

CURRICULUM AND INSTRUCTION

OVERVIEW

There are three different types of Graduate Programs for Curriculum and Instruction:

Curriculum and Instruction, MAT:

The Master of Arts in Teaching program for middle level and secondary teachers is designed for those students who aspire to earn both a Master's Degree and a license to teach in public middle or secondary schools. Students will prepare for licensure to teach in grades five through nine or seven through twelve in one summer and academic year.

Curriculum and Instruction, MEd:

The Master's Degree in Curriculum and Instruction is designed to advance curriculum design for innovative educators with attention to research methods to advance practice. Additional emphasis is placed on advancing understanding of curriculum theory and practice, collaboration across school and community contexts, and responsive design to ensure optimal development of the whole child.

Curriculum and Instruction, Accelerated Masters Program (AMP):

The Accelerated Master's Program leading to an M.A. in Teaching for middle level and secondary is designed for those students who aspire to earn both a master's degree and a license to teach in public middle or secondary schools. Students will prepare for licensure to teach in grades five through nine or seven through twelve in one summer and academic year.

UVM students who are in their third year of study for a Bachelor's degree may apply to the Accelerated Master of Arts in Teaching program. These students, when accepted, may complete nine credits of graduate level coursework, six of which may be counted toward both the minimum requirements for the Master of Arts degree, as well as toward the undergraduate degree. Qualified candidates will need a major or its equivalent in an approved licensing endorsement

DEGREES

- Curriculum and Instruction AMP
- Curriculum and Instruction M.A.T.
- Curriculum and Instruction M.Ed.

FACULTY

Bishop, Penny; Professor, Department of Education; EDD, University of Vermont

Garnett, Bernice; Assistant Professor, Department of Education; SCD Harvard School of Public Health

Haines, Shana; Assistant Professor, Department of Education; PHD, University of Kansas

Jorgenson, Simon; Assistant Professor, Department of Education; PHD, University of Cincinnati

Kervick, Colby; Assistant Professor, Department of Education; EDD, University of Vermont

Neumann, Maureen Doyle; Associate Professor, Department of Education; PHD, University of Washington

Reyes, Cynthia; Associate Professor, Department of Education; PHD, University of Illinois at Chicago

Salembier, George; Associate Professor, Department of Education; EDD, University of Vermont

Shepherd, Katharine; Green and Gold Professor, Department of Education; EDD, University of Vermont

Tinkler, Alan; Assistant Professor, Department of Education; PHD, University of Denver

Tinkler, Barri E.; Assistant Professor, Department of Education; PHD, University of Denver

Toolin, Regina; Associate Professor, Department of Education; PHD, University of Wisconsin Madison

Woodside-Jiron, Haley; Associate Professor, Department of Education; PHD, University of New York at Albany

Courses

EDCI 200. Contemporary Issues. 0-6 Credits.

Designed so that its content and structure may accommodate special issues not especially appropriate within the boundaries of an existing course. Pre/co-requisite: twelve hours in Education and related areas.

EDCI 238. Teach'g w/Global Perspective. 3 Credits.

Approaches to teaching global and multicultural issues: justice and human rights, peace, and the environment. Development of curriculum materials. Links between local and global concerns. Prerequisite: Twelve hours of Education and related areas.

EDCI 245. Computer Apps in Elem&Sec Curr. 3 Credits.

For elementary, secondary educators with experience in simple programming. Design of instructional procedures, integrating computers into school curriculum. Use of computer software to teach basic skills, reasoning, thinking skills. Prerequisites: CS 003 or equivalent; Instructor permission.

EDCI 261. Current Direction in C&I. 3 Credits.

Current trends, issues, literature, programs, and organizational activities in fields of curriculum and instruction emphasizing areas of individual concern. Focus on elementary and secondary school levels. Prerequisite: Twelve credits in Education or equivalent.

EDCI 295. Laboratory Experience in Educ. 1-6 Credits.

Supervised fieldwork designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDCI 296. Laboratory Experience in Educ. 1-6 Credits.

Supervised fieldwork designed to give students experience in specialized areas for their professional development. Prerequisite: Permission of the Coordinator of Professional Laboratory Experiences.

EDCI 321. Learning, Design & Technology. 3 Credits.

This course examines the relationship between learning theory and technology integration in K-12 classrooms and integrates backward design in standards-based units of study. Prerequisite: Teaching experience.

EDCI 322. Differentiation & Technology. 3 Credits.

This course enables educators to develop and utilize instructional frameworks based on current research related to differentiating instruction, universal design for learning and assistive technology.

EDCI 323. Inquiry and Technology. 3 Credits.

This course examines how technology can promote a student-centered active learning classroom environment that promotes problem-solving and critical thinking skills. Prerequisite: Prior teaching experience.

EDCI 324. Assessment and Technology. 3 Credits.

Students will cover assessment basics, the role of technology in education, information & knowledge management, and methods for integrating technology into assessment practice.

EDCI 325. Leadership and Technology. 3 Credits.

This course explores leadership and the role of the Integration Specialist and/or teacher leader in the context of educational technology integration planning.

EDCI 333. Curr Concepts/Planning/Develop. 3 Credits.

Overview of conceptions of curriculum for elementary and secondary education; examination of contemporary curriculum trends, issues; processes for initiating, planning, developing curriculum activities and programs. Prerequisite: Twelve hours of Education or Instructor permission.

EDCI 334. Social Studies in Elem Schools. 3 Credits.

Study of literature, research, and problems in teaching social studies in the elementary school. Prerequisite: Twelve hours in Education and related areas.

EDCI 356. Methods & Materials in Math. 3 Credits.

Evolution of mathematical concepts, notations. Meaning of numbers, number-systems. Theory underlying fundamental operations, metric measurements, analysis of modern approach to mathematics. Manipulative approach to teaching mathematics. Prerequisite: Twelve hours in Education and related areas.

EDCI 363. Analysis of Curr & Instruc Sem. 3 Credits.

A case study of the design, implementation, and evaluation of selected curricular and instructional improvements. Prerequisite: Ed.D. students have priority.

EDCI 380. Professional Problems in Ed. 3 Credits.

Designed to cover selected educational problems in depth. The major emphasis will be on intensive and critical analysis of the literature and practice in a given area.

EDCI 391. Master's Thesis Research. 1-12 Credits.

Thesis topic must be approved by a faculty committee. Credit as arranged.

EDCI 397. Problems in Education. 1-6 Credits.

Individual work on a research problem selected by the student in consultation with a staff member. Pre/co-requisites: Twelve hours in Education and related areas; endorsement by a sponsoring faculty member.