practitioners with a strong background in a variety of instructional modalities.</p> <p>In this course students will discover what is old and what is new. They will learn how to determine important differences in their students' points of entry to their classroom and uncover implications for class management; for working with students and parents; and for creating fair and appropriate assessments. This course balances information with practical applications and includes material for teachers across grade levels, personal styles and philosophies of teaching.</p>
3	ED 551	<p>Curriculum Design and Evaluation</p> <p>McTighe, J., & Wiggins, G. (1999). <u>The understanding by design handbook</u>. Alexandria, VA. Association for Supervision and Curriculum Development.</p>	<p>This course will focus on the study of curriculum design from historical precedent to current models of curriculum construction, implementation and evaluation.</p>
3		Adapting Teaching Strategies to the	

		Needs of Diverse Learners	
3		Enhancing Learning Through Linguistic and Cultural Diversity	This course explores teachers' views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today's classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Effective practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and developing academic vocabulary are explored.
3	EDUC 506	Integrating Technology Into the Classroom	Integrating Technology in the Classroom is an introductory computer course for educators. Students will finish the course with a solid understanding of educational technology, including how to use computers, how to access and evaluate information on the World Wide Web, how to integrate computers and educational technology into the classroom, understanding today's digital generation, becoming familiar with the National Technology Standards for students and teachers, and learning how to effectively use Web pages, blogs, and wikis in their personal and professional lives.
3		Empowering Teachers as Leaders Katzenmeyer, M. & Moller, G. (2001). Awakening the Sleeping Giant: Helping Teachers Develop as Leaders, 2nd Edition. Thousand Oaks, CA: Corwin Press. ASCD Educational Leadership Magazine	This course introduces the concept of teacher leadership and its value in the field of education today. Teachers self-assess, analyze, and cultivate the dispositions and attitudes of a teacher leader for the purpose of effecting positive change in their learning communities. They learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that effectively address today's educational challenges. The primary emphasis in this course is on teachers' self-examination and self-perceptions with regard to teacher leadership.
3		Capstone Design Project	This course is designed to provide a summary to your work in the Masters Degree Program. In this course you will use your prior course work to design an educational project and present it as your final project. This project should take into consideration all of the courses leading to this degree and focus on your personal interest area as they relate to improvement in two of the INTSAC teaching

			standards
36	Total		

The Master of Education in Curriculum and Instruction degree is a 36-hour, non-thesis program. The program consists of:

- a common core of credits intended to increase graduate students' skill levels and knowledge base (12 credits)
- best practice in curriculum instruction and design (12 credits)
- assessment analysis and application, leadership development, and educational research (9 credits)
- a capstone design project in each student's interest area meeting the goals and objectives of their own professional development plans (3 credits)

The goal of the Curriculum and Instruction Master's program is to provide an essential opportunity for practicing teachers and other educational professionals to enrich their understanding and expertise needed to interpret standards and select classroom curriculum, instructional strategies, and assessments that align with those standards in order to improve their students' performance, and to accept greater responsibility in their roles as educational leaders, advocates, and life-long learners.

Objectives of the Curriculum and Instruction Master's program:

1. Integrate theory with reflective practice.
2. Evaluate and improve processes of curriculum development
3. Assist teachers in remaining current with regard to educational issues, individualized instruction, assessment and the elements of best practice.
4. Engage teachers in collaborative learning with colleagues who offer similar, as well as diverse, backgrounds, experiences, and views.
5. Individualize programs of study to meet the particular needs of graduate students.
6. Facilitate the development of teachers as life-long learners, who are capable of informing their instructional practices through appropriate application of research results.
7. Enhance leadership skills, dispositions and practices