

# EDUCATION

## MASTER OF ARTS PROGRAM (30 CREDITS)

The Master of Education in Curriculum and Instruction is designed to deepen philosophical understandings and strengthen practice for teachers in K-12 educational settings who wish to pursue a program of study that utilizes a Christian perspective within rigorous graduate coursework. Through core program courses, students will build on undergraduate knowledge and skills in educational foundations, curriculum theory and design, assessment, culturally responsive pedagogy, and research analysis and design. Specialization courses will equip students to strengthen pedagogical skills within specific curriculum or certification areas. The Master of Education program culminates in an action research project or thesis designed to enhance students' learning in an area or topic of their choice.

Courses will be offered in online format in seven-week semesters in the fall, spring and summer. Students who take one three credit course per seven-week session can expect to complete coursework in two years. Deeper learning requires time to reflect and apply new information. Therefore, students may not register for more than one three credit course per seven-week semester without special permission from the education department.

### SPECIALIZATION: LANGUAGE AND LITERACY INSTRUCTION

Through the specialization in Language and Literacy Instruction, classroom teachers will strengthen skills in critical analysis of educational trends, literacy leadership, and best practices in the ELA classroom. The area of specialization includes a field experience through which students put theory into practice.

### PROGRAM REQUIREMENTS

EDU	500	Foundations and Issues of Education from a Christian Perspective	3 cr
EDU	501	Multicultural Education and Culturally Responsive Pedagogy	3 cr
EDU	502	Assessment: Issues, Trends, and Best Practice	3 cr
EDU	503	Curriculum Theory and Design	3 cr
EDU	504	Analyzing and Designing Educational Research	3 cr
<b>ELECTIVE</b>			
EDU	600	Literacy Leadership	3 cr
EDU	601	Critical Studies in Juvenile Literature	3 cr
EDU	602	Evidence Based Practice in ELA Instruction	3 cr
EDU	603	Reading and Writing in the Content Area	3 cr
EDU	604	Action Research Project or Thesis	3 cr

### PROGRAM STUDENT LEARNING OUTCOMES

1. Communicate effectively, orally and in writing, for a diverse audience within educational settings.
2. Access, evaluate, and utilize current educational research and literature based on knowledge of best practices and academic standards.
3. Establish and maintain professional demeanor and relationships with students, colleagues, parents, and supervisors in educational settings.
4. Articulate a philosophy of education that is consistent with a Christian worldview and integrate Christian principles into professional practice.
5. Design, implement, and reflect upon instruction that is aligned with best practices and academic standards and that meets the educational needs of diverse learners.

### COURSE DESCRIPTIONS

#### **EDU 500 Foundations and Issues of Education from a Christian Perspective 3 credits**

Through this course, students will study the social and philosophical foundations of Western education from a Christian perspective. Students will explore the contributions of significant Christian thinkers to modern educational systems and will analyze current issues in education through the lens of these philosophical roots.

#### **EDU 501 Multicultural Education and Culturally Responsive Pedagogy 3 credits**

This course consists of an in-depth study of the educational implications of race, gender, language, and social class in American schools. Based on the biblical mandate to minister to people from all backgrounds, this course will encourage in-service teachers to consider the experience of diverse groups of students with understanding and compassion, and to develop skills in practicing culturally responsive pedagogy in diverse educational settings.

#### **EDU 502 Assessment: Issues, Trends, and Best Practice 3 credits**

Shifting trends in education have created assessment practices that may or may not benefit students. This course explores recent assessment issues and practices and their effect on student learning. Students will analyze the political and social atmosphere that produced actions such as No Child Left Behind, Race to the Top, Common Core Standards and Every Child Succeeds Act and their effect on students, teachers, and administrators. Then, students will explore ways in which classroom assessment can improve learning for students of all backgrounds and ability levels.

#### **EDU 503 Curriculum Theory and Design 3 credits**

Through this course, students will examine historical foundations and major theoretical perspectives in curriculum theory and design and will plan instruction that utilizes best practices from these perspectives.

**EDU 504 Analyzing and Designing Educational Research 3 credits**

This course offers an introduction to qualitative, quantitative, and mixed methods for the education professional. Students will explore research methods and designs and ethical considerations in research, and will begin planning their own culminating Action Research Project or Thesis.

**EDU 600 Literacy Leadership 3 credits**

This course explores best leadership practices for developing effective literacy programs in a school-based setting. Topics include cultivating leadership skills, practicing Christian leadership in public settings, developing a collaborative literacy community, and the organization, management, and evaluation of effective school literacy programs.

**EDU 601 Critical Studies in Juvenile Literature 3 credits**

Based on the premise that “All truth is God’s truth” (John Calvin) and that “Fiction is the lie through which we tell the truth” (Albert Camus), this course explores the importance of juvenile literature in discovering the truth of human experience across social strata. Through this course, students will engage with children’s and young adult literature and literary criticism that focuses on the lived experiences of children and youth in contemporary K-12 classrooms.

**EDU 602 Evidence Based Practice in English Language Arts Instruction 3 credits**

This course explores current research on English Language Arts Instruction and best teaching practices based on this research. Topics include theoretical perspectives of ELA, the influence of research on pedagogical decisions, and current ELA methods and materials, including New Literacies.

**EDU 603 Reading and Writing in the Content Area (with field experience) 3 credits**

This course explores current educational theory and best practices for integrating reading and writing in the content areas of social studies, math, and science in the elementary, middle, and high school classroom. Students will develop units and lessons that incorporate reading and writing instruction in the content areas. This course includes a field experience component of 10 hours during which students utilize specific reading and writing strategies within a given content area.

**EDU 604 Action Research Project or Thesis 3 credits**

This course offers students guided development or a Masters Thesis or Action Research Project. Student will develop a hypothesis, outline, and detailed research proposal. Students must complete the project or thesis within one calendar year from course registration. This course must be taken during the final semester of the program. Students must complete the project or thesis within one calendar year from course registration. A continuing enrollment charge of \$750 applies each seven-week session.

*Pre-requisite: EDU 504 Analyzing and Designing Educational Research*