

CURRICULUM AND INSTRUCTION

MASTER OF EDUCATION 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 engaging 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.

SPECIALIZATION: ELEMENTARY EDUCATION

Through the specialization in Elementary Education, pre and in-service teachers will strengthen skills in critical analysis of educational trends and best practices in the general elementary classroom. Students will deepen pedagogical skills in reading, language arts, math, science, and social studies. The area of specialization includes field experiences through which students put theory into practice.

PROGRAM REQUIREMENTS

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
EDU	601	Critical Studies in Juvenile Literature	3 cr
EDU	602	Language Development & Literacy Foundations	3 cr
EDU	603	Literacy Methods & Differentiated Reading Interventions	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.

ADDITIONAL REQUIREMENTS BY TRACK

LANGUAGE AND LITERACY TRACK

EDU	500	Foundations and Issues of Education from a Christian Perspective	3 cr
EDU	501	Multicultural Education and Culturally Responsive Pedagogy	3 cr
EDU	600	Literacy Leadership	3 cr

ELEMENTARY EDUCATION TRACK

EDU	513	Foundational Theories of Education and Human Development	3 cr
EDU	633	Methods of Teaching Math	3 cr
EDU	663	Inquiry Methods for Science and Social Studies	3 cr

TOTAL

30 CREDIT

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

This course explores major concepts, principles, and methodologies related to assessment. Students will analyze the political and social atmosphere that produced legal actions such as No Child Left Behind, Race to the Top, Common Core Standards and Every Child Succeeds Act and their effect on students, educators, and administrators. Then, students will investigate formal and informal assessments and learn how to use the data generated from them to improve learning for students of all backgrounds and ability levels.

EDU 503 Curriculum Theory and Design 3 credits

Through this course, in-service teachers and teacher candidates will examine theoretical perspectives in curriculum theory and design and will plan instruction that utilizes best practices, with emphasis on the Understanding by Design model of unit and lesson planning as well as methods of differentiation. Candidates will consider how technology in the classroom both aids and hinders instruction, and will apply the Danielson Framework domains of planning, preparation, and instruction to curriculum construction.

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 513 Foundational Theories of Education and Human Development 3 credits

This course examines the physical, cognitive, social, and emotional development of children and adolescents through consideration of the major concepts, principles, theories, and research related to children and youth. Teacher candidates will explore multiple influences on development such as family, culture, gender, media, and the importance of play. In addition, candidates will investigate historical foundations of education and the resulting educational approaches as they exist today.

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 Language Development & Literacy Foundations 3 credits

This course explores the theories of language development with particular emphasis on the cognitive, linguistic, and socio-cultural factors that influence language and literacy learning. Students will demonstrate knowledge of key concepts with assignments designed to provide practical application of course content on a variety of topics such as the benefits and impact of literacy, how literacy serves as a tool of social equity, and strategies to support family literacy and literacy programs. Students will develop pedagogical skills in assessing, modifying, and implementing curriculum in the areas of reading, writing, listening, and speaking, with emphasis on language and reading comprehension, expressive skills, phonological development, word level instruction, and reading-writing connections.

EDU 603 Literacy Methods & Differentiated Reading Interventions 3 credits

This course includes an in-depth examination of literacy assessment and instruction in reading and writing. Focused on balanced and comprehensive literacy, students will study topics related to how children learn to read and write such as reading processes, miscue analysis, reading fluency, comprehension, literary response and writing. Both directed and guided reading instruction, as well as the role of phonics in reading and spelling, will be addressed to design effective instruction for the diverse needs in today's classroom. This course includes a 10 hour field experience.

EDU 604 Action Research Project or Thesis 3 credits

This course offers students guided development of a Master's Thesis or Action Research Project. With faculty guidance and feedback, students will develop a hypothesis, outline, and detailed research proposal and will develop their proposal into a paper or project that shows mastery of the concepts explored in the program. This course must be taken during the final semester of the program.

Pre-requisite: EDU 504 Analyzing and Designing Educational Research

EDU 633 Methods of Teaching Math 3 credits

Through this course, teacher candidates will study the "teaching for, about, and through" problem-solving model of mathematics instruction. Candidates will gain experience in designing and delivering equitable learning for all students (including special needs and linguistically diverse students) and in helping students build both conceptual and procedural knowledge of mathematics. The course will also address arts, technology, and children's literature integration in the math classroom. This course includes a 10 hour field experience.

EDU 663 Inquiry Methods for Science and Social Studies 3 credits

This course is designed to provide teacher candidates with the tools and strategies to plan, implement, and assess instruction in the content areas of social studies and science. Candidates will utilize constructivist learning theory and the inquiry-based approach in designing and delivering effective classroom experiences for students, and will design integrated curriculum based on Pennsylvania's Standards Aligned System that will be differentiated for English learners and other special populations. This course includes a 10 hour field experience.