

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)

Note: All courses are eight weeks long

The Curriculum and Instruction Master's program is an innovative, inquiry-based program with a focus on professional development. The goal of the Curriculum and Instruction Master's program is to provide an opportunity for practicing teachers and other educational professionals to enhance their understanding and expertise in the following areas to improve students' performance, and to accept greater responsibility in their roles as educational leaders, advocates, and life-long learners:

- development of differentiated curriculum to meet the needs of diverse learners;
- analysis, interpretation and application of standardized assessment data within the curriculum;
- instructional strategies;
- best practice, and
- educational research

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. Facilitate the development of teachers as life-long learners, who are capable of informing their instructional practices through appropriate application of research results.
6. Enhance leadership skills, dispositions and practices

Required Core Courses

ED 501	Contemporary Thought in Education
PSY 511	Psychological Foundations to Teaching and Learning
SOC 565	Service Learning and Community Development
ED 595	Educational Research Design

Required Professional Development Courses

EDUC 510	Analyzing and Applying Assessment to Improve Instruction
ED 551	Curriculum Design and Evaluation
EDUC 506	Integrating Technology into the Classroom
EDUC 531	Differentiating Instruction to Increase Student Achievement
EDUC 532	Enhancing Learning Through Linguistic and Cultural Diversity
EDUC 533	Classroom Management: Theory and Practice
EDUC 534	Empowering Teachers as Leaders
EDUC 540	Curriculum and Instruction Capstone

Course Descriptions

ED 501 Contemporary Thought in Education (3 Credits)

An examination of the theoretical and philosophical bases for contemporary educational patterns; current educational issues are researched. Interests of the participants will determine the areas of application to private and public education.

EDUC 510 Analyzing and Applying Assessment to Improve Instruction (3 Credits)

This course provides an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis is placed on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

ED 551 Curriculum Design and Evaluation (3 Credits)

Educational objectives, selection and organization of learning experiences, contemporary types of curriculum organization, factors affecting the curriculum, designing and developing portions of a curriculum for an elementary, middle or secondary school.

PSY 511 Psychological Foundations to Teaching and Learning (3 Credits)

A study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research to instructional situations with an emphasis on those that involve a Christian setting.

EDUC 506 Integrating Technology into the Classroom (3 Credits)

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 and other Web 2.0 technologies in their personal and professional lives.

ED 595 Educational Research Design (3 Credits)

The evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional growth. Development of skills in qualitative and quantitative research methods. The project in EDUC-595 will be completed in EDUC-540

SOC 565 Service Learning and Community Development (3 Credits)

An in-depth examination of *profession*, *vocation*, and *service (ministry)* and the ways in which individuals, building on their personal belief systems might with integrity enact authentic leadership in a variety of contexts. Using the Lutheran movement within the tradition of orthodox Christianity as a point of departure, students will analyze and apply their ultimate values to specific societal problems.

EDUC 531 Differentiating Instruction to Increase Student Achievement (3 Credits)

This course will review theory-based differentiated models of instruction that will provide practitioners with a strong background in a variety of instructional modalities. 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.

EDUC 532 Enhancing Learning Through Linguistic and Cultural Diversity (3 Credits)

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.

EDUC 533 Classroom Management: Theory and Practice (3 Credits)

In this course, teachers will study and explore educational literature on classroom management techniques, group dynamics, teacher/student interrelations, leadership styles, peer group dynamics, appropriate punishment, crisis control, coping with special students, teacher/student rights, teacher authority, and communication with parents and administration. The primary objective of this course is to provide teachers with an understanding of classroom management strategies and theories, as applied to real life situations, pertaining to both teachers and students.

EDUC 534 Empowering Teachers as Leaders (3 Credits)

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.

EDUC 540 Curriculum and Instruction Capstone (3 Credits)

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

COURSE SUBSTITUTIONS/TRANSFERS

Official transcripts from all previously attended institutions will be reviewed to determine if a student has completed courses that could be substituted for required core courses.

The following guidelines will be used to determine if an equivalent course could transfer and substitute for a required course in the Curriculum and Instruction program.

- If the course content is equivalent to the Concordia course and is 0-4 years old, it will be accepted as a transfer course that substitutes for a required course.
- If the course content is equivalent to the Concordia course, and is 5-7 years old, it will be accepted as a transfer course that substitutes for a required course AFTER the student has established knowledge of current course content. In most cases, the student will be required to audit the Concordia course for which the transfer course will substitute.
- Courses over seven years old are not eligible for transfer.

Exceptions to these guidelines may be made as determined by the program director.

GRADUATION REQUIREMENTS

In order to graduate the student must:

1. Successfully complete all required courses
2. Submit a graduation application
3. Successfully submit a professional portfolio