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# CONCORDIA UNIVERSITY

## ONLINE MASTER of EDUCATION



CONCORDIA  
UNIVERSITY

-PORTLAND, OREGON-

Enroll in a recognized, respected, accredited program that prepares you to provide the leadership necessary for the 21st century.

### OVERVIEW

Concordia University offers challenging and career-focused courses in its Master of Education programs. Topics such as theories of teaching and learning, research-based best practices in education, and integrating technology into practice as an educational leader prepare educators for careers that are in demand. All classes are taught by top faculty who are passionate about teaching what interests them.

Students are engaged in a dynamic environment that facilitates interaction with both peers and professors. Concordia educators are experienced leaders who use cutting-edge curriculum and easy-to-use online learning tools. They know what it takes to be an effective online instructor, ensuring that you maximize the benefits of your online courses.

Concordia University's online classes are designed so students may turn in assignments based on the required due dates, but can be completed according to their daily schedules. Online classes are five weeks in length, and can be attended via the Internet at the times and locations most convenient for you.

### Master of Education in Curriculum & Instruction

#### FOCUS ON

- Gaining expertise in student-centered instructional strategies, with an emphasis on multi-modal, multi-pathway teaching and learning
- Learning new methods of authentic assessment that facilitate self-empowered, self-directed learners
- Developing transformative educational practices, particularly appropriate in settings that include diverse cultural populations and special needs students

#### WHAT YOU WILL GAIN

##### IN ADOLESCENT LITERACY (ML/HS):

- Learn research-based approaches and best practices to utilize in developing literacy across academic disciplines in middle and high school students
- Acquire the knowledge and skills essential to being a schoolwide Literacy Coach
- Develop leadership skills in creating and implementing a comprehensive adolescent literacy program, including the use of technology

##### IN CAREER & TECHNICAL EDUCATION

(ML/HS/COMMUNITY COLLEGE):

- Use of contemporary practices and trends in CTE, particularly the use of technology, to engage students
- Cutting-edge knowledge relative to career options and 21st century skills essential to career success
- Knowledge of managerial roles and functions essential to administering and supervising the operations of a CTE program, in a variety of settings

##### IN COMMON CORE STATE STANDARDS

INSTRUCTIONAL LEADER (ALL GRADE LEVELS):

- The majority of states have now adopted the CCSS. It has been reported, however, that more than three-quarters of districts in the states that have adopted the standards cite the lack of funding as a significant hurdle. This concentration will help prepare teachers and administrators who will assume leadership roles in the successful rollout and ongoing implementation of the CCSS
- Prepare for meaningful instruction of intellectually-challenging academic studies in applying the CCSS throughout classrooms, schools and school districts
- The CCSS concentration will prepare educators to be agents of positive change through ethical, legal, and rigorous adaptation of the CCSS in their schools and school districts

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OR CALL: 877-251-4405





ONLINE MASTER OF EDUCATION

## Master of Education in Curriculum & Instruction

### WHAT YOU WILL GAIN

#### IN EARLY CHILDHOOD EDUCATION (BIRTH - 8 YRS):

- Develop skills and expertise in designing and implementing a developmentally-appropriate curriculum for young children
- Expand your knowledge of advocacy in the field of early childhood education
- Learn research-based, proven practices used in implementing a constructivist early education program

#### IN ENVIRONMENTAL EDUCATION (K - 12):

- Systematic instruction of environmental education, taught through an age-appropriate, coherent sequence
- Knowledge to develop environmental literacy – how daily choices help or harm the environment – throughout your school and community
- Ability to expand an environmental education program beyond classroom school settings

#### IN eLEARNING (K - 12):

- Ability to create and foster an online community of practice
- Approaches that encourage reflection and higher order (critical) thinking skills through online teaching and learning
- Knowledge of best practices for project-based learning, including the use of technology

#### IN ENGLISH LANGUAGE DEVELOPMENT (K - ADULT):

- Enhance your ability to increase student learning through developing knowledge and skills in English language development
- Learn how language is acquired through an interdisciplinary approach
- Acquire practical resources that can be used to develop and implement an evidence-based language acquisition curriculum

#### IN EQUITY, ETHICS & JUSTICE:

- Develop knowledge & expertise through the advanced study of ethical principles and practices in education
- Learn how to apply the principles of equity, ethics & social justice in your daily educational practice
- Become an educational leader who understands legal and ethical issues that relate to education today and how they apply to the ethical dilemmas faced by educators

#### IN ESOL (K - ADULT):

- Develop proficiency in teaching English to non-native English language speakers
- Advanced knowledge and skills in the use of best practices and technology for English language acquisition
- Expertise in a dynamic field of education that is rapidly growing and evolving

#### IN MATHEMATICS (K - 14):

- Increased student learning and understanding of foundational mathematics concepts
- Appropriate use of manipulatives and technology to improve student outcomes
- Ability to think about mathematics in new ways and a comfortable, personal understanding of mathematics

#### IN METHODS & CURRICULUM

##### (ALL GRADE LEVELS):

- Instructional theory and best practices for curriculum and assessment
- Leadership skills essential to supporting quality learning
- Ability to recognize, evaluate and support excellent teaching and learning in a variety of situations

#### IN THE INCLUSIVE CLASSROOM (SPED)

##### (ALL GRADE LEVELS):

- Practical instructional approaches and interventions that promote learning for students with disabilities
- Understanding of effective strategies and procedures for establishing a positive and supportive learning environment
- Ability to work effectively with students with disabilities who are fully included in your general education classroom

#### IN READING (ALL GRADE LEVELS):

- The ability to accelerate the learning of struggling readers and develop reading excellence in all students
- Highly specialized knowledge and skills to be a school-wide Reading or Literary Coach (Students should check with their school and state regarding license requirements. Oregon and Washington require a practicum.)
- Practical, brain-based approach to learning differences, with a focus on differentiation that insures success for each student

#### IN SCIENCE (K - 14):

- Enhanced content knowledge and skills in fundamental science concepts
- Transformational learning methods steeped in developmental, inquiry-based approaches while working with students
- Ability to develop critical thinking and problem-solving skills in children using technology in ways similar to those of practicing scientists

#### IN SOCIAL STUDIES (K - 14):

- Create an active learning community in your Social Studies program by integrating required benchmarks and standards with students' interests and natural curiosity
- Learn how to "go beyond" the state of Social Studies education as "dates and names" by appending your current curriculum with materials (primary sources) found from local and national archives as well as coursework that requires more substantial and project-based assessment within the Social Sciences
- Acquire the tools and understanding necessary to create a fully-developed project, which integrates a wide variety of Social Studies concepts and topics in a way that is authentic and engaging for students

#### IN TEACHER LEADERSHIP (ALL GRADE LEVELS):

- The Master of Education in Teacher Leadership is ideal to prepare you for leadership roles
- Unique, high quality program focusing on ethics and research-based educational practices based on professional standards for teacher education and the area of teacher ethics
- Prepares the successful Teacher to master further leadership skills to apply in the school setting and in opportunities in higher education teaching





ONLINE MASTER OF EDUCATION

## Master of Education in Educational Leadership

### FOCUS ON

- Preparing to be an education leader in either K-12 or higher education, with valuable and marketable skills
- Developing appropriate leadership skills, and discussing appropriate legal and ethical roles of school leaders
- Creating effective teaching and learning environments, developing collaborative working relationships, and implementing research-based best practices

### WHAT YOU WILL GAIN

- Expertise, knowledge and skills essential for educational transformation and supervision
- Broadened career options expanded from teaching or other professional experience
- Management skills essential to future careers in educational leadership

## Master of Education in Special Education (Oregon residents only)

### FOCUS ON

- Blends the latest research-based classroom work with hands-on clinical experience, delivered by current practitioners
- Includes two 90-hour supervised practicums under the guidance of an experienced special education mentor in your local school
- Oregon candidates only: Candidates who hold a teaching license may add Special Education Licensure and the Master's degree in Special Education (Early Childhood, Elementary, Middle Level or High School)

### WHAT YOU WILL GAIN

- Develop skills in the application and integration of new technologies to enhance the teaching and learning process
- Learn the latest research-based, proven instructional interventions for students with mild/moderate and moderate/severe disabilities
- Acquire leadership skills based on collaboration strategies that support teaching and learning opportunities for students with disabilities

## Master of Education in Career & Technical Education

### FOCUS ON

- Curriculum designed to enhance professional teaching practices and provide student-centered learning experiences
- Meets Oregon CTE teacher licensure requirements set forth by the Teacher Standards and Practices Commission in OAR 584-042-0031
- Application and integration of new technologies to enhance the teaching and learning processes

### WHAT YOU WILL GAIN

- The ability to effectively promote CTE programs and establish partnerships with businesses and the community
- An understanding of leadership contributions made by all teachers related to their roles in the classroom, the school, the district and the profession
- Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds



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Unique Career Opportunities  
with an Online Master's Degree from Concordia University

### EDUCATIONAL LEADERSHIP

- Division or department chair
- Higher education instructor in educational leadership
- Assistant chief academic officer (public or private)
- Education consultant (public or private)
- Public administrator (business, city government, college)
- College student services director
- Department chair - community college (various divisions)
- Education advisor, NCLB district or state school improvement team

### CAREER & TECHNICAL EDUCATION

- Supervisor/Manager, CTE program: Middle School, High School, Technical Center, Technical Institute, Community College
- Higher education instructor: CTE programs
- CTE Consultant/Advisor: Business, Industry
- Professional Development, CTE (Middle School, High School, Community College, Technical Center, Technical Institute)
- Director, Career Academy
- Director, Technical Center, Technical Institute
- CTE advisor/advocate to state legislatures/congress and other policy makers
- CTE Director: Middle School, High School
- CTE Work-Study Coordinator
- Division or Department Chair, CTE (Middle School, High School)
- CTE Lead Teacher (K-12)
- CTE Teacher, Secondary or Postsecondary Programs
- CTE Administrator: local and state government agencies, public & private organizations
- Community Leadership: promote CTE programs/establish partnerships with businesses and the community

### SPECIAL EDUCATION (OREGON RESIDENTS ONLY)

- Special Education Self-Contained Classroom Teacher (mild/moderate or moderate/severe disabilities; Early Childhood, Elementary, Middle Level or High School)
- Special Education Teacher, push-in or pull-out instructional model
- Lead, special education professional development
- Curriculum development, special education
- Higher education instructor: special education
- Consultant/advisor: students with disabilities
- Special Education Instructional Coach for general education teachers
- Special Education Co-Teacher with general education teachers
- Special Education Consultant: policymakers
- Response to Intervention (RtI) advisor



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ONLINE MASTER OF EDUCATION

## Unique Career Opportunities

### MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION

#### in Adolescent Literacy

- Schoolwide Reading or Literacy Coach\*
- Higher education instructor in the teaching of reading
- Adolescent literacy consultant
- Advisor to publishers of reading & content area textbooks for Middle School/High School instruction
- Professional Development Leader, Middle School/High School
- Adolescent literacy program advisor to state legislatures/congress
- Reading tutor specializing in adolescent literacy
- Division or Department Chair (Middle/High School)
- Director of Curriculum & Instruction (K-12)
- Curriculum & Instruction Leader, NCLB District or State School Intervention Team (K-12)
- Professional Development Leader (K-12)
- Division or Department Chair (K-12)
- Director/Coordinator, Reading Apprenticeship Program (Middle/High School)
- Supplemental Educational Services Provider (tutoring program offered in schools to increase academic achievement)

#### in Career & Technical Education (CTE)

- Supervisor/manager, CTE program: middle school, high school, technical center, technical institute, community college
- CTE consultant/advisor: business, industry
- Professional development, CTE: middle school, high school, community college, technical center, technical institute
- Director, career academy, technical center
- CTE advisor to state legislatures/congress
- CTE director: middle school, high school
- Division or department chair, CTE: middle school, high school
- CTE administrator: local and state government agencies, public and private organizations

#### in Common Core State Standards Instructional Leader (All grade levels)

- Common Core State Standards (CCSS) Leadership Role in the School, District or Community
- Higher education instructor in CCSS
- CCSS Education Consultant (Public or Private)
- Division or Department Chair (K-12)
- Department Chair - Community College (various divisions)

\*Depending on state standards.

- CCSS Education Advisor (K-12)
- CCSS Advisor, District Superintendent's Cabinet (K-12)
- Director, Curriculum & Instruction
- Director, Professional Development
- Coach, CCSS Implementation Teacher Support & Development

#### in Early Childhood Education (Birth - 8 Years)

- ECE Teacher, Lead ECE teacher,
- Director, ECE program
- Higher education instructor
- Consultant/Advisor
- Professional Development
- ECE advisor to local, state & national policymakers

#### in eLearning/Technology Education

- Higher education instructor
- Consultant
- Professional development
- Educational technology in education instructor
- Program director
- Supervisor, educational technology team
- Division or department chair
- Education publisher

#### in English Language Development

- Teacher, Title I schools
- Higher education instructor in the teaching of English to low language native English speakers
- Consultant/Advisor in teaching English to low language native English speakers
- Professional Development, teaching English to low language native English speakers
- Tutor: English to low language native English speakers
- Title I, Program Director/Coordinator
- English language development for low language native English speakers, advisor to local, state & national policymakers
- Curriculum Director, programs for low language native English speakers
- Division or Department Chair
- Transformation Specialist
- Supplemental Educational Services Provider (tutoring program offered in schools to increase academic achievement)

#### in English for Speakers of Other Languages (K - Adult)

- Higher education instructor in the teaching of ESOL
- Consultant/advisor in teaching English as a second language
- Professional development, teaching English to non-native English speakers and low language native English speakers
- Program director, English language learners
- English language development advisor to state legislatures/congress
- Advisor: NGOs, governments and large international corporations
- Curriculum director, programs for English language learners
- Division or department chair

#### in Environmental Education

- Consultant/advisor in teaching environmental education
- Professional development, environmental education
- Learning and teaching environmental education advisor to state legislatures/congress
- Curriculum director, environmental education
- Division or department chair, environmental education
- Educator, environmental or outdoor center
- Outdoor trip leader, outward bound, national outdoor leadership school, other such programs
- Program director/manager, outdoor center, environment center, environmental organization, conservation group

#### in Equity, Ethics & Justice

- K-12 Teacher with equity, ethics & justice specialty
- Higher education instructor: equity, ethics & justice
- Consultant/Advisor in equity, ethics & justice
- Professional Development, equity, ethics & justice
- Program Director, District equity, ethics & justice
- Advisor to local, state & national policymakers, equity, ethics & justice
- Director/Coordinator, District or School Accountability Division
- Division or Department Chair



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ONLINE MASTER OF EDUCATION

## Unique Career Opportunities

### MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION (CONTINUED)

#### in The Inclusive Classroom (SPED)

- K-12 general education inclusive classroom teacher
- Higher education instructor: the inclusive general education classroom
- Consultant/advisor, inclusion of students with disabilities and other students with special needs
- Schoolwide general education classroom inclusion coach/mentor
- Professional development, strategies for inclusion
- General education inclusion classroom tutor: accommodations, modifications for students with disabilities and adaptations for students with other special needs
- Lead general education classroom teacher, response to intervention model (RTI)
- Inclusion general education classroom teaching advisor to local, state and national policy makers

#### in Mathematics (K – 14)

- Higher education instructor: mathematics learning and teaching
- Consultant/advisor in teaching mathematics
- Professional development
- Program director
- Learning and teaching mathematics advisor to local, state and federal policy makers
- Curriculum director
- Division or department chair
- Lead grant writer/project director: stem local, state and federal grants (science/technology/engineering/mathematics)

#### in Methods and Curriculum

- Higher education instructor in curriculum and instruction
- Curriculum/instructional specialist, instructor, supervisor or director
- Education consultant (public or private)
- Assistant chief academic officer (public or private)
- Chair, district curriculum/instruction committee
- Director of curriculum and instruction
- Professional development leader
- Division or department chair

#### in Reading

- Schoolwide reading or literacy coach\*
- Higher education instructor in the teaching of reading
- Reading consultant or tutor
- Advisor to publishers of reading textbooks for instruction
- Professional development leader
- Reading program advisor to local, state and national policy makers
- Division or department chair

#### in Science (K – 14)

- Higher education instructor: science learning and teaching
- Consultant/advisor in teaching science
- Professional development
- Program director
- Learning and teaching science advisor to local, state and federal policy makers
- Curriculum director
- Division or department chair
- Lead grant writer/project director: stem local, state and federal grants (science technology/engineering/mathematics)

#### in Social Studies (K – 14)

- K-14 Teacher with Social Studies specialty
- School and school district lead for Project-Based Learning in Social Studies learning
- Higher education instructor: K-14 Social Studies learning and teaching
- Consultant/Advisor in teaching Social Studies (K-14)
- Professional Development (K-14), Social Studies
- Social Studies tutor
- Program Director, Social Studies (K-14)
- Learning & teaching Social Studies (K-14) advisor to local, state, national policy makers
- Curriculum Director, Social Studies (K-14)
- Division or Department Chair, Social Studies (K-14)
- Lead grant writer, Project-Based Learning in Social Studies

#### in Teacher Leadership

- Division or Department Chair (K-12)
- Higher education instructor in teacher leadership
- Assistant Chief Academic Officer (Public or Private K-12)
- Education Consultant (Public or Private)
- Department Chair – Community College (various divisions)
- Director, Pre-School (Public or Private)
- Education Advisor, NCLB District or State School Improvement Team (K-12)
- Education Advisor, District Superintendent's Cabinet (K-12)
- School Improvement Coordinator
- Director, Curriculum & Instruction
- Director, Professional Development
- Coach, Teacher Support & Development

\*Depending on state standards.



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# ONLINE MASTER OF EDUCATION COURSE CATALOG

## M.ED. ONLINE DEGREES

### EDUCATIONAL LEADERSHIP

### CURRICULUM & INSTRUCTION

#### Concentrations:

Adolescent Literacy

Bible Literacy

Career And Technical Education

Common Core State Standards

Instructional Leader

Early Childhood Education (Birth - 8 Years)

ELearning - Technology Education

English For Speakers Of Other

Languages (K - Adult)

English Language Development

Environmental Education

Equity, Ethics, and Justice

The Inclusive Classroom - Special Education

Mathematics (K - 14)

Methods And Curriculum

Reading

Science (K - 14)

Social Studies (K - 14)

Teacher Leadership

### SPECIAL EDUCATION\*

### CAREER AND TECHNICAL EDUCATION

INSPIRING OPEN MINDS FOR FUTURE GENERATIONS.

Developing the next generation of teachers has been a cornerstone of Concordia's academic purpose for more than 100 years. It is central to our Lutheran mission to nurture potential educators so that they may, one day, do the same in their classrooms.



\*Oregon residents only





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# ONLINE MASTER of EDUCATION

## M.Ed. in Educational Leadership

A Concordia University Master of Education in Educational Leadership program will prepare you with the expertise to expand your career options. Using cutting-edge curriculum and easy-to-use online learning tools, Concordia's experienced education leaders will provide you with the best in theory and practice to prepare you for educational leadership positions in both K-12 and higher education. Concordia University's Educational Leadership classes are designed so you may turn in assignments convenient to your schedule, remaining within the due dates of the course syllabus. Online classes are five weeks in length, and can be accessed via the Internet at the time and location that is most convenient for you.

## COURSE DESCRIPTIONS

### Educational Leadership Core Courses

#### CHARACTER & THE ETHICS OF LEADERSHIP

EDGR 506 [3]

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Educational Leadership Courses

#### SCHOOL & COMMUNITY PARTNERSHIPS

EDGR 620 [3]

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

#### SCHOOL LAW

EDGR 622 [3]

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it is critical for the leaders of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### HUMAN & FINANCIAL RESOURCES

EDAD 560 [3]

This course introduces graduate candidates to the process of understanding the funding of the educational enterprise and how those funds are expended to accomplish the goals of the institution. Tracking the flow of income and expenditures per the state mandates are complicated, but vital to the educational processes. Students will become actively involved in the operational practices by means of an awareness of the documents used as tools for those actually in the field. Since human resources account for 80-85% of those expenditures, the understanding of that quantity and of the legalities of using these resources is absolutely critical.

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### ORGANIZATIONAL CHANGE

EDGR 626 [3]

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change.

#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.

## Call an Enrollment Specialist Today (877) 251-4405. Your Classroom Awaits.

Our Enrollment Specialists are always available to answer any questions you may have. However, candidates are responsible for determining whether a degree program meets their needs, and are advised to contact the appropriate state agency, state department of education, employer, or school district in order to make this determination.



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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Adolescent Literacy

The M.Ed. in Curriculum & Instruction: Adolescent Literacy addresses the crisis in adolescent literacy in America's 6th through 12th grade students. Nearly seven out of every ten 8th graders are working below the proficient level in reading comprehension, and even high school students with average reading ability are unprepared for future workplace and postsecondary literacy demands. Through the completion of this concentration, educators will be prepared to lead the development and support of adolescent literacy in schools, school districts and in community-based settings.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course will provide candidates with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Adolescent Literacy Courses

#### ADOLESCENT LITERACY: THE CHALLENGES

EDCI 502 [3]

This course begins with a study of literacy for adolescents as a meaning-making strategic process, a skill that is essential to achieving proficiency in adolescent literacy. An examination of the sources of challenges to adolescent literacy will be completed – such as the explicit background knowledge needed across academic disciplines in order to successfully read content-area texts. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

#### A DEVELOPMENTAL APPROACH TO LANGUAGE ACQUISITION

EDCI 506 [3]

Human beings are intimately and irrevocably linked to language. The topic of language acquisition poses profound questions about our understanding of the human mind and leads us to many fascinating and, at the same time, frustrating and complex areas of study. In this class students will start at the beginning of language development in children (Pinker, 2008). As Steven Pinker writes in *The Language Instinct*, "Languages are complex combinations of elegant principles and historical accidents. We cannot design new ones with independent properties: we are stuck with the confounded ones entrenched in communities." Students will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

#### ACADEMIC LITERACY: READING AND WRITING IN THE DISCIPLINES

EDCI 507 [3]

The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

#### IMPROVING ADOLESCENT LITERACY: TRANSFORMATIVE INTERVENTION STRATEGIES AND THE USE OF TECHNOLOGY

EDCI 508 [3]

The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports such as virtual manipulatives and animated illustrations, digital text, text-to-speech, spell checkers, word prediction software along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.



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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Bible Literacy

The M.Ed. in Curriculum & Instruction: Bible Literacy is designed to provide a quality study of Biblical concepts and allusions that permeate Western literature, fine arts, and performing arts and will enable educators to be agents of positive change through ethical, legal, and rigorous teaching of Bible literacy in their schools and communities.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Bible Literacy Courses

#### FAMOUS FIRSTS: RAISING CAIN, NOAH'S FLOATING ZOO, AND OTHER GENESIS NARRATIVES

EDCI 533 [3]

"Famous Firsts: Raising Cain, Noah's Floating Zoo, and Other Genesis Narratives" is a five-week online academic study of the first book of the Hebrew Scriptures. In two recent national studies, the Book of Genesis was identified as the most important Bible book students need to know. Course participants will study the subjects, drama, literary qualities, themes, and cultural contributions of Genesis narratives, as well as explore Genesis concepts and allusions that permeate Western literature, fine arts, and performing arts. Additionally, course participants will review and evaluate guidelines, materials, and strategies for teaching Bible literature in the public school. Course instruction is complemented with related video snippets and pertinent quotations from national scholars in the field.

#### HEROES OF FAITH

EDCI 534 [3]

"Heroes of Faith" is a five-week online academic study of the narratives of seven Bible heroes: Moses, David, Isaiah, Job, Daniel, Jonah, and Paul. Course participants will study literary qualities and will explore related Biblical concepts and allusions that permeate Western literature, fine arts, and performing arts. Additionally, course participants will add to their knowledge of guidelines, materials, and strategies for teaching Bible literature in the public school. Course instruction is complemented with related video snippets and pertinent quotations from national scholars in the field.

#### WOMEN OF VALOR

EDCI 550 [3]

"Women of Valor" is a five-week online academic study of 16 (of the more than 200) women in the Bible. Course participants will study literary qualities of valorous women Biblical narratives and will explore related Biblical concepts and allusions that permeate Western literature, fine arts, and performing arts. Additionally, course participants will review and evaluate guidelines, materials, and strategies for teaching Bible literature in the public school. Course instruction is complemented with related video snippets and pertinent quotations from national scholars in the field.

#### LOVE YOUR ENEMY, TURN THE OTHER CHEEK, GO THE EXTRA MILE, AND OTHER ASTONISHING INSTRUCTION

EDCI 575 [3]

"Love Your Enemy, Turn the Other Cheek, Go the Extra Mile, and Other Astonishing Instruction" is a five-week online academic study of the life and teachings of Jesus. Course participants will study literary qualities and will

explore related Biblical concepts and allusions that permeate Western literature, fine arts, and performing arts. Additionally, course participants will add to their knowledge of guidelines, materials, and strategies for teaching Bible literature in the public school. Course instruction is complemented with related video snippets and pertinent quotations from national scholars in the field.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

*Prerequisite:*  
*Successful completion of Educational Research.*

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

*Prerequisite:*  
*Successful completion of Educational Research*

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.





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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Career and Technical Education

The M.Ed. in Curriculum & Instruction: Career and Technical Education (CTE) is designed specifically for professional technical teachers or prospective candidates who seek a CTE teaching position at the middle school, high school, technical center and/or community college level.

The application of transformative education in teaching, learning and program implementation in CTE programs is a focus of this program of study. Developing cutting-edge knowledge relative to career options, the use of technology, and teaching the skills essential for student achievement and success in adult life are addressed.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Career and Technical Education (CTE) Courses

#### INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

EDCT 513 [3]

A review of the development of career and technical education (CTE) — previously known as vocational education/vocational and technical education — and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

#### TRANSFORMATIVE TEACHING IN CAREER & TECHNICAL EDUCATION

EDCI 529 [3]

This course introduces career and technical teachers to the essential skills and competencies necessary to create student-centered, rigorous, relevant transformative learning environments that increase student achievement. This course is designed to provide candidates with information relative to current CTE curricular models, effective research-based CTE teaching and learning strategies and the integration of CTE in both school-based and work-based learning. Topics will include the development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, and the construction and use of higher order questions to promote student achievement, positive student attitudes and skill development. In addition, this course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning within a CTE program. This course prepares students to organize and manage all elements of the CTE classroom, and includes a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning.

#### CTE PROGRAM ADMINISTRATION & SUPERVISION

EDCI 542 [3]

This course addresses managerial roles and functions necessary for administering and supervising the operations of a CTE program in a middle school, high school, technical center and/or community college setting. The course is a hands-on, activity-driven learning experience focused on professional development in specific career and technical education program topical areas.

#### CTE COMMUNITY DEVELOPMENT & WORKFORCE COMPETENCIES

EDCI 558 [3]

Strategies used to successfully identify workforce competencies in established and emerging occupations from local industry sectors and incorporating these competencies into the local CTE curricula are studied. Creating and sustaining partnerships between education, business and industry, based on locally-identified CTE industry sectors, is a focus of this course. Legislative bill tracking and analysis is also addressed in this course.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Common Core State Standards Instructional Leader

The M.Ed. in Curriculum & Instruction: Common Core State Standards Instructional Leader program is designed to prepare K-12 educators as leaders in the understanding and implementation of the Common Core State Standards (CCSS) throughout classrooms, schools and school districts. The CCSS concentration will prepare educators to be agents of positive change through ethical, legal, and rigorous adaptation of the CCSS in their schools and school districts.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Common Core State Standards Instructional Leader Courses

#### THE CCSS: REAL-WORLD STANDARDS

EDCI 554 [3]

This course is an in-depth study of the evolution and design of the Common Core State Standards (CCSS). An understanding is developed of the knowledge and skills needed for America's children to be successful in college and careers and to compete in a global economy that are addressed in the CCSS. An emphasis is placed on the need for high levels of rigor along with high levels of student engagement in teaching and learning, supported by the CCSS.

#### WHAT'S COMMON ABOUT THE COMMON CORE STATE STANDARDS?

EDCI 555 [3]

The focus of this course is the CCSS Initiative and its establishment of a single set of K-12 educational standards, based on the existing foundation of standards states have already built. How the standards have been developed and the education infrastructure needed to continue the development, implementation and sustainment of the CCSS initiative is assessed. The significance of the goal of the CCSS - setting clear, concise standards and expectations that all U.S. education stakeholders can understand: students, parents, teachers, policy makers - is thoroughly examined. The intended impact on the post high school preparation of America's students entering college and/or the workforce is also considered.

#### COMMON CORE STATE STANDARDS (CCSS): TRANSFORMATIVE TEACHING AND LEARNING

EDCI 576 [3]

This course begins with an examination of the substantial body of research collected on the significant effect the classroom teacher has on student achievement. Following this analysis is a comprehensive study of the Common Core strands and organizing elements that are the basis of the adopted CCSS. Learning the basics - such as how to read the standards (e.g., Reading: Strand, Organizing Element, Grade Level Column, Standard), shifts in content and coherence across grade levels - is a critical component of this class. A focus on developing curricula, lessons and units and aligned assessments is included. In addition, the process of evaluating the alignment of instructional resources to the CCSS will be studied.

#### LEADING THE IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS

EDCI 578 [3]

Leadership in operationalizing the established standards in the learner's workplace - and those standards adopted in the future - is the focus of this

course. An ever-growing expanse of resources that is available to CCSS Instructional Leaders is accessed and reviewed. The primary outcome of this course is a detailed plan each individual designs relative to implementing the CCSS in the individual's school, school district or workplace that addresses the following elements essential to high quality CCSS implementation (CCSSO, 2012):

- System alignment and systems change
- Educator Supports
- Student Supports
- Communication and Engagement

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

**Prerequisite:** Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

**Prerequisite:** Successful completion of Educational Research.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Early Childhood Education (Birth - 8 Years)

This strand is designed for those who have a strong passion for teaching young children, ages birth through age 8, and who believe that children learn best through active, hands-on learning. Candidates will explore current trends and research, design developmentally-appropriate curriculum, and develop skills in advocating for young children.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Early Childhood Education (ECE) Courses

#### ISSUES OF ADVOCACY IN ECE

EDCI 503 [3]

This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Students will become familiar with advocacy for children and families at the local, state, and national levels.

#### ECE: A CONSTRUCTIVIST APPROACH

EDCI 504 [3]

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

#### PLAY IN EARLY CHILDHOOD EDUCATION

EDCI 505 [3]

This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the preschool and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

#### EMERGENT LITERACY

EDCI 589 [3]

This course examines the development of literacy skills in young children, ages 0-8. Topics include the reading writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

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#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research. The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.



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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: eLearning/Technology Education

This program is designed for K-12 teachers who recognize the sense of urgency and the high demand for effective, transformative online teachers in K-12 education. Distance (online) education is also a viable educational alternative that can prevent students from dropping out of high school as a result of failure in their often large, impersonal high schools. According to Gregory M. Darnieder, the special assistant and senior adviser to Education Secretary Arne Duncan, 30 percent of the nation's high school students are not graduating – 7,000 each school day or 1.2 million each year. The Obama administration proposes that education should be made "safe and relevant" and have included "high quality online learning programs" as part of this solution.

All courses are based on ISTE (International Society for Technology Education), iNACOL (International Association for K-12 Online Learning) recommendations, and the National Standards of Quality for Online Courses.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### eLearning/Technology Education Courses

#### TEACHING IN AN ONLINE CURRICULUM

EDCI 571 [3]

This hands-on, project-based course is designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for elementary and middle school teachers. Topics will include how technologies foster learning, understanding issues and concerns important when implementing technology resources in schools and classrooms, current best practices for project-based learning with technology, strategies for authentic assessment, electronic portfolios, criteria for selecting appropriate educational software, participating in virtual learning communities, and awareness of the international ISTE Educational Technology Standards for Teachers and Students.

#### ETHICAL & SOCIAL ISSUES FOR ONLINE TEACHERS

EDCI 588 [3]

This course addresses the social and legal issues challenging the online teacher. The social issues will focus on the history of educational movements, history of distance education and will explore the culture of the online course room, issues of academic integrity, the business of online education, and distance education as an agent of change. The legal issues addressed in the course will include copyright, e-mail privacy, and access and security issues. The common goal of the various forms of distance education has been to provide educational opportunities to people unable to participate in traditional learning institutions. Educators must be aware of the new challenges and social and legal issues inherent in distance education if they are to become participants in and advocates for distance education.

#### INSTRUCTIONAL STRATEGIES FOR THE ONLINE CLASSROOM

EDCI 532 [3]

This course focuses on specific actions that online instructors can take to be more effective and better serve their learning populations. While there are many differences between traditional, face-to-face classroom teaching and teaching online, there are just as many similarities—solid instructional practices that have been applied and tested over time are effective in a variety of learning settings. This course encourages active reflection on teaching practices that address a broad range of instructional issues:

- How to create and foster an online community of practice
- Ways to establish clear expectations
- The importance of tone and feedback as it relates to student motivation
- Methods to enhance online communication
- Strategies for managing time, work, and students
- Ways to address diverse learners
- Tools for grading and assessment (formative and summative)
- Approaches to encourage reflection and higher order (critical) thinking skills
- The need for ongoing professional development and collaboration with colleagues

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: eLearning/Technology Education

This program is designed for K-12 teachers who recognize the sense of urgency and the high demand for effective, transformative online teachers in K-12 education. Distance (online) education is also a viable educational alternative that can prevent students from dropping out of high school as a result of failure in their often large, impersonal high schools. According to Gregory M. Darnieder, the special assistant and senior adviser to Education Secretary Arne Duncan, 30 percent of the nation's high school students are not graduating – 7,000 each school day or 1.2 million each year. The Obama administration proposes that education should be made "safe and relevant" and have included "high quality online learning programs" as part of this solution.

All courses are based on ISTE (International Society for Technology Education), iNACOL (International Association for K-12 Online Learning) recommendations, and the National Standards of Quality for Online Courses.

## COURSE DESCRIPTIONS

### eLearning/Technology Education Courses, cont.

#### ASSESSMENT FOR ONLINE LEARNING

EDCI 552 [3]

This course addresses the quality online program evaluation as outlined by accreditation procedures and standards. The focus of this course will be the use of evaluation to assure quality programs at all levels of school operation. As online schools and programs become ever more the norm in the educational community it becomes increasingly important that every aspect of a learning organization—individuals, classrooms, schools, the district, and the community—be dedicated to continual analysis, assessment, and reflection on system practices (Costa and Kallick, 1995). Students who are interested in any aspect of online schooling should be familiar with standards and methods of measurement essential in providing a quality online learning experience.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.



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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: English to Speakers of Other Languages (K-Adult)

Candidates who wish to develop instructional strategies that promote learning for students whose native language is not English will select the M.Ed. in Curriculum & Instruction: English to Speakers of Other Languages (ESOL). These courses capitalize on the uniqueness of each learner and serve to create vibrant learning communities.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### English to Speakers of Other Languages Courses

#### STRATEGIES & MATERIALS FOR TEACHING ENGLISH-LEARNERS

EDCI 538 [3]

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

#### LINGUISTICS

EDCI 539 [3]

This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax, and semantics) from a historical, cultural, and sociolinguistics perspective.

#### LANGUAGE & CULTURE IN THE CLASSROOM

EDCI 540 [3]

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

#### LANGUAGE ACQUISITION

EDCI 541 [2]

This course examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology. An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs, equipping students with appropriate media resources, and earning the ESOL.

#### ASSESSING ENGLISH-LEARNERS

EDCI 543 [2]

This course will present an overview and rationale for ELL assessment

and a framework for the assessment of ELL students. Students will be introduced to the variables that come into play with assessment when English is not the native language. Covered will be the stages of Second Language Acquisition and its effect on assessment.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

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**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

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#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

This thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.

**ESOL vs. ESL:** It is hotly debated at conferences and forums, and in education journals around the world, whether the needs differ between students designated ESOL (English for Speakers of Other Languages) and those designated ESL (English as a Second Language). Concordia University has defined ESOL- and ESL-focused courses as appropriate for students of any age who need to learn English fluency because they are living in a country where English is spoken widely as the native language, and as the language of commerce and education.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C&I: English Language Development

The M.Ed. in Curriculum & Instruction: English Language Development is designed for teachers in the elementary, secondary and post-secondary settings who want to enhance their content knowledge and skills in language development and acquisition in order to increase student learning and understanding of the fundamental structure of language and communication. The development of English language proficiency with low language native English speakers is included in this course of study. An emphasis is placed on transformative teaching strategies and practices that address structural methods for teaching language. The integration of technology to enrich student learning in the elementary and secondary school core curriculum via academic language are included in this course of study.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

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This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

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### English Language Development Courses

#### ESSENTIAL LINGUISTICS FOR LANGUAGE DEVELOPMENT

EDCI 509 [3]

A basic understanding of Linguistics is essential for the effective teaching of reading, writing, and, in reality, all content areas. With the number of students in our schools today living in poverty and language poor environments, Linguistics has real-life applications to effective teaching. With the increased emphasis on phonemic awareness and phonics in the teaching of reading, teachers need to understand how language works. When teachers are familiar with basic linguistic concepts, they are better prepared to make decisions about how to teach reading, spelling, phonics, and grammar to all students, including English language learners.

In this course, student practitioners will gain essential linguistic concepts in a thorough and accessible manner. Candidates will study the connections between linguistic theory and classroom practice, and will learn that the greater a teacher's understanding of basic language structures and processes, the easier it is to make good decisions on the effective teaching of important language areas such as phonics, spelling, and grammar.

#### A DEVELOPMENTAL APPROACH TO LANGUAGE ACQUISITION

EDCI 506 [3]

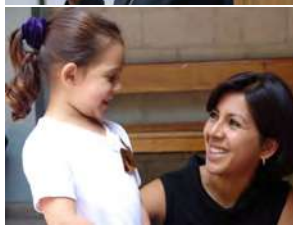
Human beings are intimately and irrevocably linked to language. The topic of language acquisition poses profound questions about our understanding of the human mind and leads us to many fascinating and, at the same time, frustrating and complex areas of study. In this class students will start at the

beginning of language development in children (Pinker, 2008). As Steven Pinker writes in *The Language Instinct*, "Languages are complex combinations of elegant principles and historical accidents. We cannot design new ones with independent properties: we are stuck with the confounded ones entrenched in communities." Students will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

#### LANGUAGE ACQUISITION AND CURRICULUM DEVELOPMENT

EDCI 510 [3]

The focus of this course is to teach language acquisition using transformational teaching and learning strategies that are focused on meeting the needs of all learners through a developmental, constructivist approach. There will be an emphasis on differentiation in all aspects of the learning environment: setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiating teaching strategies, the iterative process and providing personalized anchor activities to solidify learning. The course will provide a plethora of practical ideas for creating a language acquisition curriculum that will be a positive and transformational experience for teachers and learners alike.



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## COURSE DESCRIPTIONS

### English Language Development Courses, cont.

#### THE LANGUAGE DEVELOPMENT CLASSROOM-ACTIVITIES AND PRACTICE

EDCI 521 [3]

The activities-based language acquisition classroom is enhanced through the use of innovative technology tools and resources that are available to classroom teachers. This course will focus on the use of educational technology and interactive classroom activities as a vital means to transform language acquisition through enhancing children's critical thinking and problem-solving skills. Children, especially those raised in poverty, have language deficits similar to second language students. The goal of this class is to provide classroom teachers the opportunity to learn and practice leveled, language-rich opportunities that will challenge their students to dynamically engage in their learning through a variety of activities.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

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#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Environmental Education

The M.Ed. in Curriculum & Instruction: Environmental Education is designed to prepare K-12 educators as specialists in the study of the earth's environment. Learning and teaching will be based on 3 key concepts: how to learn about and investigate the environment, an understanding of how humans interact with the environment, and the importance of stewardship for our Earth. An emphasis is placed on the connection between transformative education practices and the development of critical thinking, problem solving skills, and self discovery, skills essential to the successful evaluation of alternative viewpoints related to environmental issues. This course of study is aligned with the National Environmental Education Standards, the National Science Education Standards and the Science Common Core State Standards (when these are developed). Environmental literacy – how daily choices help or harm the environment – is a theme woven throughout the program.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

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#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

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### Environmental Education Courses

#### A STUDY OF THE ENVIRONMENT: PAST & PRESENT

EDCI 512 [3]

This course is a study of the environmental history of Earth starting with an examination of the past "status of nature," what the earth's past can contribute to an understanding of what may happen in the future, and continuing through to the earth's status today. Common, underlying themes that contribute to a study of the environment will be explored, such as thinking of the earth in terms of "systems" and interdependence; that is, everything on earth is connected to everything else. The targeted outcome for students in this course is well-developed environmental literacy that will serve as the basis for successful completion of the three courses that follow.

#### CURRENT ENVIRONMENTAL ISSUES

EDCI 531 [3]

This course will develop the skills of critical thinking, self-discovery and problem solving, all essential to learning about and evaluating alternative points of view relative to both local and global environmental issues. Advocacy for a particular viewpoint or course of action is not considered in this course but, rather, learning about and investigating the environment in order to make informed decisions relative to each individual's role as a responsible steward of the Earth and its natural resources. Throughout the examination of environmental issues conducted in this course, close adherence to the fairness and accuracy recommendation of the North American Association's Environmental Education Guidelines for Excellence (1996, revised 2004) will be maintained.

#### TEACHING ENVIRONMENTAL EDUCATION

EDCI 544 [3]

This course will focus on the systematic instruction of environmental education, taught through an age-appropriate, coherent sequence. The continued relevance of teaching and learning techniques originated in nature study and outdoor education—nature trails, wilderness education, and outdoor classrooms—will be

examined through first-hand experiences. The North American Association for Environmental Education's Guidelines for Excellence (1996, revised 2004) six key characteristics, used to guide the development or selection of comprehensive, high quality environmental education curricula, will be studied. At the completion of this course, participants will be prepared to deliver a balanced, comprehensive study of environmental education as well as encourage their students in seeking knowledge about the environment and in developing informed decisions regarding their role as a steward of the Earth. In addition, strategies that can be utilized in teaching environmental education across the curricula—including language arts, math, social studies and science—will be presented.

#### TRANSFORMATIVE LEARNING & ENVIRONMENTAL EDUCATION

EDCI 551 [3]

Leadership in transformative learning and environmental education will be the focus of this course. Building upon the critical thinking, self-discovery and problem solving skills and knowledge developed in prior courses in this program, K-12 environmental education specialists will learn how to develop and apply transformative education practices to the following:

- Unique issues of study related to environmental education
- The adoption of environmental education curricula/programs
- Adapting an environmental education program for special populations
- The role of the environmental education K-12 specialist in modeling and teaching the principles related to "how to think" not "what to think," relative to environmental education, as an education and community leader
- Connecting national environmental education standards to local initiatives
- Expanding an environmental education program beyond the classroom and school setting

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## COURSE DESCRIPTIONS

### Environmental Education Courses, cont.

#### EDUCATIONAL RESEARCH

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Equity, Ethics, and Justice

The M.Ed. in Curriculum & Instruction: Equity, Ethics, and Justice will provide educational practitioners with the skills to effectively serve as school and community instructional leaders or as ethical educators and equity crusaders who will develop additional skills to combat the many social and economic factors that hinder a child's opportunity to receive quality education.

## COURSE DESCRIPTIONS

### C & I Core Courses

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EDGR 502 [3]

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#### THEORIES OF TEACHING & LEARNING

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#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

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### Equity, Ethics, and Justice Courses

#### PRINCIPLES OF ETHICS AND LOGIC

EDCI 501 [3]

This course will focus on the study of ethics and formal logic related to the profession of teaching and school administration. Contemporary issues within education will be explored and course principles will be used for application in one's immediate work environment. Candidates will investigate the use of valid and sound logic and articulate a personal code of ethics which includes the following components: accountability, respect, fairness, integrity and compassion.

#### EQUITY AND SOCIAL JUSTICE IN THE CLASSROOM

EDCI 590 [3]

This course is designed to empower participants toward philosophical and practical change in support of equity and social justice, by preparing and supporting educators to think critically, transform practice, promote justice, and become change agents in their classrooms and in their districts and communities. Scholarly work will be linked to real world examples, focusing on how race, religion, gender and class are woven into the field of education. Activities and discussions will equip participants with the tools needed to create a classroom culture in which equity, equality, and social justice are shared values.

#### CASE STUDIES IN LAW AND ETHICS

EDCI 593 [3]

This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

#### THE ETHICAL EDUCATOR

EDCI 587 [3]

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Educators must also ensure that the institutional policies and practices of their school or organization adhere to the application of ethical practice throughout the workplace. This study of the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that can support or erode ethical practice. As a result of the activities and discussions completed in this course, students will have the opportunity to transform their personal and professional ethical lives and priorities.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

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#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: The Inclusive Classroom (SPED)

The M.Ed. in Curriculum & Instruction: The Inclusive Classroom (SPED) is designed for the General Education Teacher and will provide the knowledge and skills needed to work effectively with students with disabilities mainstreamed or fully included in general education classrooms. Particular emphasis is placed on instructional strategies used to differentiate instruction, to serve students with disabilities in inclusive general education classrooms and to implement the Response to Intervention model at the classroom or school level.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### The Inclusive Classroom (SPED) Courses

#### FOUNDATION CONCEPTS FOR INCLUSIVE TEACHING

EDCI 528 [3]

The **general education classroom teacher's role** in identifying and teaching a growing population of students with other special needs in the general education classroom is the major focus of Foundation Concepts for Inclusive Teaching.

This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed in the initial phase of the course. Included in this review is an analysis of the general education teacher's role in the various phases of serving students with disabilities in the general education classroom including the implementation of an Individualized Education Program (IEP) or a 504 plan. The second phase of the course will examine:

- the characteristics and needs of students with persistent academic disabilities and students with significant cognitive disabilities recognized under the provisions of the Elementary and Secondary Education Act (the No Child Left Behind Act of 2001 reauthorization)
- the categories of disabilities (high incidence and low incidence disabilities) as they relate to teaching students with disabilities in general education classrooms defined within the Individuals with Disabilities Improvement Act of 2004 (IDEA)

A similar analysis of the characteristics and needs of students with other special needs that are served in general education classrooms will also be conducted.

Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

#### THE INCLUSIVE CLASSROOM: INSTRUCTIONAL STRATEGIES & INTERVENTIONS

EDCI 548 [3]

The effective use of transformational instructional strategies and interventions to maximize teaching and learning for all students in an inclusive classroom will be studied. Accommodations and modifications that provide access to the general education curriculum specific to the categories of disabilities defined in the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs (students with gifts and talents, English language learners and low language native English speakers, and students at-risk for school failure) will be included. Emphasis will be placed on practical instructional strategies and interventions that promote learning and can be readily implemented by the general education classroom teacher in an inclusive learning environment.

#### EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES

EDCI 549 [3]

The focus of this course is the use of strategies and procedures proven effective in establishing and maintaining a positive and supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal classroom management strategies will be studied. In addition, effective responses to inappropriate and disruptive behavior will be identified with an emphasis on appropriate academic and social behavior development that results in optimal student motivation and engagement.



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## COURSE DESCRIPTIONS

### The Inclusive Classroom (SPED) Courses, cont.

#### PRINCIPLES OF COLLABORATION AND PARTNERSHIPS EDCI 545 [3]

The role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be defined and explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching, and practices and procedures essential to the successful inclusion of students with disabilities.

#### EDUCATIONAL RESEARCH EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.

#### ACTION RESEARCH (CAPSTONE) EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE) EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Mathematics (K-14)

The M.Ed. in Curriculum & Instruction: Mathematics is designed for teachers in Kindergarten through community college who want to enhance their content knowledge and skills in mathematics in order to increase student learning and understanding of foundational mathematics concepts. An emphasis is placed on effective teaching strategies and practices that are aligned with the National Council of Teachers of Mathematics (NCTM) standards and that address developmental learning, acquiring proficiency, problem solving and demonstrating understanding in mathematics for all children. Integrated throughout the concentration courses is the effective use of technology to improve student outcomes in the Kindergarten through community college core curriculum.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Mathematics Courses

#### FOUNDATIONAL MATHEMATICS CONCEPTS

EDCI 526 [3]

This course presents an overview of the principles set forth by the National Council for Teachers of Mathematics and is designed for teaching all learners: Equity, Curriculum, Teaching, Learning and Assessment. In the study of the historical perspective and the theoretical foundations of mathematical teaching, close attention is given to the connection between theorists and practical application in the classroom. Emphasis is placed on transformational learning based in a developmental, constructivist approach. Participants in the course will explore what students need to know about mathematical concepts and thinking, how students approach problem solving, effective methods for teaching and adapting curriculum to meet the diverse needs of students, the appropriate use of manipulatives and technology as essential tools for learning and teaching math, as well as alignment of curriculum to state standards. Throughout the study, teachers of mathematics will be prompted to think about mathematics in new ways and to become comfortable with a personal understanding of mathematics.

meaningful, integrated manner. Emphasis is placed on student and teacher thinking, lesson planning, transformational teaching methods, the use of technology as an integral part of learning and teaching math, and assessment. This course will foster a deeper understanding of the following pk-12 national standards, as well as the three NCTM curriculum focal points for each grade level currently addressed by NCTM [pk-8], in order to strengthen a teacher's thinking and perceptions of geometry as well as instructional practices which effectively increase student understanding of measurement and geometry.

#### LEARNING & TEACHING ALGEBRAIC CONCEPTS, DATA ANALYSIS & PROBABILITY

EDCI 546 [3]

This course will guide teachers in the development of a foundation for the learning and teaching of algebraic concepts, data analysis and probability through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of algebra, data analysis and probability in a meaningful integrated manner. Emphasis is placed on student and teacher processing of algebra, on lesson planning, transformational teaching methods, the use of technology as an integral part of learning and teaching math, and assessment. Additionally, this course will foster a deeper understanding of the NCTM pk-12 national standards, as well as the three curriculum focal points for each grade level [pk-8], in order to strengthen a teacher's thinking and instructional practices to effectively increase student understanding of algebraic concepts, data analysis and probability.

#### LEARNING & TEACHING

EDCI 536 [3]

#### MEASUREMENT AND GEOMETRY

This course will guide teachers in the development of a foundation for the learning and teaching of measurement and geometry through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of measurement and geometry in a



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## COURSE DESCRIPTIONS

### Mathematics Courses, cont.

#### TRANSFORMATIVE MATHEMATICS IN THE DIFFERENTIATED CLASSROOM

EDCI 556 [3]

The focus of this course is transformational learning and teaching that meets the needs of all learners through a developmental, constructivist approach. There will be an emphasis on setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiated teaching strategies including interactive age-appropriate games and manipulatives, and providing anchor activities to solidify learning. Technology is considered an integral part of learning and teaching math in the differentiated classroom and will include the strategic use of technology resources such as SmartBoard technology, digital tools, computers, calculators, online digital games, and podcasts along with Internet-based resources. The course will provide a plethora of practical ideas for making math a positive and transformational experience for teachers and learners alike.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

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The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Methods and Curriculum

The program of study for the M.Ed. in Curriculum & Instruction: Methods and Curriculum is designed for candidates whose goal is to develop expertise in teaching expectations and student achievement. Courses provide a broad base of best practices in instructional theory and application essential to creating a successful instructional ecology.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Methods and Curriculum Courses

#### CURRICULUM DESIGN & ASSESSMENT

EDGR 520 [3]

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will have the opportunity to apply theory to either their own classroom and school settings at the early childhood, elementary, middle school, or high school levels as well as other work environments.

#### TEACHING IN AN ONLINE CURRICULUM

EDCI 571 [3]

This is a hands-on, project-based course designed to facilitate teaching with appropriate use of technology. Topics will include how technologies foster learning, understanding issues and concerns important when implementing technology resources in schools and classrooms, current best practices for project-based learning utilizing technology, strategies for authentic assessment, electronic portfolios, WebQuest, virtual field trips, criteria for selecting appropriate educational software, participating in virtual learning communities, contemporary issues associated with information literacy and using the internet in instructional settings, and awareness of the new international ISTE Educational Technology Standards for Teachers and Students.

#### LANGUAGE & CULTURE IN THE CLASSROOM

EDCI 540 [3]

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

#### CURRENT ISSUES IN LITERACY

EDRD 554 [3]

This course discusses current areas of concern being researched and debated in the field of reading and the teaching of reading, studies new techniques and procedures for reading instruction, and reviews new mandates for teaching and testing elementary students in the area of reading.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

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#### THESIS (CAPSTONE)

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Reading

The M.Ed. in Curriculum & Instruction: Reading will strengthen and polish instructional skills for the teaching of reading in the general education classroom. This Master's degree is also a compelling choice for candidates who choose to develop reading excellence in students, no matter their grade level.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

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### Reading Courses

#### DIAGNOSIS & ASSESSMENT OF READING

EDRD 551 [3]

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

#### YOUNG ADULT & CHILDREN'S LITERATURE (PRE-K - 12)

EDRD 552 [3]

The student will have an overview of the authors, titles, and genres of Pre-K through Grade 12 literature. The student will be able to match children and books for success, critique and assess literature, build an adequate and diversified collection of books and determine appropriate readability levels of books, and be aware of the current issues and trends in adolescent and children's literature.

#### ADVANCED TECHNIQUES FOR TEACHING READING

EDRD 553 [3]

This course explores the theoretical and knowledge bases of reading, includes literacy acquisition and the construction of meaning, and then provides practical classroom applications and instructional practices.

#### CURRENT ISSUES IN LITERACY

EDRD 554 [3]

This course discusses current areas of concern being researched and debated in the field of reading and the teaching of reading, studies new techniques and procedures for reading instruction, and reviews new mandates for teaching and testing elementary students in the area of reading.

#### ORGANIZATION & MANAGEMENT OF READING PROGRAMS

EDRD 555 [3]

This course studies the role of the reading specialist as a curricular leader, a staff developer, and as a reading professional.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

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#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Science (K-14)

The M.Ed. in Curriculum & Instruction: Science is designed for teachers in Kindergarten through community college who want to enhance their science content knowledge and skills to increase student learning and understanding of fundamental science concepts. An emphasis is placed on effective teaching strategies and practices that are aligned with the National Science Education Standards (NSES), and the standards of the National Science Teachers Association (NSTA), and that address inquiry methods for teaching science. Included in this course of study is the integration of technology to enrich science learning in the Kindergarten through Grade 14 science core curriculum and virtual laboratory experiences.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

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#### COMMUNITY OF LEARNERS

EDGR 595 [3]

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#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Science Courses

#### THE NATURE OF SCIENCE

EDCI 527 [3]

This course focuses on a view of science as a framework for understanding the natural world. Participants learn about the sciences as a systematic gathering of information through various forms of direct and indirect observation and the testing of this information through building and applying investigation skills. Participants also discuss the principal product of science as knowledge in the form of naturalistic concepts and the laws and theories related to those concepts. Emphasis is placed on transformational learning based in a developmental, inquiry-based approach. As teachers of science, this course also encourages active participation in the community of science and the furthering of science education.

#### PLANNING FOR AN INQUIRY-BASED CLASSROOM

EDCI 537 [3]

This course emphasizes the need for children to view themselves as scientists and, as such, to engage in raising questions, carrying out investigations, communicating methods, proposing explanations and solutions, using observation, and analyzing science practices. Emphasis is placed on the teacher as a scientist working alongside students using transformational learning steeped in a developmental, inquiry-based approach. The course will address planning for instruction, setting goals, teaching to standards, meeting curricular requirements, and teaching developmentally with a focus on student inquiry and knowledge construction as the basis for learning and teaching.

#### TRANSFORMATIVE SCIENCE IN THE DIFFERENTIATED CLASSROOM

EDCI 547 [3]

The focus of this course is transformational learning and teaching that meets the needs of all learners through a developmental, constructivist approach. There will be an emphasis on setting up the classroom, getting to know learners, assessing learning styles and needs, differentiated teaching strategies, and providing anchor activities to solidify learning. The course will provide a plethora of practical ideas for making science a positive and transformational experience for learners and teachers alike.

#### THE TECHNOLOGY-BASED SCIENCE CLASSROOM

EDCI 557 [3]

The inquiry-based science classroom is enhanced through the use of innovative technology tools and resources that are available to classroom teachers. This

course will focus on the use of educational technology as a vital means to transform science education through enhancing critical thinking and problem-solving skills in children using technology as inquiry-based learning tools in ways similar to those of practicing scientists. The use of Internet images, virtual science labs and field trips, simulations, digital microscopes and digital cameras, multimedia packages, global information systems, science computer databases and computer-based laboratories are examples of the resources studied and applied in this class.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research (3), or EDGR 699-Thesis (3). Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

Prerequisite: Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.

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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Social Studies (K-14)

The goal of the M.Ed. in Curriculum & Instruction: Social Studies (K-14) is to develop a concrete understanding of the integration of the Social Studies curriculum with Project-Based Learning while invigorating the teaching of Social Studies professionals and energizing students to do historical work that will demonstrate the power of critical thinking in a globalizing world.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### DEVELOPING CHARACTER THROUGH THE CURRICULUM

EDGR 502 [3]

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Social Studies (K-14) Courses

#### HISTORICAL THINKING

EDCI 572 [3]

This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the K-14 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

#### THE SOCIAL STUDIES TOOLKIT

EDCI 573 [3]

Tired of only using the textbook? This course will teach you not only about the wide range of resources that have become available by the web that should augment your teaching, it will also teach you how to access community programs like state historic sites and national museums in order to create engaging lessons. Through this course, you will acquire a rationale on integrating the web into your social studies curriculum while building a usable database of websites and lesson plans.

#### GLOBAL CITIZENSHIP: TEACHING FOR AN INTERCONNECTED WORLD

EDCI 574 [3]

Social Studies classes should be the place where students explore the world around them, both locally and globally. In this course, social studies teachers will explore the larger dynamics and questions regarding both the history of global inequality and the current, inter-connected global society of the 21st century. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in K-14 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. After taking this course, teachers will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.

#### PROJECT-BASED LEARNING AND K-14 SOCIAL STUDIES

EDCI 575 [3]

In this course, participants will learn how to enliven their Social Studies curriculum and meet the needs of a diverse group of participants. By integrating required benchmarks and standards, and using their students' interests and natural curiosity, they will not only create an active learning community, but will also raise academic expectations. Over the course of the class, participants will complete hands-on activities that mirror what they will be doing in their own classrooms. They will leave with a concrete understanding of both Social Studies curriculum integration, and Project Based Learning.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

**Prerequisite:** Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

**Prerequisite:** Successful completion of Educational Research.

The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in the field of education. The student, working with his or her educational research instructor, will explore relevant literature and present a Thesis following the procedure established by the College of Education.



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# ONLINE MASTER of EDUCATION

## M.Ed. in C & I: Teacher Leadership

An educational leader positively impacts the educational community as a professional facilitator of school culture, including professional development and system-wide innovation. Concordia University's M.Ed. in Curriculum & Instruction in Teacher Leadership is the degree for teachers who want to step up their career plans and make a difference in planning and policy. A Master's in Teacher Leadership provides the skills and experience for educational leaders to positively impact the educational community as a professional facilitator of school culture, including professional development and system-wide innovation.

## COURSE DESCRIPTIONS

### C & I Core Courses

#### CHARACTER & ETHICS OF LEADERSHIP

EDGR 506 [3]

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Educational leadership masters degree candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

#### THEORIES OF TEACHING & LEARNING

EDGR 535 [3]

This course is designed to provide leaders with the latest psychological research findings and guide them in exploring ways to directly apply these precepts to their current work setting. Topics will include the functions and anatomy of the brain and the fascinating arena of multiple intelligences. The course will fuse the latest biological and psychological understanding of how the brain works so candidates can harness this knowledge and apply it directly to enhancing their current work environment.

#### COMMUNITY OF LEARNERS

EDGR 595 [3]

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

#### CONTEMPORARY EDUCATIONAL THOUGHT

EDGR 602 [3]

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.

### Teacher Leadership Courses

#### SCHOOL & COMMUNITY PARTNERSHIPS

EDGR 620 [3]

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

#### SCHOOL LAW

EDGR 622 [3]

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a Second Language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it is critical for the leaders of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

#### CURRICULUM DESIGN AND ASSESSMENT

EDGR 520 [3]

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

#### THE ETHICAL EDUCATOR

EDCI 587 [3]

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their professional lives and to ensure that the institutional policies and practices of the system in which they work are committed and adhere to the application of ethical practice. A study of

the use of ethical principles in an educational context will include an examination of the underlying assumptions and implicit or explicit policies that support or do not support ethical practice. As a result of the activities and discussions completed in this course, educators will have the opportunity to transform their personal and professional ethical priorities.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**The Master of Education culminates with two courses: either EDGR 698-Action Research [3], or EDGR 699-Thesis [3]. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.**

#### ACTION RESEARCH (CAPSTONE)

EDGR 698 [3]

Prerequisite: Successful completion of Educational Research.

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, obtain appropriate permissions, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

#### THESIS (CAPSTONE)

EDGR 699 [3]

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# ONLINE MASTER of EDUCATION

## M.Ed. in Special Education (Available to Oregon residents only)

A Concordia University Master of Education in Special Education program will prepare you with the expertise to expand your career options in teaching students with Mild to Moderate and Moderate to Severe Disabilities at either of the following two levels: (1) early childhood/elementary, or elementary/middle or (2) middle level/high school by completing either the ECE/ELE or the ML/HS course sections. Using cutting-edge curriculum and easy-to-use online learning tools, Concordia's experienced education leaders will provide you with the best in theory and practice to prepare you for educational leadership positions in both K-12 and higher education. Concordia University's Special Education classes are designed so you may turn in assignments convenient to your schedule, remaining within the due dates of the course syllabus. Online classes are five weeks in length (except for the two required practicum courses, which are each 10 weeks), and can be accessed via the Internet at the time and location that is most convenient for you. At this time, the Master of Education in Special Education program is only available to residents of Oregon. An Oregon candidate who wishes to pursue the Special Education Master's degree must complete the full licensure program that includes the two practicum sections. This Special Education program has been approved by the Oregon Teacher Standards and Practices Commission.

## COURSE DESCRIPTIONS

### Program Requirements

Total Semester Hours: 33 hours

<b>PROFESSIONAL PLANNING SEMINAR</b>	EDGR 500 [1]	<b>INSTRUCTIONAL TECHNIQUES &amp; INTERVENTIONS</b>	EDSP 522 / 523 [3]
<b>INTRODUCTION TO SPECIAL EDUCATION</b>	EDSP 510 / 511 [3]	<b>THE LAW AND THE STUDENT</b>	EDSP 622 [3]
<b>CLASSROOM MANAGEMENT (CLASSROOM MANAGEMENT/BEHAVIOR ISSUES)</b>	EDSP 526 / 527 [3]	<b>EDUCATIONAL RESEARCH</b>	EDGR 601 [3]
<b>CLASSROOM ADMINISTRATION</b>	EDSP 524 / 528 [3]	<b>PRACTICUM (MILD TO MODERATE)</b>	EDSP 598 [2]
<b>SPED ASSESSMENT</b>	EDSP 572 / 573 [3]	<b>PRACTICUM (MODERATE TO SEVERE)</b>	EDSP 599 [2]
<b>C&amp;I - MATH &amp; READING</b>	EDSP 525 / 529 [3]	<b>ACTION RESEARCH</b>	EDGR 698 [3]
		<b>PROFESSIONAL ASSESSMENT SEMINAR</b>	EDGR 697 [1]

<b>PROFESSIONAL PLANNING SEMINAR</b>	EDGR 500 [1]	<b>CLASSROOM MANAGEMENT ML/HS</b>	EDSP 527 [3]
During the first or second semester of program matriculation, all candidates in all programs are required to complete the Professional Planning Seminar (PPS). This seminar outlines the candidates' personal and professional goals, and lists the activities and projects that will be pursued to meet these goals. The plan is based upon a pre-assessment of the candidates' skills, competencies, and work environment. The plan will include, but is not limited to, a mentoring component, portfolio development, professional course work, and in some licensure strands, in the Continuing Administrator programs, at least one professional development activity will address one or more of the standards for the continuing license. Students must complete the admissions process to the university and to the program to receive a final grade for this course.		The purpose of this course is to study students with mild to moderate disabilities as well as students with significant emotional/behavioral problems and examine research-based interventions and effective behavior supports to help them be more successful. Interventions discussed will maintain a focus that is positive, proactive and respectful of middle/high school students and staff. Additionally, students will learn how all of the interventions can be reflected on a student's Individualized Education Program (IEP).	
<b>INTRODUCTION TO SPECIAL EDUCATION ECE/ELE</b>	EDSP 510 [3]	<b>CLASSROOM ADMINISTRATION ECE/ELE</b>	EDSP 524 [3]
This course focuses on familiarizing students with special education in today's schools, including the purpose and history of special education, and the process to identify and serve students in need of specially designed instruction. This overview of special education will explore the etiology, characteristics and needs of students with intellectual disabilities, learning disabilities, emotional or behavioral disorders, autism spectrum disorders, communication disorders, deafness and hearing loss, blindness and low vision, physical handicaps, health impairments, attention deficit/hyperactivity disorder, and traumatic brain injury. This course further addresses the continuum of services ranging from early childhood special education to transitions to adulthood.		Within this course, students will gain skills and learn to feel competent with writing effective Individualized Education Plans (IEPs) and lead IEP meetings with a clear understanding of special education law. Emphasis will be placed on increasing classroom administration/management skills in the areas of completing required special education paperwork, creating a working schedule, supervising and educating Instructional Assistants (IAs), working within a multidisciplinary team, and communicating clearly with parents and teachers.	
<b>INTRODUCTION TO SPECIAL EDUCATION ML/HS</b>	EDSP 511 [3]	<b>CLASSROOM ADMINISTRATION ML/HS</b>	EDSP 528 [3]
Introduction to Special Education is a course designed to give you an overview of individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs and educational strategies of students with intellectual disabilities, learning disabilities, emotional or behavioral disorders, autism spectrum disorders, communication disorders, deafness and hearing loss, blindness and low vision, physical handicaps, health impairments, attention deficit/hyperactivity disorder, and traumatic brain injury. Existing and emerging technologies, assessment, and support services for individuals with disabilities will also be explored.		Within this course, students will gain skills and learn to feel competent with writing effective Individualized Education Plans (IEPs) and lead IEP meetings with a clear understanding of special education law. Emphasis will be placed on increasing classroom administration/management skills in the areas of completing required special education paperwork, creating a working schedule, supervising and educating Instructional Assistants (IAs), working within a special education team (SET) and communicating clearly with parents and teachers.	
<b>CLASSROOM MANAGEMENT ECE/ELE</b>	EDSP 526 [3]	<b>SPECIAL EDUCATION ASSESSMENT ECE/ELE</b>	EDSP 572 [3]
Within this course, students will be introduced to tools necessary to maximize learning for all students including a specific focus on establishing a "safe" classroom and managing challenging behaviors effectively within the classroom setting. Interventions discussed will maintain a focus that is positive, proactive and respectful of Elementary school students and teachers. Additionally, students will learn how all of the above interventions can be reflected on a student's Individualized Education Plan (IEP).		The purpose of this course is to provide participants with the knowledge of current concepts and issues in the area of assessment in special education. Students will acquire knowledge of various assessments used at the elementary level and practice the administration of both standardized and curriculum based assessments. This course establishes principles and criteria for assessment, evaluation, and diagnosis based on formal, informal, and standardized measures. Students will understand models used in Oregon school districts to determine eligibility for students with learning disabilities.	
		<b>SPECIAL EDUCATION ASSESSMENT ML/HS</b>	EDSP 573 [3]
		The purpose of this course is to provide participants with the knowledge of current concepts and issues in the area of assessment in special education. Students will acquire knowledge of various assessments used at the elementary level and practice the administration of both standardized and curriculum based assessments. This course establishes principles and criteria for assessment, evaluation, and diagnosis based on formal, informal, and standardized measures. Students will understand models used in Oregon school districts to determine eligibility for students with learning disabilities.	

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## COURSE DESCRIPTIONS (CONT.)

### C&I- MATH & READING ECE/ELE

EDSP 525 [3]

The purpose of this course is to examine the foundations of literacy and math and apply them to instruction with special-needs students who have mild/moderate learning disabilities. Participants will learn teaching methods to use with students who are exceptional and a variety of special instructional adaptations that are available. Multiple researched-based interventions and Response to Intervention (RTI) will be examined.

### C&I- MATH & READING ML/HS

EDSP 529 [3]

The purpose of this course is to examine the foundations of reading, writing and math and apply them to instruction with special-needs students. Participants will learn teaching methods and a variety of special instructional adaptations that are available for the secondary student and teacher. Multiple Research-based interventions and Response to Intervention (RTI) will be examined.

### INSTRUCTIONAL TECHNIQUES & INTERVENTIONS ECE/ELE

EDSP 522 [3]

This course is designed to prepare participants with skills necessary to effectively teach elementary school students with severe disabilities. Students will learn identification and teaching methodologies and practices in the areas of autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments. Students will learn and discuss stages of communication, teaming, functionality, adaptation, inclusion and transition. This course will emphasize teaching individuals and small groups in special education, general education, and community settings. Students will explore evidenced-based strategies across curricular areas and learn to work effectively with itinerant and paraprofessional support staff.

### INSTRUCTIONAL TECHNIQUES & INTERVENTIONS ML/HS

EDSP 523 [3]

This course is designed to prepare participants with skills necessary to effectively teach middle and high school students with severe disabilities. Students will learn identification and teaching methodologies and practices in the areas of autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments. Students will learn and discuss stages of communication, teaming, functionality, adaptation, inclusion and transition. This course will emphasize teaching individuals and small groups in special education, general education, and community settings. Students will explore evidenced-based strategies across curricular areas and learn to work effectively with itinerant and paraprofessional support staff.

### LAW & THE STUDENT

EDSP 622 [3]

The purpose of this course is to familiarize educators with the development of special education law within the context of general school law. It will set the historical and legal background for educators to understand current special education legal requirements—both procedurally and substantively. It will enable the educator to recognize and react to potential legal issues in the education of special needs students.

### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

### PRACTICUM (MILD TO MODERATE)

EDSP 598 [2]

This practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of ninety (90) hours working with students with mild to moderate disabilities which could include, but not limited to, students with Specific Learning Disabilities, Hearing Impairment, Autism Spectrum Disorder, and Other Health Impairment. During this time, the candidates will prepare and teach from one work sample. Important emphasis should include: demonstrating knowledge of the content and of teaching pedagogy; plan developmental instruction focusing on inclusion; and modifying both the content and the delivery of the lessons for individual student's needs. Use appropriate interpersonal and communication skills while assessing students using best practices, and building an inclusion program of study or behavior modification based on assessment(s). Communicate effectively with families, and work cooperatively with members of the Individual Education Plan (IEP) team.

### PRACTICUM (MODERATE TO SEVERE)

EDSP 599 [2]

This practicum is designed for those candidates who need to add another authorization level or an endorsement in Special Education. Practicum candidates will be at their sites for a minimum of 90 hours working with students with moderate to severe disabilities—this could include students with Intellectual Disabilities, Autism Spectrum Disorder, Emotional Disturbance, Other Health Impairment, as well as other students who primarily participate in a specialized program. During this time, the candidates will prepare and teach from one work sample. Important emphasis includes: demonstrate knowledge of the content and of teaching pedagogy, plan developmental individualized instruction, and modify both the content and the delivery of the lessons for individual students needs. Use appropriate interpersonal and communication skills, while assessing students using best practices, and build a program of study or behavior modification based on assessment(s). Communicate effectively with families and work cooperatively with members of the Individual Education Plan (IEP) team.

### ACTION RESEARCH

EDGR 698 [3]

#### Prerequisite: Successful completion of Educational Research (EDGR 601)

Action Research is the capstone project for the Master of Education program. During this five-week course, candidates will complete final edits of the Literature Review, collect a Letter of Consent from the site administrator, implement Action Research, collect and analyze data from the Action Research implementation, and complete the Action Research Documentation Form.

### PROFESSIONAL ASSESSMENT SEMINAR

EDGR 697 [1]

During the last semester of their program, candidates in any M.Ed. program, licensure strand or Continuing Administrator program are required to complete the Professional Assessment Seminar (PAS). Those earning the initial administrator license, M.Ed. or post masters, will present only in this course (0). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR 584-060-0041 (teacher), 584-080-0151 (initial administrator) or 584-080-0161 (continuing administrator). Additionally, the candidate's professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).



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# ONLINE MASTER of EDUCATION

## M.Ed. in Career and Technical Education (MCTE)

The Concordia University Master of Education in Career and Technical Education program is built on the expectation that educational leaders prepared by this program will have the theoretical undergirding and practical facility to be active participants in critical reflection and analysis, professional CTE discourse, in-depth project-based study, and purposeful professional collaboration.

The MCTE program is designed to identify, develop, and assess academic rigor through the clearly defined programmatic student outcomes in each course. The MCTE curriculum provides students with critical thinking and problem solving skills.

## COURSE DESCRIPTIONS

### Masters in Career and Technical Education (MCTE) Courses

#### FRAMEWORKS FOR TEACHING CTE

EDCT 501 [3]

EDCT 501 Frameworks for Teaching CTE begins with an opportunity for the student to outline personal and professional goals in a Professional Education Plan (PEP). The plan (PEP) is based on a pre-assessment of the candidate's skills, competencies, and work environment. This foundational course in the program provides the student with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery. The text for this course is *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.

#### INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

EDCT 513 [3]

A review of the development of career and technical education (CTE) — previously known as vocational education/vocational and technical education — and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

#### BASIC TEACHING SKILLS

EDCT 505 [3]

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

#### CHARACTER AND THE ETHICS OF LEADERSHIP

EDGR 506 [3]

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Educational leadership masters degree candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one's professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

#### EFFECTIVE CLASSROOM MANAGEMENT

EDCT 509 [3]

This course is designed for students new to teaching and for those who need additional information regarding the complexities of comprehensive classroom management. The course is designed to provide the student with an understanding of the different philosophies of classroom management and the social and school factors that influence student learning and behavior. The course will share a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between instruction and classroom management, and illustrate how the classroom system can be coordinated to the larger school system.

#### ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING

EDCT 537 [3]

This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second part focuses on assessment methods, including selected response, essay and performance assessment. The last section is about communicating results, that is, grading, interpersonal skills and preparing for conferences and conferencing with parents.

#### MATH IN CAREER AND TECHNICAL EDUCATION

EDCT 568 [3]

Math in Career and Technical Education teaches the student how to integrate math into their career and technical education program. Using the Oregon Common Core State Standards for Mathematics, the student learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. You learn how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. This course is designed to teach the student how to analyze each lesson and make revisions to integrate math into the CTE instructional program.

#### LITERACY IN CAREER AND TECHNICAL EDUCATION

EDCT 570 [3]

Literacy in Career and Technical Education teaches the student how to expose students to rigorous and relevant information-rich content that motivates them to develop their literacy skills, integrate content-area reading and writing strategies to aid student learning, and provide numerous enrichment activities to help students apply higher-level literacy skills to their interests and future goals. Using the Oregon Common Core State Standards for English Language Arts and Literacy, the student learns how to create literacy-enhanced lessons and apply and refine them in practical application experiences. You learn how to bridge the vocabulary and target specific learning outcomes based on district and state literacy standards. This course is designed to teach you how to analyze each lesson and make revisions to integrate literacy into the CTE instructional program.

#### EDUCATIONAL RESEARCH

EDGR 601 [3]

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

#### CTE CAPSTONE

EDCT 604 [3]

EDCT 604 CTE Capstone is an integrative learning experience in which students bring together the knowledge and skills they have acquired in the Masters in Career and Technical Education degree program at Concordia University. The capstone is student-directed, meaning students take the responsibility for selecting, planning, and implementing a professional experience which demonstrates how they can apply what they have learned in the classroom. The CTE Capstone course serves as forum in which candidates demonstrate their successes and attainment of personal and professional goals outlined in their Professional Education Plan.

**Call an Enrollment Specialist Today (877) 251-4405. Your Classroom Awaits.**

Our Enrollment Specialists are always available to answer any questions you may have. However, candidates are responsible for determining whether a degree program meets their needs, and are advised to contact the appropriate state agency, state department of education, employer, or school district in order to make this determination.

## Next Steps...

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