



# SCHOOL OF EDUCATION

UNIVERSITY of WASHINGTON | TACOMA

## Master of Education for Practicing Educators

Our program is designed as a part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. The program allows students to embed endorsements into degree programs, should they desire to do so. To meet the needs of students who are employed during the weekday, most courses follow an evening schedule.

### Curriculum and Instruction Study Option

**Description:** Prepares current teachers in grades K-12 to understand curricular, instructional, and assessment issues related to content instruction.

**Student Learning Goals:**

Upon completion of the program students will be able to:

- Critically analyze different theoretical, empirical and practical issues of curriculum design and implementation.
- Identify and critique the null, overt, and hidden aspects of curricula design and implementation.
- Identify and respond to differential impacts of curricula on student learning.
- Interrogate relationships of curricula design and implementation within local, state, national and international educational policy contexts.
- Evaluate and design cycles of curriculum that include planning, implementation, and assessment.

Course Requirements	Course	Credits	Quarters Offered	Course Title
<b>Core Courses</b> (12 Credits)	<b>Courses required for all M.Ed. Candidates in all Study Options</b>			
	T EDUC 501	3	WIN/SUM	Foundations of Education: Policy, Ethics, & Philosophy
	T EDUC 502	3	AUT/SUM	Learning about Learning
	T EDUC 503	3	WIN/SUM	Educational Measurement
	T EDUC 504	3	AUT/SPR/SUM	Understanding Educational Research
<b>Study Option Courses</b> (18 Credits)	<b>Required (9 credits):</b>			
	T EDUC 530	3	AUT (even yrs.)	Curriculum Inquiry
	T EDUC 569*	3	SUMMER	Testing and Evaluation for ELL
	T EDUC 520	3	AUT/SUM	Multicultural Education
	<b>Choose three courses (9 credits) from the following list:</b>			
	T EDUC 531	3	SPRING	Curricular Uses of Children’s Literature
	T EDUC 541	3	AUTUMN	Reading Methods and Interventions
	T EDUC 543	3	SPRING	Math Methods and Interventions
	T EDUC 563*	3	WINTER	Cultural and Linguistic Contexts for Instructing ELL
	T EDUC 564*	3	AUTUMN	Methods and Curricula in Literacy Instruction for ELL
T EDUC 565*	3	SPRING	Research & Methods in Math & Science Instruction for ELL	
<b>Culminating Experience</b> (6 Credits)	Winter Quarter: TEDUC 599 ~ Culminating Project Spring Quarter: TEDUC 599 ~ Culminating Project Final project designed in collaboration with faculty as an application of the program's theory and research.			
<b>Total Credits</b>	<b>36 Credits</b>			
*These 4 courses are 100% online. They also make up 4 of the 5 required courses for earning an Endorsement in ELL (Teaching English Language Learners). The remaining ELL endorsement requirements are TEDUC 519 and the ELL WEST-E.				

# Curriculum & Instruction Study Option Course Descriptions

## **T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy**

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities.

## **T EDUC 502 Learning About Learning**

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts.

## **T EDUC 503 Educational Measurement**

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials.

## **T EDUC 504 Understanding Educational Research**

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

## **T EDUC 520 Multicultural Education**

Explores major theoretical, political, and pedagogical issues in multicultural education. Studies institutional and cultural discrimination such as race, ethnicity, class, sexuality, gender, disability, and language.

## **T EDUC 530 Curriculum Inquiry**

Examines reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. Focuses on the ideas and strategies needed to enhance instructional effectiveness.

## **T EDUC 531 Curricular Uses of Children's and Young Adult Literature**

Examines the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Analyzes the variety of trade books currently available.

## **T EDUC 541 Reading Methods and Interventions**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress.

## **T EDUC 543 Math Methods and Interventions**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics.

## **T EDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners**

Examines research on the social contexts of learning and teaching English as a second language. Analyzes multidisciplinary studies on culture in applied linguistics, sociolinguistics, and language policy.

## **T EDUC 564 Methods and Curricula in Literacy Instruction for English Language Learners**

Focuses on research finding related to oral language, literacy, and academic achievement for English language learners in the United States. Examines the theoretical underpinnings and research-based principles of various methods and curricula.

## **T EDUC 565 Research and Methods in Mathematics and Science Instruction for ELL**

Examines mathematics and science instruction for English learners by drawing upon theories and research finding in mathematics/science education, bilingual education, second language acquisition, and multicultural education.

## **T EDUC 569 Testing and Evaluation for English Language Learners**

Focuses on the research on language assessment. Examines the debates about the socially situated nature of language and the skill-based individualistic focus in current conceptualizations of language proficiency.