

# ED: CURRICULUM & INSTRUCTION (EDCI)

## **EDCI 500** - Teaching and the Development of the Learner (3 Credits)

This course provides the teacher candidate with an orientation to the program, to teaching, and to the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to access standards, will be presented. In compliance with state-mandated training, the teacher candidate will complete study in child abuse recognition and intervention. The teacher candidate should self-monitor their professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including physical, intellectual, social, emotional, and speech and language aspects, and its impact on instructional practices and decisions are examined.

## **EDCI 501** - Curriculum and Instruction: Secondary (3 Credits)

This course focuses on the principles of learning, communication process, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the theory of differentiation, assessment, and the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. Field experience required.

## **EDCI 502** - Educational Goals and Practices: Elementary (3 Credits)

Prerequisite or corequisite: EDCI 500. This course focuses on the application of teaching and learning models in the elementary classroom. Special emphasis is placed on the relationships among assessments, instruction, and monitoring student progress. The course allows the prospective teacher to explore discipline-based curriculum methods, including practices for second language learners, English language learners, gifted and talented students, and those students with disabling conditions. Field experience required.

## **EDCI 506** - Foundations of American Education (3 Credits)

This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary, political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it, including the important role that assessment plays in instructional design and decision making. The legal rights and responsibilities of teachers and students, diverse learner populations, and school community involvement are specific topics addressed in the course.

## **EDCI 507** - Early Literacy and Language Development (3 Credits)

This course focuses on early literacy instruction that is based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, instructional approaches, assessment, and evaluation of teaching and learning language processes. Virginia SOLs in elementary English and technology are addressed. Field experience required.

## **EDCI 509** - Intermediate Language and Literacy Development (3 Credits)

Prerequisite: EDCI 507. This course focuses on promoting the intermediate learner's literacy development and language acquisition. Emphasis is placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking in the content areas. Specific topics include comprehension skills, writing processes, questioning strategies, summarizing, and retelling. This course allows prospective teachers to explore literature to support instruction and independent reading. Field experience required.

## **EDCI 515** - Literacy and Language Across the Curriculum (3 Credits)

This course explores reading and language acquisition in the content areas. Emphasis will be placed on comprehension skills in all content areas including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension. Students will explore strategies to foster appreciation of a variety of literature that supports the curriculum. Field experience required. Cross-listed as EDUC 415.

## **EDCI 519** - Managing the Classroom Environment: Elementary (3 Credits)

Prerequisite or corequisite: EDCI 500. This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning in the elementary classroom. Field experience required.

## **EDCI 521** - Managing the Classroom Environment: Middle or Secondary (3 Credits)

This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher will address behavioral, cognitive, social, affective, and ecological based practices that support the development of social skills and self-discipline to promote learning in the middle and secondary classroom. Field experience required.

## **EDCI 523** - Managing the Classroom Environment (3 Credits)

This course focuses on the understanding and application of classroom and behavior management techniques, the development of a classroom community environment, and individual interventions. The prospective teacher addresses behavioral, cognitive, social, affective, and ecological-based practices that support the development of social skills and self-discipline to promote learning. Field experience required.

## **EDCI 525** - Mathematics Content for the Elementary Classroom (3 Credits)

This course addresses the content of the Virginia Standards of Learning for grades PreK-6 and covers the knowledge and skills necessary for effective mathematics instruction in the elementary classroom. Emphasis is placed on a diagnostic-prescriptive instructional approach to mathematics content.

## **EDCI 526** - Instructional Design and Assessment (3 Credits)

Co-requisite: . This course focuses on curriculum, planning instruction, and assessment in K-12 classrooms. Emphasis is placed on evidence-based practices, and the relationship between assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. Field experience required.

**EDCI 527 - Culturally Responsive Teaching and Learning (3 Credits)**

This course focuses on understanding the effects of socio-cultural variables on education systems and the practical application of theories in linguistically and culturally diverse classrooms. Emphasis is placed on the knowledge, beliefs, and values that recognize the importance of racial, ethnic, linguistic, and cultural diversity to make learning more relevant.

**EDCI 530 - Mathematics Methods for the Elementary School (3 Credits)**

This course addresses mathematics concepts and methods. A foundation of content knowledge is essential for successful learning and implementation of methods. Topics include planning student-centered mathematics instruction and assessment, facilitating appropriate mathematical classroom discourse, differentiating mathematics instruction for a range of learner profiles, and cultivating productive student dispositions about mathematics.

**EDCI 531 - Science Methods for the Elementary School (3 Credits)**

This course examines the teaching of science in the elementary classroom. The course is designed to build fundamental knowledge of elementary science teaching and learning, including standards-based curriculum design and research-based teaching strategies as well as the application of technology.

**EDCI 532 - Social Studies and Arts Integration for the Elementary School (3 Credits)**

This course focuses on the design and delivery of the history and the social sciences curriculum and the interdisciplinary (content) nature of social studies. The course will also examine appropriate methods for integrating fine arts across content areas.

**EDCI 538 - Middle Grades Programs and Practices (4 Credits)**

Prerequisite or corequisite: EDCI 500. This course provides an orientation to middle grades (6-8) education. The course develops the teacher candidates' knowledge of young adolescent learning, appropriate instructional strategies, and assessment tools. Emphasis is placed on the foundational components, organizational patterns, instructional programs, the integrated curriculum, and current trends and issues in middle level schooling. Field experience required.

**EDCI 546 - Evaluation for Instructional Improvement (3 Credits)**

This course focuses on models and practices for assessing student learning outcomes including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants will write a data-based improvement plan.

**EDCI 547 - Special Topics Seminar (3-6 Credits)**

This course is designed to teach current topics in education that are a part of particular interest to program participants and faculty.

**EDCI 550 - M. Ed. Initial Licensure Internship (6 Credits)**

Prerequisite: Completed all professional studies courses and approval of the Program Director. This is the capstone experience for the initial licensure program. The internship is a semester-long field-based teaching experience at the appropriate grade level or subject area under the direction of mentor teachers in the public schools. Interns plan and deliver instruction and assessment, monitor student progress, develop communication skills to work with all school stakeholders, and reflect on their teaching practices. Prerequisite: Completed all professional studies courses and approval of the Program Director.

**EDCI 551 - Practicum for Added Teaching Endorsement (3 Credits)**

This practicum is a required teaching experience for an add-on endorsement. It provides the opportunity to apply the skills, understandings, and competencies requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placements are determined by the specific add-on endorsement sought. (Pass/Fail option only.)

**EDCI 553 - The Teaching of English and Theatre Arts (3 Credits)**

Prerequisite: EDUC 351A or EDCI 526. In this course students will develop an advanced level of proficiency in the following areas: discipline specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 453.

**EDCI 554 - The Teaching of Foreign Language (3 Credits)**

Prerequisite: EDUC 351A or EDCI 502 or EDCI 538. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 454.

**EDCI 555 - The Teaching of History and Social Sciences (3 Credits)**

Prerequisite: EDUC 351A or EDCI 526. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 455.

**EDCI 556 - The Teaching of Mathematics and Computer Science (3 Credits)**

Prerequisite: EDUC 351A or EDCI 526. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 456.

**EDCI 557 - The Teaching of Music (3 Credits)**

Prerequisite: EDUC 351A or EDCI 502 or EDCI 538. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 457.

**EDCI 558 - The Teaching of Sciences (3 Credits)**

Prerequisite: EDUC 351A or EDCI 526. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 458.

**EDCI 559 - The Teaching of Visual Arts (3 Credits)**

Prerequisite: EDUC 351A or EDCI 502 or EDCI 538. In this course students will develop an advanced level of proficiency in the following areas: discipline-specific teaching methods and standards, differentiation, assessment strategies, use of technology for instruction, and use of writing as an instructional and assessment tool. Professional organizations and methods to monitor student progress and analyze student data will be introduced. Field experience required. Writing Intensive Course. Cross-listed as EDUC 459.

**EDCI 580 - Introduction to Research (3 Credits)**

Prerequisite: Completed 18 credit hours. This course introduces M.Ed. candidates to scholarly research and writing in the field of education. The emphasis is on understanding and conducting educational research for instructional improvement and professional development. It provides thorough exposure to theoretical and research literature and to quantitative and qualitative research methodologies. It also covers essentials of research project development, including development of topic, problem statement and annotated bibliography, review and synthesis of literature, research ethics, collection and analysis of data, process writing, and use of APA style. Students conduct a literature review and draft a quality research proposal.

**EDCI 589 - Applied Research (3 Credits)**

This course provides an experience in conducting and applying research for the advancement of the educational profession. In a workshop format, the course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings. Students write an in-depth literature review on a topic of their choice that is beyond the scope of regular course offerings. They also develop an authentic means of applying the findings from their literature review (such as a unit plan, web site, or professional development presentation). Final project reports are archived in the campus library.

**EDCI 590 - Individual Research (3 Credits)**

Prerequisite: EDCI 580 or EDUC 531. This is an experience in self-directed learning and research, which are primary goals of the program. M.Ed. candidates conduct original research on a topic of study in education that is beyond the scope of regular course offerings. Students review the pertinent literature, conduct qualitative or quantitative research, and write a report of their research following conventions of the discipline. A formal research proposal must be submitted for approval by the M.Ed. faculty prior to enrollment in the course. Final project reports may be archived in the campus library.

**EDCI 591 - Individual Study (1 Credits)**

By permission of the department chair, students may engage in 1-6 credits of individual study under the direction of a member of the full-time M.Ed. faculty. A detailed proposal for the study project and number of credits must be approved by the faculty member and department chair before registration. For elective credit only.