For more information:
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Graduate School of
Education
http://www.lesley.edu/prek-12-education-programs/

Non-Licensure

M.Ed. in CURRICULUM and INSTRUCTION

Experienced educators seeking an advanced degree to enhance their professional skills may enroll in this on-campus non-licensure master's degree program. Students take seven foundation courses, one advanced topics course, and three courses to create an area of concentration, which is individually designed to support the student's academic interests.

Each student is assigned an advisor who assists with the selection of courses for the area of concentration and with the development of independent study projects that may be included as part of the degree program.

Areas of Concentration
Courses are selected in consultation with the student's advisor to create a cohesive program of study in one of the following disciplines:
- Creative Arts in Learning
- Early Childhood
- Educational Technology
- Elementary Education
- Literacy
- Mathematics
- Science
- Special Education
- Students may design their own concentration, in consultation with their academic advisor.

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
Foundation Courses		**21**
EEDUC 6125	Dimensions of Teaching and Learning	3
ECOMP 5007	21st Century Teaching: Supporting All Learners with Technology	3
EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 7112	Making the Systems Work! Integrating Data and Instruction	3
EEDUC 6111	Constructing the Equitable Classroom: From Theory to Practice *(designed for elementary level teachers)*	3
or	**or**	
EEDUC 6162	Equity and Achievement: A Socio-Political Approach *(designed for middle school/high school level teachers)*	
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar *(to be taken as final course in the program)*	3
Advanced Topics Courses - Choose one		**3**
EAGSR 7004	Adult Learning and Development	
EAGSR 7116	Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning	
Concentration Area Courses – Choose three in consultation with advisor		**9**
TOTAL CREDITS		**33**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Course Descriptions

EEDUC 6125 Dimensions of Teaching and Learning
Students identify and use resources available to support them in their learning, teaching, and reflection. They begin to examine their identity as learners and professionals and use what they learn to explore ways that educational practices and enduring educational controversies can be understood using multiple perspectives and the knowledge that people learn differently. They also begin to build a portfolio in which they reflect upon and demonstrate their expanding understanding and competencies.

ECOMP 5007 21st Century Teaching: Supporting All Learners with Technology
This hands-on course teaches the integration of a broad range of technologies that foster a school climate and culture that actively supports learning for all students, including students with disabilities and students who are culturally and linguistically diverse. Participants develop the knowledge and skills to support diverse learners, including: understanding the learning characteristics of these students; leveraging digital media to support collaborative learning opportunities; evaluating and selecting appropriate computer-based applications and online tools; experimenting with and using assistive technologies; integrating technologies into the curriculum; and discussing trends and research that support these students in the classroom.

EEDUC 7111 Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design
Students work with several models and frameworks of curriculum development and their application to systems, classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum, portfolio, and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

EEDUC 7112 Making the Systems Work! Integrating Data and Instruction *(title change pending approval)*
Participants explore the standards-based reform movement with particular emphasis on teachers' emerging roles as curriculum developers. Where curriculum development, multiple assessment tools, and technological advances for incorporating big data intersect is the nexus for this course. Building on prior coursework and their own practice, participants apply and critique a process for planning curriculum and assessment and integrating data, designed to support students in diverse classrooms to gain a deeper understanding of important concepts and skills.

EEDUC 6111 Constructing the Equitable Classroom: From Theory to Practice
This course will examine the goals, assumptions, and strategies of multicultural education and assist teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners and explore practitioner-based strategies, resources, and materials for the development of classrooms that are culturally affirming and inclusionary. Through activities and assignments, students will both explore and demonstrate a developing awareness of how various artistic mediums can be utilized as important aspects in the development of a multicultural curriculum. Reading will be placed within the context of public schooling today in order to develop students' "cultural consciousness" of the shared societal assumptions that we bring to our teaching experiences.

EEDUC 6162 Equity and Achievement: A Socio-Political Approach
This course will encourage Middle School and High School certification and advanced degree students to explore the theoretical foundations and frameworks for developing a reflective, equity-based educational practice. Through a variety of cognitive and affective approaches, students will identify and critically analyze historical, socio-cultural, and school-wide factors that have contributed to unequal academic outcomes, explore practitioner-based strategies, and develop culturally-affirming resources and materials for content-specific courses, classroom, and school-wide use.

EEDUC 6126 Classroom and School Inquiry
Classroom and School Inquiry focuses on the understanding and critical analysis of educational research and methods for accurately communicating this information to the public. As teachers participate in redefining their educational roles, decision-making and action-oriented classroom practice will be critical in promoting student learning. Both require problem-solving, which is enhanced by the forming and testing of hypotheses, gathering data that is then analyzed, synthesized, and evaluated, and generating solutions. This course will engage students in this process by acquainting them with the knowledge and techniques necessary for them to become lifelong teacher researchers, and to present the results of their research effectively and professionally to a variety of audiences.

EEDUC 6127 Action Research and Seminar
In this course, students demonstrate their expanding understandings and competencies as teachers by collaborating with several classmates to design a research project that can have a direct impact on their classroom, school, or school community. In addition, work from this course provides students with opportunities to develop professional development presentations and their leadership skills. *Prerequisite: EEDUC 6126 or an equivalent research course*

EAGSR 7004 Adult Learning and Development
This course will review the theories, research, and models on adult learning and development. It explores the social context in which adults learn and develop, and the influences of race, class, gender, and culture. Students will be required to apply the material to a practice setting. This is a seminar designed for advanced graduate students.

EAGSR 7116 Learning and the Brain: Fitting the Nurture of Teaching to the Nature of Learning
In this course, educators will explore how neuroscience can be used to improve student learning. Learning occurs through the biological medium of the brain. Activating and altering neurobiological processes within the nervous system is key to learning. Participants will examine the physiological mechanisms involved in memory, executive function, attention, emotion, motivation, stress, and resilience, and investigate practical applications for improved teaching methods and curricular design.