

## **Master of Education (M.Ed.)**

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The master of education degree at Southwestern College meets the needs of area teachers and provides assistance for those seeking national certification through the National Board for Professional Teaching Standards (NBPTS). Majors in curriculum and instruction or special education are offered. Most Southwestern graduate students are professionals employed in education or other fields. To accommodate the needs of these students, graduate classes are scheduled evenings and weekends in six- and 12-week sessions.

### **For More Information**

For admission forms or more information write, call, fax, or e-mail:

Office of Admission

Southwestern College

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### **Program Requirements**

#### **M.Ed., Major in Curriculum and Instruction**

The online master of education with a major in curriculum and instruction (M.Ed. in C&I) includes 33 semester hours of courses for P-12 grade teachers and other professionals seeking to enhance their knowledge and skills in curriculum, teaching, and assessment. Enrollment in the program requires a minimum 2.5 grade point average, an application, and degree-bearing official transcript from a Higher Learning Commission or equivalently accredited college or university. Once admitted, dispositions will be assessed and such information is aggregated across all students to establish baseline information for the program.

The M.Ed. in C&I is organized through a four-dimensional approach to preparing educators for the 21st century and is grounded in the five core propositions of the National Board for Professional Teaching Standards (NBPTS). Those propositions are that teachers:

- are committed to students and their learning
- know the subjects they teach and how to teach those subjects to students,
- are responsible for managing and monitoring student learning,
- think systematically about their practice and learn from experience, and
- are members of learning communities.

This program is consistent with the conceptual framework of The Dole Center for Teacher Education, which specifies that we build professional educators who have the abilities of wisdom, interaction, facilitation, and reflection. Each of these abilities can be seen in all of the dimensions of the program.

The first dimension of the program, the Professional Core, is a series of courses in the theoretical, philosophical, cultural, and historical processes of curriculum and teacher leadership. These courses assist candidates in using their knowledge of what students know, how they think, who they are, where they come from, and what motivates them. The courses that accomplish this active understanding and demonstration of skills are EDUC 501 Current Educational Trends, EDUC 530 Curriculum Development, EDUC 542 Instructional Design, EDUC 549 Race, Class, and Power in Schools, EDUC 518 Educational Practice and Innovation.

The second dimension, the Area of Emphasis, provides for content focus in instruction. Graduate students will have a specified curricular strand that includes EDUC 520 Instruction and English Language Learners, EDUC 540 Creating Community in the Classroom, and EDUC 560 Investigating Student Work. The content area focus promotes critical thinking skills and helps graduate students use prior knowledge to gain confidence and independence in posing, exploring, and solving new problems.

The third dimension, Research and Assessment, provides teachers with the tools to become effective and perceptive educators in their schools and classrooms. Through a series of courses in action research and assessments, tests, and measurements, graduate students learn to gauge student progress through the on-going processes of action research, multiple evaluation methods, and the interpretation of research literature, which serves as a guide for improving their practice. Considered crucial, the mastery of these tools connects teacher-leaders to their daily practice through a systematic, scientific framework that validates their work and brings about positive curricular, instructional, and evaluative changes in their individual classrooms. This dimension is accomplished through the following courses: EDUC 512 Action Research and EDUC 543 Assessments, Tests and Measurements.

The last dimension is the Pathway (Portfolio) Experience. The M.Ed. in C&I degree is a standards-based program grounded in the precepts of the National Boards of Professional Teaching Standards (NBPTS). The program promotes that assessment as a course of action will provide demonstrated evidence of the graduate student's growth and development. The vehicle for this assessment is the portfolio. The portfolio will be a purposeful collection of educational artifacts developed throughout the program, which are designed to provide tangible evidence of the candidate's academic growth, skill development, and professional dispositions that improve instruction and assessment to enhance student learning.

EDUC 562 Portfolio

The contents of the portfolio provide evidence of the candidate's competence in:

- Thoroughly knowing the subjects taught and how to effectively teach those subjects to students
- Effectively managing and monitoring student learning
- Thinking systematically about practice and learning from that experience
- Demonstrating competencies in critical and reflective thinking, and scholarly writing
- Demonstrating commitment to students and their learning
- Demonstrating growth and transformation through the establishment of new professional goals
- Disseminating knowledge and appropriate practice to the professional community

Reflective statements similar to those in NBPTS licensure processes will connect themes of experiences in the candidate's graduate program to understanding of theory, research, knowledge, skills and dispositions learned. The electronic presentation of the portfolio to the teacher education faculty has as its main goal an assessment process that incorporates work completed during the program and requires the candidate to engage in critical dialogue on how her/his current self-evaluation processes reflect the thoughtful consideration of knowledge gained through the completion of the program presented in her/his role as a teacher/scholar.

The master of education with a major in curriculum and instruction incorporates the ideals of the National Board and empowers teachers to become reflective practitioners who will be able to meet the challenge of providing quality educational programs for all students.

Students pursuing an M.Ed. must earn a grade of "C" or better in each course required for the program.

**Major Requirements: (33 credit hours).**

In the Professional Core:

501 Current Educational Trends

518 Educational Practice and Innovation

530 Curriculum Development

542 Instructional Design

549 Race, Class, and Power in Schools

Area of Emphasis:

520 Instruction and English Language Learners

540 Creating Community in the Classroom

560 Investigating Student Work

In Research and Assessment:

512 Action Research

543 Assessments, Tests and Measurements

Portfolio Experience:

562 Portfolio

## **Education Courses**

### **Department Code: EDUC**

**501 Current Educational Trends.** Analysis of issues and trends in terms of their applications to current educational structures and implications for educators and their professional development. Credit 3 hours.

**512 Action Research.** This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The primary objective of the course is to prepare students to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) students' recognition of their own expertise. Credit 3 hours.

**518 Educational Practice and Innovation.** Develops an understanding of the context and nature of educational practice and innovation in schools and classrooms; identifies different forms of innovation in learning and teaching and enables teachers to take a critical approach to integrating innovative practices; enables informed judgments and critical thinking in the context of educational practice. Credit 3 hours.

**520 Instruction and English Language Learners.** Students will investigate different educational models for language minority learners, and the instructional methods that work for ELL students. Credit 3 hours.

**530 Curriculum Development.** Focus of the course is on the development and implementation of performance-based learning activities throughout the curriculum. Credit 3 hours.

**540 Creating Community in the Classroom.** Students will discuss topics such as the structure and management of the classroom. The curriculum includes interdependence, cooperation, trust, responsibility, and active participation. Teaching strategies include techniques, and activities that emphasize decision-making, critical thinking, cooperation, responsibility, and empowerment. Credit 3 hours.

**542 Instructional Design.** Students will cover typical instructional design models and learning theories. Students will complete an entire instructional design unit including curriculum, instruction, and assessment of student learning. Credit 3 hours.

**543 Assessments, Tests, and Measurement.** Provides classroom educators with the knowledge and skills necessary to effectively measure student achievement and the reflective skills necessary to examine and improve upon practice. Credit 3 hours.

**549 Race, Class and Power in Schools.** Students will explore theoretical frameworks for understanding cultural difference as it impacts teaching and learning in the classroom. They will examine ways to provide equity in education for all students. Credit 3 hours.

**560 Investigating Student Work.** Students will investigate ways in which the things students make in and for school can be studied as evidence of teaching and learning. Credit 3 hours.

**562 Portfolio.** The focus of this course will be the development of a purposeful collections of educational artifacts designed to provide tangible evidence of the candidate's ability to reflect on and critically examine educational practices that improve instruction and enhance student learning. It is a capstone experience in the major. Credit 3 hours.