

Concentration in Curriculum and Instruction

The purpose of the Curriculum and Instruction (C&I) graduate program is to increase the knowledge and competence of educators and to prepare graduates for leadership roles as department chairs and curriculum directors. The focus of the program is on development, improvement and assessment of curricula, materials and instruction at all levels of the educational system. The program will provide opportunities to develop knowledge, skills, and attitudes to understand the educational needs of individuals with differing economic, social, racial, ethnic, religious backgrounds and handicapping conditions. This program is a course of advanced study and does not lead to certification.

Goals and Objectives

The Master of Arts degree in Curriculum and Instruction goals are:

1. Provide opportunities for advanced study in the area of Curriculum and Instruction
2. Prepare educators to assume leadership roles in improving the curriculum and design of instruction at all levels of schools and types of school (elementary, secondary, post-secondary, public and private, trade and professional schools).
3. Prepare educators to assume leadership roles in improving the design of classroom instruction for special populations of students (exceptional children, minorities, low-income).

Requirements

This program requires the completion of 36 graduate credits in the program of study.

Capstone Options

Students may choose one of the following options for completing the Capstone Requirement.

1. **Research Thesis:** Students selecting the thesis option must satisfactorily conduct an empirical research study and successfully defend the thesis before a faculty committee.
2. **Scholarly research and multimedia presentation:** This option requires students to write a scholarly research paper and present the contents of the paper in a multi-media presentation to a faculty committee.

[Required Courses in the Program of Study](#) [1]

Course Descriptions:

EDUC-603. HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION

This course systematically explores the history of American education from colonial times to the present. Students examine selected educational theories and philosophies with particular emphasis on their application to instruction. 3 credits.

EDUC-640. DIVERSITY IN EDUCATION

This course explores the use of knowledge about culture in the schooling process. It presents specific teaching strategies, classroom management techniques and communication strategies that have proven effective with culturally diverse student populations. Students explore ways to identify and alleviate negative bias and prejudice in teaching materials, assessment instruments, school practices and school organization. 3 credits.

EDUC-614. HUMAN GROWTH AND DEVELOPMENT

Educational implications of human development over the life-span are examined. Students will survey research with special attention to the applications to teaching and developmentally appropriate school programs. 3 credits.

EDUC-625/688. INTRODUCTION TO STATISTICS AND RESEARCH METHODS/ACTION RESEARCH

This course covers application of basic statistical techniques and research methodologies employed in qualitative and quantitative research in education. The focus of the course is primarily on action research and students will develop an action research plan as a course requirement. 3 credits.

EDUC-604. THEORIES AND METHODS OF INSTRUCTION

This course is a study of educational theories as applied to curriculum and instruction with emphasis on current trends and the identification of the instructional process, organizing operations and skills for teaching. 3 credits.

EDUC-605. CURRICULUM ORGANIZATION AND DESIGN

This course analyzes the historical, philosophical, sociological, epistemological and pedagogical bases of curriculum patterns with emphasis on relationships to contemporary designs. Students explore models of curriculum organization by which to effect curriculum change. 3 credits.

Course Descriptions/Elective Courses:

EDUC-601. CONTEMPORARY ISSUES IN AMERICAN EDUCATION

This course analyzes current trends, problems and theories based upon examination of recent educational literature. Students critically explore topics related to the formulation of curriculum, instructional policy and methodology in education. 3 credits.

EDUC-602. IDENTIFICATION AND INSTRUCTION OF THE DISADVANTAGED

This course identifies the school population classified as disadvantaged and explores the classroom, problems affecting instruction of the rural and urban disadvantaged. Students examine techniques of classroom instruction that have been successful locally and nationally. 3 credits.

EDUC-606. CAREER EDUCATION IN THE ELEMENTARY AND SECONDARY CURRICULUM

This course explores resources for career information, instruments for assessing career awareness curricula,, programs and centers and examines application of techniques for career education. 3 credits.

EDUC-607/633. THEORIES AND PRACTICES OF CLASSROOM MANAGEMENT

This course explores the application of theories, practices and identification of management skills, using the dynamics of interpersonal relations in planning and facilitating classroom instruction. 3 credits.

EDUC-608. DIAGNOSTIC TEACHING OF READING

This course consists of a review of current research and opinion, evaluation of materials techniques and programs for assessment and prescription of reading techniques. A Practicum provides students the opportunity to implement and evaluate a diagnostic-prescriptive reading program. 3 credits.

EDUC-609. IDENTIFICATION AND INSTRUCTION OF THE GIFTED

This course addresses the characteristics of the gifted and talented child. Students will analyze national and state programs for the gifted and talented and explore techniques of instruction to meet the needs of the gifted and talented student. 2 credits.

EDUC-610. DEVELOPMENT OF INSTRUCTIONAL MATERIALS

This course reviews the theory and practice in selection and use of educational media, equipment and materials. Students will review the research literature concerned with effective use of instructional materials. Each student will complete an individualized instructional materials package to be presented to the class. 3 credits.

EDUC-611. THEORIES AND PRACTICES OF EXCEPTIONALITIES

This course is designed to identify exceptional learners and provide an understanding of their educational needs. Specific teaching techniques will be explored, as well as principles and practices of program development. 3 credits.

EDUC-614/683. USING TECHNOLOGY TO ENHANCE STUDENT LEARNING AND ORGANIZATIONAL MANAGEMENT.

This course addresses current technologies from a practitioner's point of view. The Internet, World Wide Web and production software are used with the intent to make informed decisions both administratively and instructionally. Advance students will have the opportunity to focus on emerging technologies in their applications from the viewpoint of planning, enhanced communications, managing information, delivery of instruction and the latest technologies used by professionals in their respective fields. 3 credits.

EDUC-627. SURVEY OF PRE-COLLEGE SCIENCE INSTRUCTION

This course reviews contemporary issues and trends in science instruction and explores the methodologies and philosophies of the teaching of science, including various interdisciplinary characteristics of science instruction. 3 credits.

EDUC-641/682. Supervision and Evaluation of Staff/Assessment of Instruction

This course emphasizes the role of assistant principals and principals as the instructional leaders of the school and the official in charge of promoting a safe, secure student environment to make possible student learning and staff professional growth. Reflective assessment practices are thoroughly reviewed and discussed. Research is conducted by advanced students on the following topics. (1) identifying effective models of instruction; (2) student achievement; and (3) frameworks for identifying and analyzing models of teaching, decision-making, and assessment. Additionally, the course focuses on defining supervisor responsibilities, understanding and implementing controls, solving problems and making decisions, effective communications, effective leadership, motivational techniques, problem-solving, and the supervisor's role in labor relations. 3 credits.

EDUC-644. TECHNOLOGY IN TEACHING

This course presents current technological trends that will assist teachers in classroom instruction. Special emphasis is placed on the integration of multi-media software web-based materials. Students will plan and produce multi-media/Internet project in their content area using a systems approach. 3 credits.

EDUC-699. THESIS OPTION : 6 credits.

Contact:

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Source URL: <http://www.desu.edu/health-and-public-policy/concentration-curriculum-and-instruction>

Links

[1] <http://www.desu.edu/sites/default/files/u50/CI%20Req%20Courses.pdf>
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