Master of Science (MS) in **Education**
with a specialization in

**Curriculum and Instruction**

Effective October 9, 2017
Master of Science (MS) in Education with a specialization in Curriculum and Instruction

Learners in the master’s Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers interested in teaching-improvement initiatives supported by current theory and research in curriculum design and instructional models, and assessment strategies focused on increasing student achievement. Teachers participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

This specialization is part of Capella University’s Education Preparation Provider (EPP) unit, which is accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards for a period of 8 years, from 10/22/2010 to 12/31/2018. Capella University’s EPP is eligible for and will seek accreditation based on the Council for the Accreditation of Educator Preparation (CAEP) Standards during fall 2017/spring 2018. CAEP is the single specialized accreditor for educator preparation, and administers NCATE accreditation.

This specialization is offered in the GuidedPath delivery model.

This guide is intended to provide an overview of the specialization and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
Career Information

RELATED EMPLOYMENT SETTINGS TO EXPLORE

- P–12 public school
- P–12 private school
- Alternative school
- Charter school
- State education department
- School district office
- For-profit curriculum development company
- Community or technical college
- Military education
- Nonprofit organization
- Adult education program
- Research and policy organization
- Continuing education program

RELATED JOB TITLES TO EXPLORE†

- Adjunct or part-time faculty
- P–12 teacher
- Curriculum coordinator
- Curriculum specialist
- Curriculum designer

SPECIALIZATION OUTCOMES

- Develop curricula reflecting the local philosophy and mission, professional research, current trends, and community and societal needs
- Instruct, design, and assess learning
- Collaborate for the improvement of curriculum and instruction
- Lead in curriculum and instruction
- Evaluate and incorporate research to enrich practice and theory in curriculum

†These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

Learners enrolled in the Master of Science in Education degree program have the option to complete multiple specializations.
Curriculum

- 11 required courses
- Total program credits: 46 quarter credits

**CORE COURSES**

- ED5010  Foundations of Master’s Studies in Education ........ 4 quarter credits
- ED5500  Standards-Based Curriculum, Instruction, and Assessment .......................... 4 quarter credits OR
- EDT5130  Understanding Competency-Based Curriculum and Instruction .......................... 4 quarter credits
- ED5503  Classroom Management Strategies .................. 4 quarter credits OR
- EDT5122  Digital Citizenship and Technology Applications ........ 4 quarter credits
- ED5504  Strategies for Eliminating the Achievement Gap .................. 4 quarter credits
- ED5006  Survey of Research Methodology ................. 4 quarter credits

In addition, choose one from the following courses:

- ED5501  Assessment and Improvement of Instruction ........ 4 quarter credits
- EDT5140  Personalized Learning: Instruction and Assessment .... 4 quarter credits
- EDT5142  Adaptive Instruction and Assessment .................. 4 quarter credits
- EDT5150  Instructional Coaching to Improve Teaching and Learning .................. 4 quarter credits

**SPECIALIZATION COURSES**

- ED5533  Curriculum Mapping: Reflection and Practice ........ 4 quarter credits
- ED5534*  Instruction and Assessment: Theory and Practice .......... 4 quarter credits OR
- EDT5142  Adaptive Instruction and Assessment .................. 4 quarter credits
- ED5535*  Collaboration for the Improvement of Curriculum and Instruction .................. 4 quarter credits OR
- EDT5126  Collaborative Learning Environments ................. 4 quarter credits
- ED5538*  Program Evaluation of Curriculum and Instruction ........ 4 quarter credits
- ED5546*  Curriculum and Instruction Practicum for Master’s Learners ........................................ 6 quarter credits

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement. Kentucky residents are not eligible to enroll in this specialization. The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

ED5010  Foundations of Master’s Studies in Education  4 QUARTER CREDITS
This course provides learners with opportunities to acquire and use graduate-level skills, including critically examining and applying relevant educational theory to teaching practice. Learners develop expertise in appreciative inquiry and scholarly writing and explore the relevance of multicultural perspectives and diversity. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. **Must be taken during the first quarter by learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer.**

ED5006  Survey of Research Methodology  4 QUARTER CREDITS
This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

ED5500  Standards-Based Curriculum, Instruction, and Assessment  4 QUARTER CREDITS
Learners in this course examine the impact of national and state learning performance standards on curriculum planning, instruction, and assessment. Learners also design curriculum using a research-based curriculum planning and instructional model, and identify and demonstrate the disposition and skills expected of a professional educator and self-directed learner.

ED5501  Assessment and Improvement of Instruction  4 QUARTER CREDITS
In this course, learners examine instruction and learning improvement strategies and collaborate with students’ families, the community, and other professionals for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

ED5503  Classroom Management Strategies  4 QUARTER CREDITS
Learners in this course apply strategies for managing diverse and challenging student behaviors and develop the skills needed to create classroom environments that maximize the opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of teachers, students, and families under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

ED5504  Strategies for Eliminating the Achievement Gap  4 QUARTER CREDITS
Learners in this course examine the origins and complexities of student achievement gaps within the contexts of gender, race, culture, ethnicity, socioeconomic status, and language difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**
EDT5122  Digital Citizenship and Technology Applications  4 QUARTER CREDITS
In this course, learners evaluate the ways that students and teachers become responsible digital citizens. Learners apply best practices for responsibly accessing, evaluating, and using online resources and social media, and analyze the nine elements of digital citizenship, cyber-ethics, cyber-safety, and cyber-bullying. In addition, learners evaluate ways that teachers align their lessons, objectives, and outcomes to a variety of standards for teaching and learning. Learners also explore structures and systems that can be implemented to manage a variety of devices and instructional time in a 1:1 environment. Finally, learners institute routines to increase student achievement and motivation to learn, selecting and creating a secure digital learning environment for students. For MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology and Instruction in the 1:1 Environment graduate certificate learners only.

EDT5130  Understanding Competency-Based Curriculum and Instruction  4 QUARTER CREDITS
Learners in this course gain an understanding of the differences between standards, outcomes, and competencies and how they can be integrated into the curriculum. Learners build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Learners integrate competency-based curriculum and lesson planning with best practice teaching approaches and develop competency-based classroom management techniques. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, Competency-Based Instruction graduate certificate, and Professional Growth and Development graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5140  Personalized Learning: Instruction and Assessment  4 QUARTER CREDITS
In this course, learners work with their students to personalize instruction in a blended learning environment and focus on increasing student engagement, motivation, and achievement. Learners analyze a variety of instructional formats including gamification, simulations, and adaptive learning strategies. Further, learners evaluate the application of constructivist instructional design, problem-based/project-based learning, and Understanding by Design as research-based strategies intended to increase personalization and collaboration in the classroom. Finally, learners evaluate and design formative and summative assessments. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5142  Adaptive Instruction and Assessment  4 QUARTER CREDITS
In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only.
EDT5150  Instructional Coaching to Improve Teaching and Learning  4 QUARTER CREDITS
This course focuses on coaching models and techniques that are solution oriented. Learners evaluate and implement coaching models, planning strategies for professional growth, setting goals, monitoring progress, and identifying accountabilities in order to determine the effectiveness of assessment and evaluation models that aim to strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners also review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers’ individual needs as well as the needs of their students, schools, and districts. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

Specialization Course Descriptions

ED5533  Curriculum Mapping: Reflection and Practice  4 QUARTER CREDITS
Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using computer-based curriculum mapping applications. Learners who have taken ED8533 should not take ED5533. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

ED5534  Instruction and Assessment: Theory and Practice  4 QUARTER CREDITS
In this course, learners focus on designing instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine the theory and research supporting innovative instructional models and assessment strategies and use them to develop specific content area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies. **Prerequisite(s): ED5533.**

ED5535  Collaboration for the Improvement of Curriculum and Instruction  4 QUARTER CREDITS
In this course, learners collaborate to develop curriculum that improves student achievement. Learners participate in collaborative skill development activities, including coaching and mentoring, team building, and developing communities of practice. Learners also engage in simulated case studies to complement the practical experience they gain during the course. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5533.*

ED5538  Program Evaluation of Curriculum and Instruction  4 QUARTER CREDITS
Learners in this course examine theories, concepts, definitions, and models associated with the improvement of curriculum and instruction. Learners collect and organize research, analyze and report data, and complete a program evaluation that demonstrates the integral role of program evaluation in curriculum and instruction improvement. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5533.*

ED5546  Curriculum and Instruction Practicum for Master's Learners  6 QUARTER CREDITS
This course serves as the capstone course for the Curriculum and Instruction specialization and constitutes the last course in the Curriculum and Instruction master’s program. The purpose of this capstone course is to consolidate and link content and concepts from various courses in the Curriculum and Instruction specialization. Learners serve 45 practicum hours in a field-based setting, demonstrating their proficiency by designing a project which incorporates the five course competencies. Throughout the course, learners maintain a reflection journal and activity log to document progress and challenges in their practicum. Learners also populate and organize their Professional Showcase Portfolio. *For MS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5010, ED5501, ED5500, ED5503, ED5504, ED5006, ED5533, ED5534, ED5535, ED5538. Cannot be fulfilled by transfer.*
EDT5126  Collaborative Learning Environments  4 QUARTER CREDITS
This course focuses on creating systems for building, supporting, and sustaining collaborative learning. Learners evaluate structures and systems that leverage technology to provide opportunities for collaborative learning and professional collaboration. Learners explore theories, research, and models that support collaborative learning and professional learning communities, and also how to create opportunities for students and teachers to work collaboratively within live and virtual settings. For MS Curriculum and Instruction, MS in Education Innovation and Technology, Competency-Based Instruction graduate certificate, Instruction in the 1:1 Environment graduate certificate, Personalized Learning graduate certificate, and Professional Growth and Development graduate certificate learners only.

EDT5142  Adaptive Instruction and Assessment  4 QUARTER CREDITS
In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only.
Recommended Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study. On-time completion for this specialization is nine active quarters.

### YEAR 1 - COURSES

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Q1</td>
<td>ED5010</td>
<td>Foundations of Master's Studies in Education</td>
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<tr>
<td>Q2</td>
<td>Core course</td>
<td>Core course</td>
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<tr>
<td>Q3</td>
<td>Core course</td>
<td>ED5533 Curriculum Mapping: Reflection and Practice</td>
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<tr>
<td>Q4</td>
<td>ED5504</td>
<td>Specialization course Strategies for Eliminating the Achievement Gap</td>
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### YEAR 2 - COURSES

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<th>Quarter</th>
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<th>Course Title</th>
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<tr>
<td>Q5</td>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
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<td></td>
<td></td>
<td>Specialization course</td>
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<tr>
<td>Q6</td>
<td>ED5538</td>
<td>Program Evaluation of Curriculum and Instruction</td>
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<tr>
<td>Q7</td>
<td>ED5546</td>
<td>Curriculum and Instruction Practicum for Master's Learners</td>
</tr>
</tbody>
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All individuals admitted to this specialization must secure their own internship site and site supervisor. Please refer to the Site and Site Supervisor Guidelines Document.
Learners can potentially save time and up to $4,400 by taking Capella’s professional development courses and earning up to 12 credits toward their Education Innovation and Technology certificate program through our Prior Learning Assessment process. For more information, contact Enrollment Services.

There are many financial aid options available to help you offset tuition costs.

Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

Tuition

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

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<th>TUITION</th>
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<td>Tuition per credit</td>
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### Academic Leadership

**Amy Smith, PhD**  
Dean  
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

**Jason Mixon, EdD**  
Associate Dean  
Dr. Mixon serves as associate dean of the School of Education. He was previously an associate professor and director of doctoral programs at the Center for Doctoral Studies in Educational Leadership at Lamar University in Texas. Prior to that position, he was a visiting professor of educational leadership and policy at the University of Texas at Tyler. In addition, he has an extensive background in public education. Dr. Mixon was a high school teacher, athletic coach, middle school assistant principal, and high school principal in Texas. As a scholar, Dr. Mixon has co-authored several books in the areas of intercultural responsiveness in English language learning, education leadership, and leadership for principals and superintendents. Additionally, he has authored or presented scholarly work on educational and interculturally responsive leadership in the role principals and superintendents play in school and district culture and community. Dr. Mixon currently serves as a board member on the National Council of Professional Educational Administrators (NCPEA) and is on the editorial review board of The Journal of Teacher Development. Dr. Mixon holds an EdD in Educational Leadership from Sam Houston State University, as well as an ME in Educational Leadership and a BS in Political Science and History from the University of Texas at Tyler.

**Kim Spoor, PhD**  
Faculty Chair  
Dr. Kim Spoor serves as faculty chair for the Curriculum and Instruction specialization. She was principal of the Ojibwe School, a tribal grant school, and subsequently, became an assistant professor at the College of St. Scholastica. There, she served as the director of student affairs in teacher education and developed and directed the Ojibwe Language and Culture Education program. Dr. Spoor’s background also includes a 13-year career in health services, which included respiratory therapy, hemodynamic monitoring, and polysomnography. Dr. Spoor’s professional interests include diversity leadership; equity education with a focus on American Indian education and culture; and qualitative research. Dr. Spoor received her BA in Social Science from The College of St. Scholastica along with an EdM from Harvard Graduate School of Education, with an emphasis in Human Development and Psychology. Dr. Spoor’s PhD in Education is from Capella University.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/masters/MS_Ed_Curr_and_Inst_gedt.html.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

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