

Beginning in summer 2016, the Education Department at Elizabethtown College will offer a Master of Education on-line degree in curriculum and instruction with a focus in peace education.

Master of Education Degree in Curriculum and Instruction in Peace Education

The Department of Education offers a graduate program leading to a master's degree in curriculum and instruction in peace education.

This program is designed for candidates who are already certified educators (PK-12) seeking graduate study in curriculum and instruction with an emphasis upon peace education, including issues of social justice, student rights, conflict resolution, community capacity, culturally responsive methods, and student/teacher advocacy

This degree affords students the advantages of a unique and practical curricular focus in curriculum and instruction supported by a constructivist course sequence which promotes individualized assessments, real application to current classroom practice, and applied research relevant to grade bands across the PK-12 continuum.

To achieve maximum flexibility in teaching and learning, promote the connection of theory into practice, and offer timely access to the department's teacher-scholars, the program is delivered through accelerated blended learning modules which combine synchronous and asynchronous on-line opportunities.

Student Learning Outcomes for the Curriculum and Instruction Program:

Students will be able to:

1. Demonstrate knowledge of curriculum mapping, theory, models, and pedagogical approaches using peace education techniques.
2. Apply these models, theories, and pedagogical approaches in their own practice, across sociocultural contexts, and in diverse learning environments.
3. Exhibit understanding of educational policy, law, and structures of governance which influence classroom and school climates, formal curriculum, and instructional models.
4. Display commitment and leadership for building learning communities through collaborative strategies and among key stakeholders, including students, parents, educators, and staff.
5. Use and apply formal and informal assessment strategies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
6. Use and apply instructional technologies to promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.
7. Design and conduct research that explores peace education strategies related to classroom, community, or comparative issues.

COURSES:

MCI 505 Curriculum Theory in Comparative Peace Contexts 3.00 credits.

This course explores the foundations and exemplars of curriculum theory with emphasis upon their philosophical, ethical, political, and cultural influences and their methodological and epistemological dimensions. Examining the broad PK-12 continuum, it brings into focus the comparative curricular approaches of peace educators and emphasizes the development of a student-centered curriculum which promotes inquiry, respect, responsibility, social justice, and ethical growth.

MCI 510 Curriculum and Public Policy 3.00 credits.

This course examines the current educational policy debates, both in the United States and abroad, with focus upon governance, the purposes of schooling, models of curriculum reform, and teacher preparation. Students will be required to apply what they learn as they analyze real-life case scenarios.

MCI 520 Pedagogy, Models, and Methods of Instruction for Effective Schools 3.00 credits.

This course explores best practices in pedagogy and the correlates for the creation of effective schools across the PK-12 continuum. It emphasizes the epistemologies and strategies associated with instructional models and curricula of peace education across the globe, including intercultural, multicultural, and integrative programs. Students will be required to apply what they learn as they analyze real-life case scenarios.

MCI 530 Building Social and Community Capacity 3.00 credits.

This course explores how teachers across the PK-12 continuum can create partnerships with parents and students that facilitate participation in the schools while also validating home culture and family concerns and aspirations. It reflects current research and theory in family literacy development, bilingual and multicultural education, critical pedagogy, participatory research, cooperative learning, and feminist perspectives. It examines the roles the community and family play in sustaining a cooperative and peaceful culture of learning.

MCI 535 Current Issues and Trends in Assessment in Special and Applied Statistics 3.00 credits.

This course emphasizes the latest research in the current trends of assessment and evaluation. The course discusses methods for planning assessments that are integrated with instruction, crafting assessment tools, crafting scoring rubrics, grading and evaluating students, assessing higher order thinking, and applied statistics for assessment and evaluation. Strategies are discussed that promote and evaluate the continual intellectual, social-emotional, and personal development of all learners.

MCI 540 Methods in Culturally Responsive Teaching 3.00 credits.

This course explores the methods of culturally responsive teaching and provides participants the opportunity to develop the knowledge, skills, process, and understanding of the techniques and methods needed to create culturally responsive curricula, learning activities, relationships and classrooms. Learners will have the opportunity to authenticate their learning experiences through research, exploration, implementation, and reflection.

**Prerequisite(s):* Completion of all foundational courses.

MCI 550 Social Emotional Learning 3.00 credits.

Students will develop and demonstrate an understanding of social-emotional learning and explore how it can impact both academic achievement and classroom behavior. Students will engage in activities through which they will learn, plan to use, and implement strategies designed to foster social-emotional and self-management skills using the peace education paradigm.

**Prerequisite(s):* Completion of all foundational courses.

MCI 555 Classroom and School Climate (New Course) 3.00 credits.

This course examines the dynamics of power – as it is contextualized in the PK-12 school and classroom – and the implications for student performance, regulation, and achievement. The discussion will revolve around practices that create a school culture that empowers educators and students to critically evaluate and seek to improve traditional educational cultures through the workings of a “culture” including routines, rituals, myths, lore, and values.

**Prerequisite(s):* Completion of all foundational courses.

MCI 560 Conflict Resolution 3.00 credits.

This course explores the theory, process and principles of conflict resolution and examines the methods, curriculum and peace programs used in schools to manage conflict constructively. Students will have the opportunity to apply course concepts through reflection on personal conflict style, case study, and research.

**Prerequisite(s):* Completion of all foundational courses.

MCI 590 The Graduate Research Seminar 6.00 credits.

This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design in curriculum and instruction, culminating in a scholarly paper and corresponding oral defense.

**Prerequisite(s):* Completion of all foundational and advanced courses.

Master's Program in Curriculum and Instruction in Peace Education Program Checksheet

Applications

Applications are accepted on a rolling basis. For more information on the application process, please contact the Office of Admissions at 717-361-1400 or admissions@etown.edu.

Admission Requirements:

- Baccalaureate Degree from accredited institution.
- Current Teaching Certification (PA or other).
- 3.0 cumulative GPA or above.
- Completion of Statistics or equivalent course.
- Satisfactory score on GRE or MAT.
- Provide three letters of recommendation in support of your academic and professional abilities for success in program.
- Submit a writing sample which demonstrates higher-order thinking, writing, and communication skills.

Graduate Courses (33 total credits) – 9 CLASSES PLUS A 6-CREDIT GRADUATE SEMINAR

Foundational Courses (15 credits):

- Format: On-line 8 week accelerated course

MCI 505 Curriculum Theory in Comparative Contexts	3.00 _____
MCI 510 Curriculum and Public Policy	3.00 _____
MCI 520 Pedagogy, Models, and Methods of Instruction for Effective Schools	3.00 _____
MCI 530 Building Social and Community Capacity	3.00 _____
MCI 535 Current Issues and Trends in Assessment and Applied Statistics	3.00 _____

All Foundational Courses must be completed prior to taking Advanced Courses.

Advanced Courses (12 credits)

- Format: On-line 8 week accelerated course

MCI 540 Methods in Culturally Responsive Teaching	3.00 _____
MCI 550 Social Emotional Learning	3.00 _____
MCI 555 Classroom and School Climate	3.00 _____
MCI 560 Conflict Resolution	3.00 _____

Graduate Research Seminar (6 credits)

MCI 590 Graduate Research Seminar	6.0 _____
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- All coursework must be completed before enrolling in seminar.
- Format: On-line course for 16 weeks, includes defense/presentation

COURSE SEQUENCING:

Recommended Scope and Sequence – Master’s in C & I					
	SUMMER 2016	FALL SEMESTER 2016		SPRING SEMESTER 2017	
		Session 1	Session 2	Session 1	Session 2
Year 1 (Foundation Courses)	MCI 505 – Curriculum Theory in Comp. Context	MCI 510 - Public Policy	MCI 520 – Pedagogy, Models, and Methods for Effective Schools	MCI 530 – Building Social and Community Capacity	MCI 535 – Current Issues and Trends in Assessment and Applied Statistics
	SUMMER 2017	FALL SEMESTER 2017		SPRING SEMESTER 2018	
		Session 1	Session 2		
Year 2 (Advanced Courses)	MCI 540– Methods in CRT AND MCI 550 – Social Emotional Learning	MCI 555 - Classroom and School Climate	MCI 560 - Conflict Resolution	MCI 590 – Graduate Research Seminar	