Degree Details
Center for Graduate Studies

NORTHWESTERN COLLEGE
ST. PAUL, MINNESOTA

ADULT EDUCATION YOU CAN HAVE FAITH IN.

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education (MAED) program is a non-licensure graduate degree ideal for licensed teachers (P–16) who wish to expand their knowledge and skills related to curriculum, instruction, assessment, technology, educational leadership, and culturally competent practices. The MAED is also well suited to individuals in a variety of other educational contexts including church and parachurch organizations, business, educational cooperatives, and social service agencies addressing the educational needs of immigrant populations. Program participants choose from one of three concentrations: Curriculum & Instruction, Instructional Technology, or Immigration & Education.

Program Cost
Academic Year 2012–13

- Tuition: $465 per credit
- Books: $1,500 (est.)

Program Delivery

Blended format

- On-site classes one night a week
- Online interaction between classes

Timeframe

Completion time for the Master of Arts in Education is dependent upon course schedules and availability.

Master of Arts in Education Foundational Courses (24 credits)

EDU5100	Worldview and Educational Leadership	3
EDU5105	Educational Leadership for Educational Improvement	3
EDU5110	Assessment and Evaluation	3
EDU5115	Learners and Learning in Diverse Classrooms	3
EDU5120	Theoretical Foundations of Learning	3
EDU5125	Instructional Technology	3
EDU5130	Educational Research for Educational Improvement	3
EDU5855	Action Research Capstone and Seminar	3

Choose one of the following concentrations:

Concentration in Curriculum & Instruction (12 credits)

EDU5200	Current Trends of Curriculum and Instruction	3
EDU5205	Cognition and Instruction	3
EDU5210	Curriculum Theory and Practice	3
EDU5215	Technology Integration	3

Concentration in Instructional Technology (12 credits)

EDU5300	Instructional Design	3
EDU5305	Computer-Based and Online Instruction	3
EDU5310	Application of Educational Media and Technology	3
EDU5315	Technology Leadership Issues	3

Concentration in Immigration & Education (12 credits)

EDU5400	Global Issues and Immigration Policies Affecting Schools	3
EDU5405	Immigrant Children and Families	3
EDU5410	Social Integration Theories and Practice	3
EDU5415	Teaching and Learning in a Cross-cultural Context	3

Courses subject to change. Consult current catalog at nwc.edu/catalog for complete course descriptions.
Contact your Center for Graduate Studies admission counselor at 651-631-5200 for more information.

Rev. 09/2012

Master of Arts in Education Course Descriptions

EDU5100 Worldview and Educational Leadership 3 cr
This course examines the biblical foundations for leadership in the educational context. Various leadership styles are examined in the light of biblical principles. The role of teacher leadership in the schools and the unique moral and ethical challenges confronted in the school context are explored.

EDU5105 Educational Leadership for Educational Improvement 3 cr
(PQ EDU5100) This course explores educational leadership issues faced by teachers and administrators such as school improvement, long-range planning, curriculum design, resource management, and team building and explores methods and strategies that may be used to create change and improvement. Students explore issues specific to their area of concentration, interest, and context to identify a leadership plan that incorporates applicable strategies.

EDU5110 Assessment and Evaluation 3 cr
This course develops a knowledge base for understanding assessment and evaluation in the school context. The alignment of curriculum, instruction, and assessment is explored with an emphasis on applying methodologies and tools which support this alignment. The use of assessment data to inform instruction, to monitor student progress, and to improve curriculum is discussed with an emphasis on applications to the candidate's current educational setting.

EDU5115 Learners and Learning in Diverse Classrooms 3 cr
This course explores learning theories applicable to teachers as they guide student learning in today's diverse educational environments. Research-based practices are presented and discussed. Differentiated Learning and Universal Design models are explored with an emphasis on developing teacher competency in designing instruction responsive to the learning needs of all students.

EDU5120 Theoretical Foundations of Learning 3 cr
This course provides a strong foundation for understanding learning theory and its implications for curriculum design, instruction, and assessment. An historical perspective on learning theory as well as recent research is explored. Special emphasis is placed on the application of the theory to educational practice.

EDU5125 Instructional Technology 3 cr
This course surveys current technologies for teaching and learning and prepares the candidate to integrate current technology for engaging students and improving instructional practice. Social, ethical, and legal issues of technology use in schools will also be explored in the course.

EDU5130 Educational Research for Educational Improvement 3 cr
(PQ EDU5110) This course provides a foundation for understanding educational research and its role in improving teaching and learning. The course introduces research methodologies and process and allows candidates to critique research reports. In addition, this course guides candidates to explore action research process including writing a literature review, designing a research question, and defining data collection methods to prepare a research proposal.

EDU5855 Action Research Capstone and Seminar 3 cr
(PQ EDU5130) This course is the final course in the foundation curriculum. It builds on the course of *Educational Research for Educational Improvement* and requires candidates to complete an action research project within their area of concentration and present their research project paper and culminating portfolio to a faculty committee. Through these experiences the student must demonstrate effective oral and written communication, effective use of technology, the ability to integrate worldview concepts and educational decision-making, critical thinking, and an in-depth understanding of the chosen area of concentration.

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Rev. 07/2012

MAED Course Descriptions, cont'd.

EDU5200 Current Trends of Curriculum and Instruction 3 cr
This course discusses major curricular movements, principles of curricular development, and current trends including content area and national and state standards. It also introduces recent theoretical and research development related to P-16 classrooms and current practices and innovations in instructional practices.

EDU5205 Cognition and Instruction 3 cr
This course surveys key concepts, findings, and applications of cognitive science in relevance to classroom instruction. It explores implications of cognitive science for effective instruction to foster deep understanding, active thinking, and sustainable transfer of learning.

EDU5210 Curriculum Theory and Practice 3 cr
This course builds on the foundation course, *Theoretical Foundations of Learning.* The course introduces basic concepts of curriculum design and provides opportunities for curriculum development. Students may choose to focus on specific subjects and educational level for their exploration of curriculum theory and practice.

EDU5215 Technology Integration 3 cr
This course builds on the foundation course, *Instructional Technology* and focuses on principles and practices of effectively integrating technology in classrooms. This course follows the framework of technological pedagogical content knowledge (TPCK) for technology integration. It provides opportunities for candidates to examine the technology needs in their classroom and develop and implement action plans for effective technology integration.

EDU5300 Instructional Design 3 cr
This course introduces instructional design process, from analysis through implementation and evaluation. In this course, candidates will practice designing effective and appealing instruction based on principles from instructional theory.

EDU5305 Computer-Based and Online Instruction 3 cr
This course surveys the theoretical and pedagogical applications of computer-based and online learning. It guides candidates to reflect on their teaching methods using computer technology. It also provides guidelines for selecting and evaluating instructional media and methods.

EDU5310 Application of Educational Media and Technology 3 cr
This course examines the characteristics of widely used multimedia technologies for teaching and learning. It emphasizes the development of audio, video, and interactive media presentation skills.

EDU5315 Technology Leadership Issues in P-12 Schools 3 cr
This course focuses on issues typically encountered by technology leadership personnel at schools. Topics include planning for, implementing, and integrating technology into classroom activities, staff development and training, Internet acceptable use, acquiring funding for technology initiatives, building stakeholder collaboration, and managing technology systems in school settings.

EDU5400 Global Issues and Immigration Policies Affecting Schools 3 cr
This course explores current global issues and trends that have influenced the education of children both within and outside of the United States. It provides a foundation for understanding immigration policies, laws, and their impact on schooling. Resources for assisting families affected by immigration policies and addressing immigrant-related issues in schools are investigated with special consideration of innovative solutions, community networks and strategies, and faith-based programs.

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MAED Course Descriptions, cont'd.

EDU5405 Immigrant Children and Families 3 cr
This course provides the candidate with an understanding of the special issues confronting immigrant families and children and their potential impact on learning. Course topics include but are not limited to health and safety services, dealing with post-traumatic stress, mental health counseling, conflict resolution, gender roles, economic challenges, and community and faith-based resources. Emphasis is placed on how these issues are related to the educational success of children and families and strategies that schools and districts can implement to assist in these populations.

EDU5410 Social Integration Theories and Practice 3 cr
This course explores current theories and practices related to social integration with a focus on analyzing them from a biblical worldview perspective. Strategies emerging from these theories and applicable to the current work in P–12 schools are discussed in depth with a focus on application to the specific educational context of the candidates.

EDU5415 Teaching and Learning in a Cross-cultural Context 3 cr
This course builds on the concepts developed in *Learners and Learning in Diverse Classrooms* by examining in more depth the instructional challenges faced by teachers and students in cross-cultural learning environments and linguistically diverse settings. Theories related to second language acquisition, family cultural norms, and cultural competence are explored. Candidates develop a personal statement about cross-cultural teaching and learning. Drawing on the theories discussed and an understanding of biblical worldview perspectives, students identify specific strategies applicable to their educational context.