

CURRICULUM AND INSTRUCTION

<https://www.uvm.edu/cess/dae> (<https://www.uvm.edu/cess/dae/>)

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 M.A.T. AMP (<http://catalogue.uvm.edu/graduate/curriculuminstruction/curriculumandinstructionamp/>)
- Curriculum and Instruction M.A.T. (<http://catalogue.uvm.edu/graduate/curriculuminstruction/curriculumandinstructionmat/>)
- Curriculum and Instruction M.Ed. (<http://catalogue.uvm.edu/graduate/curriculuminstruction/curriculumandinstructionmed/>)

FACULTY

Carthew, Jessica; Assistant Professor, Department of Education; PHD, University of Maryland

Garnett, Bernice Raveche; Associate Professor, Department of Education; SCD, Harvard University

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

Jiron, Haley Woodside; Associate Professor, Department of Education; PHD, SUNY Albany

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

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

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

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

Shepherd, Katharine; Professor, Department of Education; EDD, University of Vermont

Smith, Carmen Petrick; Associate Professor, Department of Education; PHD, University of Texas-Austin

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

Walls, Leon; Associate Professor, Department of Education; PHD, Purdue University

Courses

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 331. Society, Stress and the Brain. 3 Credits.

Explores brain development and the learning process under complex social conditions such as poverty, instability, and fear. Students study the effects of stress on learning and consider methods of instruction and interaction that address developmental needs of children and families from diverse contexts.

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 343. Fndns in Ed for Sustainability. 3 Credits.

Prepares educators to use sustainability as an integrating lens for learning. Provides an introduction to Education for Sustainability (EFS), an approach that links teaching of social, environmental, and economic systems to foster the knowledge, inquiry, and action needed to build a healthy and just future for communities, both locally and globally.

EDCI 344. Mthds in Ed for Sustainability. 3 Credits.

Explores designing for education for sustainability (EFS). Participants should have a foundation in EFS, associated pedagogies, and curriculum or project development strategies. Action-oriented, culminating in a project or curriculum to implement. Pre/Co-requisite: EDCI 343.

EDCI 345. Trnsfrm Ldrshp Edu for Sustain. 3 Credits.

Focuses on developing students' education for sustainability leadership practices and offers tools to transform ourselves and our community. Explores a whole-systems and ecological approach for leading change in complex and emergent times. A core element of this course is the community that will be co-developed through collective work. Prerequisite: EDCI 343. Pre/Co-requisite: EDCI 344.

EDCI 346. Edu for Sustain Inquiry Action. 3 Credits.

Designed to support practitioners advanced in EFS. In collaboration with education experts, systems-thinking and leadership, students will develop a peer network committed to ecological integrity, economic vitality, and social justice. Students will also use inquiry and action research frameworks to investigate a personally meaningful question about their EFS practice. Prerequisite: EDCI 343. Pre/Co-requisites: EDCI 344, EDCI 345.

EDCI 360. Professional Learning in Orgs. 3 Credits.

Examines effective strategies for professional learning. Attends to different learning theories for professional learning and how organizational structures, political dynamics, and change processes can influence how professional learning is received and implemented. Prerequisite: Graduate student standing.

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 390. Internship. 1-18 Credits.

On-site supervised work experience combined with a structured academic learning plan directed by a faculty member or a faculty-staff team in which a faculty member is the instructor of record, for which academic credit is awarded. Offered at department discretion.

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

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

EDCI 392. Independent Study. 1-18 Credits.

A course which is tailored to fit the interests of a specific student, which occurs outside the traditional classroom/laboratory setting under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

EDCI 394. Independent Graduate Research. 1-18 Credits.

Graduate student work on individual or small team research projects under the supervision of a faculty member, for which credit is awarded. Offered at department discretion.

EDCI 396. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.