

Masters of Education
Curriculum and Instruction



Next steps

Admission Requirements:

- Applicants must have a valid teaching certificate.
- Complete an application form, available at:
www.cune.edu/GradApply.
(The GRE is not required.)
- Send official transcripts of undergrad and any graduate course work to Concordia's Lincoln campus.
- Submit an essay based on prompt in application.

Competitive Tuition and Financial Aid

Our financial services representatives will assist you in the financial aid process.

www.GrandFinancialSvcs@cune.edu
www.cune.edu/GradFinancialAid

888 505 2863

Questions?

GradAdmiss@cune.edu
888 505 2863

Quality education that fits your life!

- Affordable.** Our tuition is low and competitive.
- Accelerated.** Classes are just 8 weeks.
- Convenient.** Classes are offered online or meet one evening per week to accommodate busy schedules, especially for those working full time.

Would you like to...

- Explore the development of differentiated curriculum to meet the needs of diverse learners?
- Learn advanced instructional strategies and best practices?
- Apply your understanding to improve your students' performance?

Earn your master's in Curriculum and Instruction from Concordia University, Nebraska!

Our program includes:

- An accelerated design which allows you to earn your master's in two years.
- A cohort format which allows you to learn in a community of supportive peers throughout your program.
- A capstone design project in each student's interest area meeting the goals and objectives of their own professional development plans.
- A Curriculum Supervisor Endorsement option to further your career.



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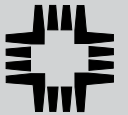
College of Graduate Studies

Seward Campus
800 North Columbia Ave.
Seward, Nebraska 68434

Lincoln Campus
570 Fallbrook Blvd., Suite 203
Lincoln, Nebraska 68521



Concordia is approved by the Nebraska State Board of Education through the Committee of Educational Examiners of the Nebraska Council on Teacher Education for the preparation of elementary, secondary, early childhood and special education teachers. The teacher education programs are accredited by the National Council for the Accreditation of Teacher Education.



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*Compassion to serve.
Conviction to lead.*

Quality education that fits your life!

Master of Education
Curriculum and Instruction

Core Classes			36 CREDIT HOURS
EDUC	501	Contemporary Thought in Education	3
PSY	511	Psychological Foundations to Teaching and Learning	3
SOC	565	Serving and Leading in the Church and the World	3
EDUC	594	Research Evaluation and Design	3
Professional Development Courses			
EDUC	514	Analyzing and Applying Assessment to Improve Instruction	3
EDUC	551	Curriculum Design and Evaluation	3
EDUC	506	Integrating Technology into the Classroom	3
EDUC	531	Differentiating Instruction to Increase Student Achievement	3
EDUC	532	Enhancing Learning Through Linguistic and Cultural Diversity	3
EDUC	552	Processes in School Administration	3
EDUC	534	Empowering Teachers as Leaders	3
EDUC	540	Curriculum and Instruction Capstone	3
EDUC	537	Portfolio Review	
Curriculum Supervisor Endorsement (optional—must be declared upon beginning masters)			
EDUC	590	Curriculum and Instruction Practicum	3

Concordia University, Nebraska
has been teaching teachers
for more than 115 years and is
respected nationwide.



Curriculum and Instruction master’s program objectives:

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



COURSE DESCRIPTIONS

Contemporary Thought in Education EDUC 501 (3)
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.

Analyzing and Applying Assessment to Improve Instruction EDUC 514 (3)
Gain an in-depth understanding of formal and informal student assessment including assessment design and analysis. Emphasis on analyzing assessment data to improve instruction, and incorporating effective student assessment into the planning and delivery of instruction.

Curriculum Design and Evaluation ED 551 (3)
Review of major educational philosophies and their respective approaches to curriculum development; basic principles and practices in the curriculum planning and development cycle; aligning standards to curriculum; issues surrounding curriculum design and implementation, and the link between curriculum, instruction, and evaluation for an elementary, middle or secondary school. Theory will be linked to real-life problems utilizing a variety of active learning exercises.

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

Integrating Technology into the Classroom EDUC 506 (3)
Gain a practical understanding of educational technology, computer use and applications, integration of technology in classroom curriculum, and use of the World Wide Web as an information repository and learning tool. The hands-on course includes opportunities to use and explore existing hardware, software and Internet resources in order to incorporate them into the design process. Each teacher will design an instructional unit that effectively integrates technology as a tool for enhancing the learning environment.

Research Evaluation and Design EDUC 594 (3)
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.

Serving and Leading in the Church and the World SOC 565 (3)
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.

Differentiating Instruction to Increase Student Achievement EDUC 531 (3)
A review of theory-based differentiated models of instruction that will provide practitioners with a strong background in a variety of instructional modalities. Discover what is old and what is new, learn how to determine important differences in students’ points of entry to the 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.

Enhancing Learning Through Linguistic and Cultural Diversity EDUC 532 (3)
Examine teachers’ 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, including strategies for ensuring equitable access to high-quality learning experiences, cultural responsiveness, anti-bias curriculum, differentiated instruction, and developing academic vocabulary.

Processes in School Administration EDUC 552 (3)
Examine processes in educational administration with an emphasis on administrative organization and the role of the curriculum specialist in leadership and management responsibilities in the elementary, middle or secondary school.

Empowering Teachers as Leaders EDUC 534 (3)
Explore the concept of teacher leadership and its value in the field of education today: what does it mean to be a teacher leader in various environments, to be advocates for students, to participate meaningfully in school reform and/or renewal processes, and to articulate knowledge of content, pedagogy, and other teaching/learning?

Curriculum and Instruction Capstone EDUC 540 (3)
The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established in their professional development plan. This project should take into consideration all of the courses leading to this degree and focus on a student’s personal interest area(s) as they relate to improvement in two of the INTASC teaching standards.

Curriculum and Instruction Practicum EDUC 590 (3)
A semester-long in-the-field experience (120 hours) under the guide of a mentor.