CURRICULUM AND INSTRUCTION

Department of Curriculum and Instruction

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Graduate Program Director: Lakia M. Scott
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Four graduate degree programs are offered through the Department of Curriculum and Instruction: Master of Arts (M.A.), Master of Science in Education (M.S.Ed.) Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.). Two joint degrees, the M.A/M.Div. and the M.S.Ed./M.Div., are offered through an agreement with the George W. Truett Theological Seminary.

Graduates from the Baylor University School of Education with master's or doctoral degrees in Curriculum and Instruction are found throughout the world, occupying a variety of unique positions. Their successes are due in large measure to the quality of the program they completed at Baylor. These graduates reflect the mission of the School of Education, which is to prepare educators for leadership, research, instructional and other professional roles to meet the demands of a dynamic and culturally diverse world.

Goals of the Master's Programs

Students completing the master's in Curriculum and Instruction will demonstrate an understanding of:

1. The philosophical and historical foundations of curriculum,
2. Research methodologies in education,
3. Contemporary instructional strategies,
4. Issues and trends in curriculum and instruction, including issues of social justice in education, and
5. The relationship between curriculum, culture and diversity.

Goals of the Doctoral of Philosophy Program

Students completing the Doctor of Philosophy in Curriculum and Instruction will:

1. Demonstrate an in-depth understanding of the philosophical, socio-cultural, and historical foundations of curriculum and teaching from a global perspective,
2. Acquire significant knowledge of seminal and contemporary pedagogical and curricular theories and practices in order to impact the initial preparation and continued professional development of educators at all levels,
3. Critically evaluate quantitative, qualitative, and mixed methods research literature in the disciplines and sub-disciplines of curriculum and pedagogy,
4. Develop a depth and breadth of research knowledge and skills in order to design, conduct, and disseminate original research that impacts the theories and practices in education in order to address complex issues with innovation and creativity, and
5. Apply the knowledge, skills, and values required to become the next generation of scholars guiding the preparation of individuals for transformative global leadership in curriculum, teaching and learning.

Goals of the Doctor of Education Program

The emerging leaders who are engaged in the Ed.D. in Learning and Organizational Change program require a dynamic curriculum to equip them fully with the knowledge, mindsets, networks, skills, and practices for the sort of equilibrium-shifting work they strive to do, cultivating organizational change in their own professional context. Graduates of this program are emerging leaders who will:

1. Utilize a professional knowledge base that integrates practical and research-based knowledge to cultivate systemic change,
2. Address problems of practice by exploring multiple perspectives that lead to the development of meaningful and creative solutions, and
3. Build professional partnerships and develop local, national, and /or global networks through collaboration and communication.

- Curriculum and Instruction, M.A. (https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-ma/)
- Curriculum and Instruction, M.S.Ed. (https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-msed/)
- Joint Master of Arts/Master of Divinity - Master of Science in Education/Master of Divinity (https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/ma-master-divinity-ms-education-master-divinity/)
- Learning and Organizational Change, Ed.D. (https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-edd/)
- Curriculum and Teaching, Ph.D. (https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-teaching-phd/)

Curriculum and Instruction (EDC)

EDC 5199 Non-Thesis Degree Completion (1)
To fulfill requirements for non-thesis master's students who need to complete final degree requirements other than coursework during their last semester. This may include such things as a comprehensive examination, oral examination, or foreign language requirement. Students are required to be registered during the semester they graduate.

EDC 5300 Advanced Elementary Social Studies Methods (3)
Preparation to become effective social studies educators capable of teaching elementary students the content knowledge, the intellectual skills, and the civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy.

EDC 5302 Linguistics: Implications for Improving Reading Instruction (3)
Several linguistic fundamentals of the American English language and the manner in which these fundamentals may affect children's reading development. The linguistic fundamentals investigated are origin of the language, language development, phonology, morphology, and syntax. Special emphasis is placed on the function dialects have in children's reading development. An integral strand of the course is instruction strategies for implementing the linguistic fundamentals in classroom reading instruction.

EDC 5303 Models of Teaching and Learning (3)
Teaching-learning situations. Emphasis on learning techniques, methods, and materials of instruction, functions of the different subject matter areas. Special projects assigned to each student.

EDC 5304 Reading Intervention for Students (3)
This course focuses on research-based reading interventions that support K-8 children.

EDC 5310 Principles and Strategies for Effective Discipline and Classroom Management (3)
A study of the principles of classroom discipline and management, including analysis of the dynamics of the classroom, application and evaluation of interactive models of classroom management, and legal issues of student discipline.

EDC 5311 Introduction to Qualitative and Quantitative Research (3)
An introduction to the research process applied to Curriculum and Instruction topics, including design of the study, data collection, and analysis using qualitative and quantitative methods. Includes a discussion of variables, sampling, reliability, validity, and ethics of research. Students will read and interpret published research and develop a research proposal.

EDC 5312 Literacy, Equity, and Children's Lives (3)
Adapting materials and methods of reading instruction to aid teachers meet the identified needs of learners.

EDC 5313 Media Literacy Across the Curriculum (3)
An examination of media literacy and its place in the curriculum. Students will examine major themes and issues in media literacy education; acquire skills in deconstructing, using, and creating various media; and develop curriculum involving media literacy including appropriate methods of assessment.

EDC 5314 Clinical Experiences in Teaching Reading (3)
Pre-requisite(s): EDC 5304 or 5312; or consent of instructor
Remedial and clinical methodologies and techniques utilized with pupils referred because of reading disabilities.

EDC 5315 Foundations of the American Economy (3)
Cross-listed as AMS 5315
Behavior of households and business firms in determining the allocation of scarce resources among competing needs in a free market economy for those with no or little previous training in economics. Basic economic analysis is introduced as an aid in understanding the problems of energy, consumerism, unemployment, inflation, and pollution, among others. The course is designed to meet the requirements of Texas state law mandating instruction in free enterprise and economics education.

EDC 5316 Basic American Documents (3)
Cross-listed as AMS 5316
The development of the American political, economic, and social system by reference to the basic documents which undergird that structure. Emphasis is placed on understanding how the system developed and how that development reflected the thoughts of the American public as reflected in those documents. Particular emphasis is placed on the Constitution, court interpretation, and landmark Federal legislation.

EDC 5317 Special Techniques in Secondary Schools (3)
Special techniques and methodology that the modern teacher must now master. Emphasis is given to diagnosing learning difficulties, specified techniques in directing learning activities, and ways of meeting the individual differences found among high school pupils.

EDC 5318 Elementary Language Arts (3)
Development of strategies for facilitating communication skills in the elementary grades and integration of language arts across the curriculum.

EDC 5319 Reading in the Secondary School (3)
The application of developmental reading precepts to the reading requirements of the secondary content subjects. Peer teaching emphasizes techniques and materials for individualized reading assignments.

EDC 5320 Elementary Science and Social Studies (3)
A study of the national standards and Texas requirements for science and social studies content in the elementary classroom with an emphasis on teaching strategies to promote active learning.

EDC 5321 Contemporary Curriculum-Designing and Implementing (3)
Contemporary philosophies and practice for designing and implementing the school's instructional program for administrators, supervisors, and teachers. In addition to placing an emphasis on the changing philosophies and patterns for implementing the curriculum, stress will also be given to current innovations and experimentation in curriculum.

EDC 5322 Learning and the Young Child (3)
Relation of theories of learning and concept development to the young child.

EDC 5323 Contemporary Curricula for the Young Child (3)
Application of learning and developmental theories to the design and evaluation of curricula for the young child.

EDC 5324 Alternative Models of Instruction for the Young Child (3)
Use of research literature to examine, understand, and evaluate various models of instruction for the young child.

EDC 5325 Current Issues and Concerns in Educating the Young Child (3)
Legal, social, and economic issues that affect educational processes for the young child.

EDC 5326 A Process Approach to Teaching Writing (3)
A process approach to teaching writing K-12 explored in a workshop environment.

EDC 5327 Research and Advanced Methods of Teaching Writing (3)
Recent practices and research in teaching writing K-12. Students will engage in some aspect of classroom research in writing.

EDC 5328 Language and Learning across the Curriculum (3)
Emphasis on teaching writing across the curriculum.

EDC 5329 Secondary English Curriculum (3)
Content of secondary English, instructional methods, and teaching materials for grades 7-12. Contemporary concerns relevant to the curriculum development of the English language arts in the components of language, composition and literature. Includes a review of recent research in the teaching of English.

EDC 5330 Contemporary Models of Character Education (3)
Current practices in character education (K-12) with an emphasis on schoolwide models and the materials and resources available to support character education initiatives. The arguments of both advocates and critics of character education will be considered.

EDC 5331 Assessment Issues in Mathematics Education (3)
Students will explore current issues related to assessment, multiple dimensions of assessment, and the process of assessment for mathematics education.

EDC 5332 Mathematics in the Elementary Grades (3)
Introduction to a constructivist approach for teaching mathematics in grades K-5, emphasizing NCTM Principles and Standards. Includes a field-experience working with elementary and/or middle school students.

EDC 5333 Mathematical Immersion to Advance Understanding (3)
This course is designed to engage students in mathematical problem solving and problem posing and examining related research while immersing them in mathematics. The emergence of advanced mathematical understandings will aid students in the development of strategies that promote mathematical learning, particularly related to their professional educational work.

EDC 5334 Numerical Understanding: Rational Numbers (3)
Designed to allow graduate students to explore and analyze research, experiences, case studies, and theory related to the teaching and learning of numerical thinking across grade levels. In particular, students will focus on rational numbers. Students will be able to investigate curriculum standards for K-12, instructional strategies in teaching rational numbers, and recent research on conceptual approaches.

EDC 5335 Research in Algebraic Thinking (3)
Research in Algebraic Thinking is designed to allow graduate students to explore and analyze research, experiences, case studies, and theory related to the teaching and learning of algebraic thinking across grade levels. Students will investigate algebraic curriculum standards for K-12, instructional strategies in teaching algebra, and recent research on conceptual approaches.

EDC 5340 Advanced Elementary Curriculum Development (3)
Analysis of the unique needs of the elementary aged child with special emphasis on EC-6 content standards, lesson and unit planning in the elementary classroom, and elementary curriculum programs.

EDC 5341 Curriculum Theory and Practice (3)
Students read and discuss the most influential works in the history of curriculum development and deliberation from the past 100 years. Students also are introduced to the main philosophical traditions within curriculum theory and practice.

EDC 5342 Data and Instructional Design (3)
An in-depth analysis of standardized assessments given at national, state, district, campus, and individual student levels. Participants make extensive use of technological tools to analyze instructional data sets. Data will be related to curricular analysis and instructional design at appropriate levels.

EDC 5347 Philosophy of Education (3)
An in-depth analysis of curriculum philosophies, including perennialism, idealism, realism, experimentalism, and existentialism. Emphasis on curriculum planning using the philosophies and learning theory to meet needs of contemporary students.

EDC 5348 Issues in Curriculum Development (3)
Designed essentially for administrators, supervisors, and curriculum coordinators, this course investigates and analyzes current issues in curriculum theory and development with particular attention to curriculum revision and reform.

EDC 5349 Comparative Education (3)
Comparative study of social, political, cultural and factors which influence international education. Emphasis on reform movements, curriculum and pedagogical characteristics of schools throughout the world.

EDC 5350 Teaching for Understanding (3)
Exploration and analysis of research, experiences, technology, and theory related to the teaching and learning of major concepts across grade levels. Students will investigate curriculum standards for K-12, National and International test results and implications, and recent research on conceptual approaches. Opportunities for exploring grade-level and content interests will be provided.

EDC 5358 Seminar: Organizing and Administering School Reading Programs and Reading Clinics (3)
Cross-listed as EDL 5358
See EDL 5358 for course information.

EDC 5360 Advanced Elementary Science Curriculum (3)
An in-depth analysis of the fundamental issues related to science curricula, primarily at the K-6 levels, including the role of curricula in historical and current reform efforts in science education.

EDC 5361 Curriculum and Teaching in Informal Education Environments (3)
Cross-listed as TED 4361
See TED 4361 for course information.

EDC 5363 Observation and Participation in Middle and Secondary Schools (3)
Provides the teacher candidate with foundational knowledge in inquiry-based, project-based, and problem-based learning, as well as providing opportunities to interact with middle and high school students during informal education experiences. The experiences will provide the teacher candidate with opportunities both to observe students and to participate as counselors/instructors.

EDC 5370 Applications of Technology to Teaching and Learning (3)
The course explores multiple frameworks for integrating technology into the teaching and learning process. Current research on the positive and negative impacts of technology is examined. Personalized learning experiences are based on the individual student's assessment of her or his technological expertise and professional trajectory.

EDC 5372 The Instructor and Technology (3)
Pre-requisite(s): EDC 5370 or consent of instructor
Focuses on the participant's future role as an instructor and the participant's personal and professional use of various technologies (data/computer, communication, and video) to gather information, to conduct research, to communicate with learners and colleagues, and to prepare material for publication and/or presentation.

EDC 5374 Curriculum and Technology (3)
Pre-requisite(s): EDC 5370 or consent of instructor
Prepares future instructional personnel to integrate technology (data/computer, communication, and video) into curricular applications. Emphasizes the application of technology in student learning activities.

EDC 5375 Courseware Development (3)
Pre-requisite(s): EDC 5370 and 5374; or approval of instructor
Examines technology-driven instructional systems. After reviewing existing systems, participants will design and develop technology-based course materials. An emphasis will be placed on the use of authoring languages and/or applications to present course material and to track student interaction.

EDC 5376 Multimedia Development (3)
Pre-requisite(s): EDC 5370 and EDC 5374; or approval of instructor
Examines the instructional design and production of multimedia curricular materials. Principles of human and machine interaction, hardware and software configurations, and production practices will be studied as participants create multimedia curriculum in a designated subject area.

EDC 5377 Practicum in Technology (3)
Pre-requisite(s): EDC 5370 and 5372; or consent of instructor
Placement in a "technology-rich" environment will expose the participant to addressing the technology needs of end users.

EDC 5385 Religion and Education in America: Exploring the Tensions and Possibilities (3)
A critical examination of the historical and contemporary relationship between religion and public education. Particular attention will be paid to the history of religion and education, contemporary church-state law and education, and how religion can and should be addressed in the curricula in constitutionally appropriate ways.

EDC 5390 Seminar: Education (3)
Designed to meet the individual needs of graduate students. May be repeated.

EDC 5391 Social Foundations of Education (3)
This course will provide students the opportunity to encounter several highly influential books, ideas, and individuals from the fields of Social Foundations of Education and Curriculum. As an interdisciplinary, Foundations course, the instructor will assist students as they consider the field of education from a broad liberal arts perspective.

EDC 5392 Issues in Diversity (3)
An analysis of issues related to diversity in learning settings and the exploration of culture in educational contexts.

EDC 5663 Montessori Preprimary and Elementary Curriculum Design and Teaching Strategy (6)
Pre-requisite(s): EDC 5660
Introduction to the Montessori preprimary and elementary method of education, emphasizing the continuum of development in the young child (birth to age 9). Curriculum areas and classroom management skills as well as philosophical principles. Preparation for assisting in Montessori preprimary classrooms.

EDC 5690 Teaching Associate EC-6 (6)
Pre-requisite(s): EDC 5304
Practicum in a local elementary school where teacher candidates teach small groups of students within a variety of disciplinary areas as associated with the elementary teaching certificate.

EDC 5691 Teaching Associate Middle Grades (6)
Practicum in a local middle school where teacher candidates teach small groups and large groups of general education students within their content area as associated with the middle level teaching certificate.

EDC 5692 Teaching Associate Secondary (6)
Practicum in a local school (grades 7-12) where teacher candidates teach small groups and large groups of students within their content areas of mathematics, science, social studies, or ELAR as associated with specific secondary level teaching certificates.

EDC 5699 Graduate Teaching Internship (6)
Pre-requisite(s): Acceptance into the Master's with initial certification program
Designed for student participating in the Master's degree with initial teaching certification. A supervised teaching experience in an area public school.

EDC 5V95 Special Problems in Education (1-4)
Designed to meet the individual needs of graduate students. May be repeated.

EDC 5V99 Thesis (1-6)
Credit received when the thesis is finally approved.

EDC 6101 Professional Seminar (1)
Introduction to responsibilities of university faculty, including applying for university tenure-track positions, preparing presentation proposals, writing for publication, and teaching university students, as well as discussion of resources to support research and writing.

EDC 6199 Problem of Practice Dissertation (1)
Research, data analysis, writing, and of an approved problem of practice dissertation.

EDC 6310 Seminar in Curriculum and Instruction (3)
Data collection/analysis, writing, and defense of an approved doctoral dissertation. At least nine hours of EDC 6V99 are required for the PhD degree in curriculum and teaching. EdD students take required Problem of Practice hours in the form of EDC 6391, 6392, 6333, and 6393. EdD students requiring more hours to complete and defend their Problem of Practice as well as satisfy graduation requirements may enroll.

EDC 6311 Fundamentals of Curriculum (3)
Exploration, analysis, and evaluation of various trends in curriculum and their impact on classrooms, as well as their causes and contexts and major scholars who advocate these ideas.

EDC 6312 Curriculum Inquiry and Analysis (3)
Pre-requisite(s): EDC 6311
Examination of the varied lenses for understanding curriculum.

EDC 6330 The History of American Education (3)
Seminar focusing on the philosophical history of American education with emphasis on primary source documents. Includes a discussion of the social, cultural, and historical contexts for development of this distinct intellectual tradition.

EDC 6331 Sociopolitical Contexts of Schooling (3)
Provides doctoral students with increased understanding of historical and contemporary landmark policies that have influenced the landscape of schooling and education for students. Using a policy analysis framework, students analyze and offer critiques on reform-based educational initiatives.

EDC 6333 Problem of Practice Phase Three (3)
Pre-requisite(s): EDC 6391 and 6392 This is the third course in the sequence of four courses for Ed.D. students to work on and complete the dissertation project
In this course, students complete the data analysis, results, and conclusions.

EDC 6336 Qualitative Research and Data Analysis (3)
Cross-listed as EDP 6336
See EDP 6336 for course information.

EDC 6338 Grant Writing (3)
Cross-listed as EDP 6338
See EDP 6338 for course information.

EDC 6339 Ethnographic Research Methods in Education (3)
Cross-listed as EDP 6339
A study of ethnographic research methods, data collection and procedures for data analysis.

EDC 6340 Research in Mathematics Education (3)
Pre-requisite(s): EDP 5335
Research in mathematics education with emphasis on understanding current research, applied methodologies, and implications for teaching and learning mathematics. Includes practical skills in data collection and analysis with individualized and critical assistance given in application of technological tools, research types (qualitative and quantitative), and analysis techniques.

EDC 6341 Advanced Studies of Issues in Mathematics Education (3)
In-depth investigation of critical issues in the nature of knowledge and inquiry in school mathematics.

EDC 6342 Cognitive Processes in Mathematics Education (3)
Various theoretical approaches used to understand the teaching and learning of mathematics are examined. Experiences in this course will allow for insight into the existing evidence accumulated on issues related to how people think about mathematics and how an understanding of mathematics develops.

EDC 6345 Christian Faith and Education (3)
This course examines the historical and contemporary relationship between the Christian tradition and education. It specifically addresses historical and contemporary proposals that consider how Christianity influences teaching, research, and service within educational institutions.

EDC 6346 Mentoring and Supervision (3)
A theoretical and practical overview of mentoring and supervision. Through the examination of theoretical perspectives and current issues in the field of mentoring and supervision, the course uses a variety of interactive exercises to assist in the development of a mentoring stance and a developmental approach to supervision.

EDC 6352 Trends in Educational Thought (3)
See EDA 6352 for course information.

EDC 6355 Concepts of Teaching and Teacher Education (3)
Focuses on the profession of teaching and preparation of teachers; definitions, history, role in American society; diverse means of studying and conceiving of teaching and teacher education; research in teaching and teacher education; the teaching life; the teaching career; teacher leadership; pedagogical reflection; and trends and issues in national and international teacher education.

EDC 6358 Design Research (3)
This course introduces students to different design-based research methods in educational research and provides students with an intensive experience in carrying out their own design-based research studies.

EDC 6359 Mixed Methods Research Design and Analysis (3)
Cross-listed as EDP 6359
This course focuses on applied mixed method designs that address the unique settings and systems of education, including data collection strategies for field work.

EDC 6360 Instructional Design (3)
Examination of issues related to instructional design in K-12, post-secondary, and corporate environments. Effective instructional design includes an assessment of specific needs, an understanding of the learner, and the implementation and assessment of effective learning experiences for content and skill mastery.

EDC 6361 Leadership and Organizational Change (3)
Through the examination and application of theories, including but not limited to leadership, decision-making, communication, motivation, power and influence, group dynamics, and change, this course develops diagnostic and problem-solving skills necessary for successful leadership of various organizational structures.

EDC 6362 Community Leadership & Collaboration (3)
This course helps students to understand the context of healthy community partnerships. They engage with community partners to generate new knowledge and practices for all constituents. The culminating projects from the course will be disseminated to both academic audiences and public audiences.

EDC 6365 Philosophy and Ethics in Leadership (3)
Analysis of the intersection of education, ethics, philosophy, and leadership in order to build ethical educational leadership capacity in ourselves and in our organizations.

EDC 6368 Future Trends in Leadership (3)
This course focuses on future trends that impact leadership and call for new leadership competencies. The course examines these trends as well as successful examples of leadership excellence in various fields. Students discuss emerging leadership frameworks, profiles, and case studies as the students develop in their own roles as future leaders in their organizations.

EDC 6370 Case Study Research Methods and Analysis in Education (3)
Cross-listed as EDP 6370
Case study research methods, data collection and procedures for analysis.

EDC 6372 Teaching and Learning in Online Environments (3)
Survey of the technologies, methods, strategies, assessments, and research-related synchronous, asynchronous, and hybrid environments for teaching and learning. Learning experiences will be customized to meet the participant's target instructional environment.

EDC 6374 Technology as a Curricular Approach (3)
Survey of technology frameworks designed to facilitate the integration of technology and instruction. Research related to effective implementation and documented outcomes will be reviewed. Learning experiences will be customized to meet the participant's desired target environment (K-12, higher education, informal settings, etc.).

EDC 6376 Organizational Change in a Technological Society (3)
This course examines short, medium, and long-range trends in the nature of professional work, organizations, and change as a result of rapid and pervasive technological development. The legal, ethical, and moral dimensions associated with these changes are addressed. Tools for trend analysis, innovation implementation, and professional development are introduced.

EDC 6390 Seminar: Education (3)
Designed to meet individual needs of doctoral students and address current issues in teaching, learning, curriculum, and educational research.

EDC 6391 Problem of Practice Phase One (3)
Pre-requisite(s): EDC 6359 and EDP 5327 This is the first course in the sequence of three courses for Ed.D. students to work on and complete the dissertation project
In this course, students complete the review of literature.

EDC 6392 Problem of Practice Phase Two (3)
This is the second course in the sequence of three courses for Ed.D. students to work on and complete the dissertation project. In this course, students complete the research methodology.

EDC 6393 Problem of Practice Final Phase: Capstone (3)
Pre-requisite(s): EDC 6391, 6392, and 6333
This is the final course in the sequence of three courses for Ed.D. students to work on and complete the dissertation project. In this course, students complete the data analysis, results, and conclusions.

EDC 6V00 Graduate Research (1-10)
Pre-requisite(s): Graduate standing
For research credit prior to admission to candidacy for an advanced degree. Credit will be given for the amount of work done. May be repeated for credit through 45 hours.

EDC 6V99 Dissertation (1-6)
Data collection/analysis, writing, and defense of an approved doctoral dissertation. At least nine hours of EDC 6V99 are required for the PhD degree in curriculum and teaching. EdD students take required Problem of Practice hours in the form of EDC 6391, 6392, 6333, and 6393. EdD students requiring more hours to complete and defend their Problem of Practice as well as satisfy graduation requirements may enroll.