

## Course Descriptions

### **EDT5001 *Enhancing the Curriculum with Technology*** 3 credits

The integration of technology with curriculum content and instruction.

### **EDT5002 *Emerging Technologies in Education*** 3 credits

An investigation of emerging technologies as they apply to the educational environment. Technologies include Web 2.0, cloud computing, and application categories such as presentation, storage, graphics and design, and interactive applications such as Google apps. Emphasis on using open-source applications and tools in an educational setting.

### **EDT5003 *Multimedia Technologies*** 3 credits

Instructional uses of stand-alone and internet-based multimedia technologies including experiences with multimedia tools to produce multimedia components, audio and video, for classroom use.

### **EDT5004 *Coordinating Technology in Education*** 3 credits

An investigation of common duties and responsibilities of a technology coordinator in an educational setting. Topics include school technology plans, curriculum plans, learning spaces and environments, ethics, digital equity, technology policies, management of resources, and technology training for faculty/staff. Basic infrastructure, such as hardware, software, operating systems, networking, equipment care, security issues, etc., are included.

### **EDT5005 *Teaching Online*** 3 credits

Issues related to online learning, resources, ethics, copyright issues, learning styles, management of online courses, role of the online student and instructor, online communication, learner assessment, and course evaluation.

### **EDT5006 *Designing and Construction Online Courses*** 3 credits

Prerequisite: EDT5005 *Teaching Online*

The design and construction of online, web-based, components, modules, workshops, or courses. Topics include learning theory and instructional design, web-based design principles, preliminary course planning, creating a course framework, preparing online lessons and content, constructing course materials, and preparing for course delivery.

### **EDU5001 *Issues in Education*** 3 credits

This course is an overview of the critical issues that have and are affecting public and private education. The instructor will select from the following: American pluralism/multiculturalism and the common school ideal, demographic shifts and their effects on education, outreach and evangelism, marketing the school, choice proposals and vouchers, economic issues, competition for students, high-stakes testing and assessment, standards-based education, and others. The focus on the course will be to help teachers and principals understand the research related to these issues and be knowledgeable and reflective on their effects on Lutheran education.

**EDU5002 *The School as a Learning Community* 3 credits**

This course is a study of the relationship of a school's philosophy to its practice and how it affects curriculum and instruction. The role of staff development, strategic planning, internal and external relationships, group dynamics, team building, and managing change as these relate to curriculum, instruction, and leadership style in the school will be discussed.

**EDU5003 *Curriculum Design and Implementation* 3 credits**

An exploration of the school leader's role in collaboratively developing, implementing, and evaluating curriculum to achieve a comprehensive and coordinated plan of instruction throughout the school.

**EDU5004 *Family Issues in Education* 3 credits**

This course selects from the following topics: cultural influences on families, demographic changes in families divorce and its effects on learning, child abuse and neglect, understanding family systems, generation theory and young parents, school/home partnership, family ministry, crisis intervention, and reaching out to non-member families.

**EDU5005 *Foundations of Educational Research* 3 credits**

Understanding quantitative and qualitative research and the critical analysis and application of such research to educational issues. Includes such topics as measurement theory, research designs, sampling, appropriate statistical analyses, developing research problems and hypotheses, and the use of variables in research.

**EDU5006 *Foundations of Ministry* 3 credits**

This course is a discussion of the theological foundations of church and ministry and how these principles apply to the work of a teacher and those who serve as leaders and administrators in schools. The course includes such topics as biblical authority in a changing world, the Great Commission of church and school, understanding and articulating the Christian worldview, leadership and servant hood in the church, shared ministry in church and school, and preparation for service in the church. The student should through this course develop a personal philosophy of the practice of ministry.

**EDU5010 *Diversity Issues in Education* 3 credits**

Issues and approaches to educating a diverse American society by exploring culture, values, and bias as it relates to schools and classrooms.

**EDU5011 *Classroom Research* 3 credits**

Development of skills for planning and completing a systematic action research inquiry into classroom practice, including analysis of practice, review of relevant literature, plans for change, implementation of the action research, and evaluation. Students will acquire a foundational knowledge for conducting action research.

**EDU5101 *A Balanced Approach to Reading Instruction* 3 credits**

The theory and best practices of teaching reading. Emphasis on the organization of a research-based, developmental reading curriculum. Topics include current teaching strategies, emergent literacy, vocabulary development, comprehension strategies, study skills, development, balanced instruction, national and state standards, and assessment.

**EDU5102 *Integrating the Language Arts* 3 credits**

Curricular and methodological issues of language arts based on current research. Uses national and state language arts standards to examine best practices for language arts instruction. Emphasis on the integration of the language arts components: reading, listening, speaking, viewing, and visual representation.

**EDU5103 *Improving Instruction in Mathematics and Science* 3 credits**

The teacher's role in inquiry teaching and problem solving; the current science and mathematics curriculum; resources for teaching science and mathematics in the elementary school; state and national standards-based curriculum and instruction.

**EDU5105 *Improving Instruction Methodology* 3 credits**

This course equips participants to lead staff development initiatives within elementary schools. Attention is given to research on effective teaching practices, brain research and its impact on instruction, multiple intelligence theory, learning styles, differentiated instruction, and practical approaches for presenting these practices to teachers.

**EDU5106 *Assessment of Learning and Instruction* 3 credits**

The design and application of appropriate learning assessment strategies that consider the pedagogical intent, state, federal, and subject standards, and the diversity of the students.

**EDU5107 *Cognitive Psychology* 3 credits**

The study of how information is acquired, processed, and stored (how the mind works) with implications for teaching and learning.

**EDU5109 *Designing Classroom Instruction* 3 credits**

Constructing curriculum at the classroom level by creating units of instruction that align standards and desired outcomes with instruction and assessment so that the needs of all learners are met.

**EDU5201 *Teaching Children with Learning Disabilities* 3 credits**

This course is a survey in the field of learning disabilities and is designed for educators and administrators. The course addresses the theoretical foundation and the practical issues in the field of learning disabilities. Topics include the following: characteristics of children with learning disabilities, assessment of specific learning disabilities, strategies that help children with learning disabilities, and contributions from other disciplines.

**EDU5202 Behavioral and Emotional Disabilities** 3 credits

This course provides teachers of emotionally/behaviorally disordered students with an understanding of and practice with techniques derived from ecological, behavioral, and educational models for classroom interventions, as these models are interpreted and understood from a scriptural viewpoint.

**EDU5203 Diagnosis and Assessment of Students with Special Needs** 3 credits

Administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, physical/health disabilities, emotional/ behavioral disorders, and learning disabilities. Includes laws governing assessment in special education, standards of professional practice, standardized and teacher-developed assessment procedures, and psychometric theory.

**EDU5204 Diagnosis and Remediation of Reading Difficulties** 3 credits

Causes, diagnosis and assessment, prevention and correction; intervention practices useful to the classroom teacher and special teacher of reading.

**EDU5205 Communication Disabilities** 3 credits

Historical and current issues related to education of individuals who have communication disabilities, including the deaf or hard of hearing, with implications for classroom teaching and mainstreaming.

**EDU5207 Human Exceptionalities in the Classroom** 3 credits

Study of legislation, current issues, instruction, and resources as they apply to the needs and characteristics of exceptional children and youth.

**EDU5301 Educational Leadership** 3 credits

This course provides an overview of school leadership in Lutheran elementary schools, including such topics as the biblical model of servant leadership, leadership aptitudes, personal leadership profile, team leadership and its application in the congregational setting, and the role of principal and pastor in relation to the Lutheran elementary school.

**EDU5302 Supervision of Instruction** 3 credits

This course examines supervisory theory and provides a framework for matching supervisory approach to teacher need, preference and career stage. Techniques for effective observation and collection of meaningful data are presented and practiced. The distinction between formative and summative evaluation and the need for both are emphasized. Students are equipped to apply developmental philosophy to supervisory relationships.

**EDU5303 Open Transfer of an Elective: xxxxxx**

At times, a student may wish to transfer a course which has no comparable course in the Master of Science in Education program, but which fits the objectives and goals of the program. A student may submit for transfer such a course, together with an explanation of suitability of this course as transfer into the program. The Director of Graduate Studies will determine the

suitability for transfer of such a course; if the transfer is accepted, the course will substitute for any of the electives. Students may have only one Open Transfer for an Elective. The transcript will indicate EDU5303 Open Transfer for an Elective: [the name of the transfer course will be listed]

**EDU5304 *School Law*** 3 credits

School law provides insights into how law intersects with learning. Constitutional, statutory, and case law are studied and applied to school and classroom.

**EDU9006 *Licensure Seminar*** 1 credit

An overview of the internship capstone, professional portfolio, state teaching standards, and code of ethics. Intended for students seeking the master's degree and Minnesota post-baccalaureate licensure.