

Virginia Union University



Syphax School of Education

Master of Arts in Curriculum & Instruction

Virginia Union University
1500 N. Lombardy Street
Martin E. Gray Hall
Richmond, VA 23220

Mission Statement:

The mission of the School is to produce a nationally validated program that develops a community of professionals competent and dedicated to improving humanity. These professionals will exhibit knowledge and skills in their fields of study, engage in life-long learning and will be committed to professional growth. The School encourages scholarly inquiry based on reflective analysis in search for excellence, solid values, and a sense of personal worth in diverse settings.

Dr. Sunita Sharma, Interim Dean – Syphax School, SSharma2@vuu.edu

Dr. Alphonso L. Sealey, Assistant Professor of Education, alsealey@vuu.edu

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Dear Graduate School Candidate:

Thank you for your interest in the **Master's Degree Curriculum & Instruction** program being offered here at Virginia Union University. This is a new program and we are excited about the potential for growth and provision of an excellent graduate education program for area educators.

This unique program offers three specialized tracks: *Elementary Education, Special Education and Urban Education*. The degree prepares educators for leadership and research oriented positions in the future. This is not a Teacher License program.

If you are interested in applying, please click on the link below or go to the university website and click on the **APPLY Now** box. The following are other important program details:

Admission requirement:

- **2.75 or above** GPA in undergraduate degree program (GPAs between 2.00 and 2.75 will be considered for conditional admission)
- An **OFFICIAL transcript** from prior degree program
- Two letters of recommendation
- Personal Statement
- Applications are considered as they are completed

Tuition:

- **\$1284 per three credit hour course**
- Financial Aid is available

Program completion timeframe:

- **36 credit hours** that can be completed within 18-24 months

Again, please click on the link below to access the online application. Only electronic applications are accepted.

http://my.vuu.edu/ICS/Admissions/Undergraduate_Admissions.jnz?portlet=Apply_Online_2.0&screen=Begin%2f%2f07662fd1-a241-40b8-a6cb-c834f1e2e169&screenType=next

Please let us know if you have other questions or concerns. We are pleased that you are interested and look forward to receiving your application.

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Martin E. Gray Hall, Room
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Core and Track Description

The Master of Arts in Curriculum & Instruction requires a minimum of **36** credit hours, including a **Capstone Project or Thesis based on Action Research and Case Studies**.

The C&I master's degree program curriculum will be comprised of: 1) core courses, 2) research courses, 3) professional courses, 4) specialized track courses, and 5) Capstone/ Thesis Project. The uniqueness of the Master of Arts in C&I offered at the Syphax School resides in its **specialized track model**, in which students select one of the following areas of specialty:

- a) C&I: Elementary Education
- b) C&I: Special Education
- c) C&I: Urban Education

The specialized track rationale is value-added in nature and is also geared to produce *highly marketable* graduates and practitioners committed to excellence in education professional careers. The combinational tracks are summarized in the figure below.

Track #1: Elementary Education

This **specialized track** is designed to provide graduate students with knowledge and skills to serve in leadership roles in curriculum development supervision and research in the field of elementary education. Graduate students will focus on applying current theory, research and technology to the design of curriculum and instructional models. The specialized courses will endorse competencies required by the Virginia Department of Education for Elementary Education licensure. This option prepares students to work as educators, curriculum specialists, researchers and teacher educators.

Track #2: Special Education General Curriculum (K-12)

This **specialized track** is designed to provide graduate students with professional knowledge and skills needed to work in a variety of settings: General Education Classroom (where students with special needs are being collaboratively taught), Resource, modified resource rooms, self-contained settings or classrooms in varied urban, suburban or rural areas, Residential programs, and various community environments. Graduate students learn assessment and diagnosis of students, effective instructional procedures, collaborative techniques, and behavior management strategies. The specialized courses will endorse competencies required by the Virginia Department of Education for K-12 Special Education licensure. Graduates will be prepared to teach, counsel, consult, and serve as a resource to general educators, agencies, families of special needs learners, curriculum specialists, researchers, teacher educators, and school leaders.

Track #3: Urban Education

The Urban Education specialized track is specifically designed: 1) to provide graduate students with a broad base of knowledge about the education of minorities and of students in urban areas and 2) to enhance graduate students' understanding of topics, such as social theory, national educational policy, urban education reform, the social and political context of urban schools, the practices and policies that govern urban teaching, and the education of ethnic, racial, cultural and language minorities in diverse settings. This option focuses on the scope of issues confronting minority students in urban contexts. The field of Urban Education incorporates perspectives from other appropriate fields such as educational policy, sociology, social work, political science, math and literacy. This option prepares students to work as educators, curriculum specialists, researchers and teacher educators in schools and universities in urban school districts and districts with large minority populations. Finally, this option addresses the needs of professionals involved in community-based education, adult literacy, community development, after school programs and family support organizations.

Master of Arts in Curriculum and Instruction

Master of Arts in Curriculum and Instruction – Elementary Education

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 528 Policy and Critical Issues in Curriculum and Instruction	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	EDU 543 Trends & Issues in Early Childhood Education	3 cr.
	EDU 544 Literacy in Elementary Education	3 cr.
	Six(6) additional credit hours chosen from the list of C&I electives listed on pages 17-19	6 cr.
Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone and Oral Examination	6 cr.
TOTAL		36 Credits

Master of Arts in Curriculum and Instruction – Special Education (K-12)

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 528 Policy and Critical Issues in Curriculum and Instruction in Special Education	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	SPE 548 Serving Special Students in Inclusive Environments, K-12	3 cr.
	SPE 549 Language Acquisition and Language Disorders	3 cr.
	Six (6) additional credit hours chosen from the list of C&I electives listed below (p. 15)	6 cr.
Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone Project and Oral Examination	6 cr.
TOTAL		36 Credits

Master of Arts in Curriculum and Instruction – Urban Education

Course Requirements	Course Titles	Semester Hrs.
Core Course (Total: 3 cr.)	EDU 520 Philosophy of Education	3 cr.
Research Course (Total: 3 cr.)	EDU 522 Measurement, Evaluation and Ethics in Action Research	3 cr.
Professional Courses (Total: 9 cr.)	EDU 524 Curriculum Theories, Design and Evaluation	3 cr.
	EDU 526 Instructional Media and Computer Technology in the Classroom	3 cr.
	EDU 529 Leadership & Instruction for Effective Urban Schools	3 cr.
Specialized Courses (Total: 15 cr.)	EDU 541 Multicultural Education for Today's Diverse Classrooms	3 cr.
	EDU 552 Historical and Sociological Perspectives in Urban Education	3 cr.
	Nine (9) additional credit hours chosen from the list of C&I electives listed below (p. 15)	9 cr.
Master's Project (Total: 6 cr.)	EDU 580 Master's Thesis/Capstone Project and Oral Examination	6 cr.
TOTAL		36 Credits

Course Descriptions

Core Course (Total: 3cr.)

EDU 520 Philosophy of Education (3cr.) A, B, C

A broad view of the origin, nature, and scope of American Education is presented. Emphasis is placed on trends in history, research, and philosophy that have helped shape the aims, curriculum, organization, administration, and supervision education in American and international schooling environments.

Research Courses (Total: 3 cr.)

EDU 522 Measurement, Evaluation and Ethics in Action Research (4cr.) A, B, C

This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. This course also introduces the purpose of statistics as applied in educational research. Quantitative and qualitative measures will be examined, and methods for evaluating and analyzing data will be discussed. Students will identify ethical issues related to research, including professional codes of ethics, governmental regulations, confidentiality, and research using human subjects (IRB). The information presented in this course will be implemented via individual action research projects.

Professional Courses (Total: 9cr.)

EDU 524 Curriculum Theories, Design & Evaluation (3cr.) A, B, C

This course will provide an in-depth study of elementary level curriculum, pedagogy and resources for teaching. Topics will include a review of state level documents, national policy and recommendations of premier professional associations, and the recommendations of recent reform movements.

EDU 526 Instructional Media and Computer Technology in the Classroom (3cr.) A, B, C

This course provides an advanced examination of Instructional Technology (Smartboard, Promethean, etc...) as well as an overview of contemporary issues affecting the use of technology in education. This course also focuses on the selection and use of various technologies and software applications appropriate for K-12 curricula. Topics to be explored include the construction of units involving technology, classroom management issues, and student assessment criteria to assist teachers in the process of effectively integrating technology into subject matter curricula.

EDU 528 Policy and Critical Issues in Curriculum and Instruction (3cr.) A, B

This course is designed to allow students to explore current educational issues and innovations in the context of their social, political and philosophical foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. (Focus need to include **Policy and Critical Issues in Curriculum and Instruction for exceptional learners as well**)

EDU 529 Leadership & Instruction for Effective Urban Schools (3cr.) C

This course will examine the principles, policies, and practices of leadership and instruction that promote effective schools. Course content will include an examination of evidence-based practices related to urban schooling, including: the Effective Schools Correlates, and numerous efforts on the local and state and national level designed to improve the quality of education particularly as those practices and policies affect urban student achievement. Emphasis will be placed on examining models and methodologies currently in use within area urban school settings. A ten hour practicum will be required for students without prior classroom experience.

Specialized Course Requirements and C&I Electives

*Elective courses are indicated with an Asterisk**

EDU 541 Multicultural Education for Today's Diverse Classrooms (3cr.) A, B, C

This course explores the relationship between urban schooling and racial/ethnic/religious micro-cultures, exploring the issues, trends, theories and processes for understanding and working with culturally diverse groups in educational settings and the implications for programming at all levels. The course encourages students to examine their own educational assumptions.

EDU 543 Trends and Issues in Early Childhood Education (3cr.) A

This course will examine contemporary trends, issues and theories related to early childhood education. Emphasis will be given to major developmental theories and research related to developmentally appropriate practices and literacy. Included will be the application of theory and research to current practices in early childhood education.

EDU 544 Literacy in Elementary Education (3cr.) A

This course is designed to provide candidates with the knowledge and skills necessary to be effective communicators and collaborators within the educational environment. Candidates will explore critical reading, writing, speaking, listening, viewing, critical and creative thinking, and information and media literacy skills.

EDU 545 Behavior Management (3cr.)*

This course provides an examination of classroom and behavior management techniques and the development of skills necessary to foster a supportive, classroom learning environment congruent with norms and rules. The course also includes an examination of a variety of behavioral, cognitive theoretical approaches that are developmentally appropriate. The course also looks at principles, procedures, and strategies for classroom behavior management, social skills development, assessment of social behavior, and learning environment that are enhancement for Students with Learning Disabilities

SPE 546 Career and Life Planning for Exceptional Learners (3cr.)*

The course provides an in-depth study of preparatory skills for vocational opportunities for exceptional learners. The course presents an overview of social, leisure and recreational opportunities for exceptional learners.

SPE 547 Assistive Technology (3cr.)*

In this course, students will develop an understanding of low tech and high tech Augmentative/Alternative Communication (AAC) systems and Assistive Technology (AT) systems. Study will include federal and state laws related to the provision of AT/AAC and funding for devices.

SPE 548 Special Education in the General Curriculum K-12 (3cr.) B

This course is designed develop skills in planning, developing, implementing, and evaluating programs for students with special needs. Addresses classroom organization, development, and implementation of individualized educational programs (IEP), group instruction, Curriculum Strategies, adaptation for transferring content area materials to students with disabilities.

This course focuses on effective (research-based) adaptations and modifications of general educational materials and curricula for exceptional learners.

SPE 549 Language Acquisition and Language Disorders (3cr.) B

This course provides an overview of the structure and function of oral and written language, handwriting, spelling addresses reading fluency, comprehension, making transition to content area texts, with special attention given to reading and writing in content areas that improve content literacy, comprehension, critical thinking, and appreciation for literature appropriate to the discipline. Instruction in study skills, time management, and studying are included as they relate to the Virginia Standards of Learning and Curriculum in Special Education

EDU 550 Critical Issues in Urban Education (3cr.)*

This course explores major issues in urban education and the programs and practices that address them. Topics include effective policies and practices for urban schools, such as parent and community involvement, school violence, dropout rates, academic retention, and small learning communities.

EDU 551 Policy and Educational Reform (3cr.)*

This course is designed to help students understand the political factors that shape urban schools. The focus is on both perennial and emerging issues affecting the urban environment and schools and on major policies and educational reforms relating to those issues (e.g., equity, accountability, and school finance). The class will require several critiques of educational literature, as well as an extensive review of the literature on a substantive topic related to urban education.

EDU 552 Historical and Sociological Perspectives in Urban Education (3cr.) C

This reading and discussion class is based on literature on the history of urban education. The city of Richmond, VA will be used as a case study. Topics in urban history include the geography and functional differentiation of urban space; urban demographics with a special emphasis on racial and ethnic minorities; urban political and social institutions. Topics in urban educational history include race and ethnicity, the history of social class, and the opportunity structure in urban education.

EDU 554 History of African-American Education in the United States (3cr.)*

This course will explore the historical developments in the education of African Americans from the early 20th century to contemporary times. Critical developments in law, legacy, and the continuing quest for equity in education will be explored through analysis of biographies, laws, and research reports explicating the challenges and triumphs in the education of African Americans in our nation.

EDU 555 Legal Issues in Education (3cr.)*

This course explores the history of legal issues in education and reviews current legal issues in education. Legal rights of all constituents: educators, students and parents will be examined with special attention to recent rulings directly affecting the African American community. Students will be required to read and examine specific case law, statutes and rulings from the past and present.

EDU 556 Children, Families & Communities in A Diverse Society*

This course gives an examination of diverse cultures in American society. Course content will cover the analysis of racism, sexism, and other diversity issues within the school and community. Emphasis will be on school achievement and the role of collaborative engagement with families and communities to address the pervasive achievement gap influenced by poverty conditions and role of communities in schools. Discussion of child development within different cultures and identifying changing family and community structures will also be included.

EDU 560 Practicum (3cr.)*

This course provides students opportunity to apply teaching competencies and work directly with school - age children under the supervision of a University supervisor and the classroom cooperating teacher. Experiences include observation and participation in schools via case studies. *Option for Urban Education track program for students without prior school experience.*

^A Required course: Elementary Education Track

^B Required course: Special Education Track

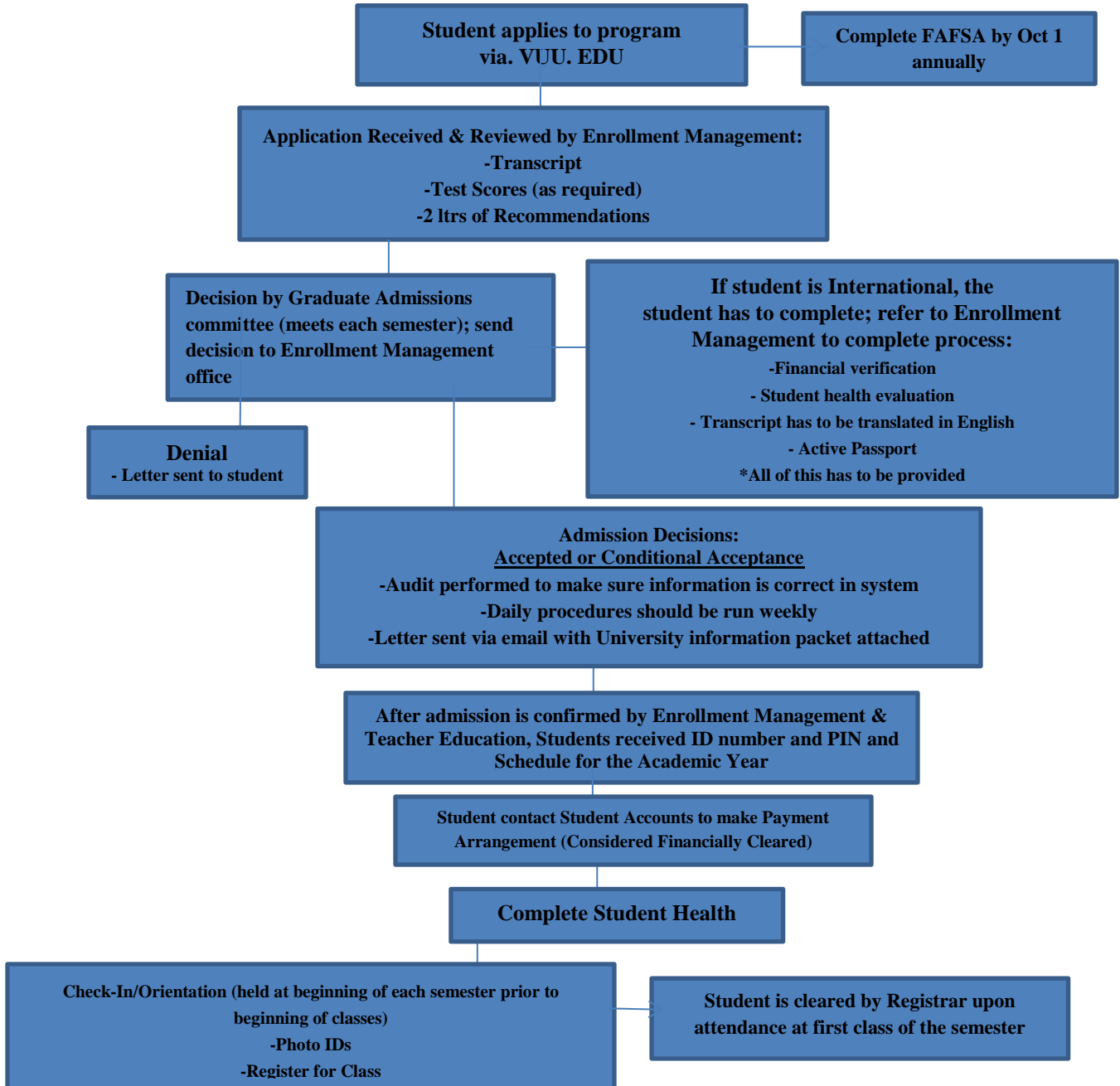
^C Required course: Urban Education Track

Master's Project (Total: 6 cr.)

EDU 580 Master's Thesis/Capstone Project and Oral Examination (6cr.)

This course requires students to plan, design and implement an action research project that relates to problems and issues in their track of concentration. A written document is submitted to the graduate committee and the candidate defend his/her project as well as his/ her culminating portfolio during an oral examination. This course is open to graduate students only.

**Virginia Union University
 Department of Teacher Education
 Masters of Arts in Curriculum & Instruction
 Flow Chart
 Application to Enrollment**





Virginia Union University
Steps to Graduate Financial Aid

All students, expecting to receive Financial Aid (*Federal Direct Unsubsidized Stafford Loan or Grad Plus Loan*) to cover school expenses, are required to complete and submit the information listed in **STEPS 1-5**.

**Returning students are only required to complete Step 1 annually; Step 5, if selected.*

STEP 1 – F.A.F.S.A. Annually complete and submit the Free Application for Federal Student Aid (FAFSA) using the “free” website www.FAFSA.ED.GOV; include VUU in schools “schools to be notified”. Submit the FAFSA **AFTER** taxes have been *processed* by the IRS. Use the **IRS Data Retrieval Tool** (*link in finance section*) to enter tax information. (*Three business days are required for receipt of submitted FAFSA information*).

STEP 2 – MASTER PROMISSORY NOTE. Complete and electronically sign a Master Promissory Note (MPN) using the website www.studentloans.gov (*use the same FSA ID /Password used to complete the FAFSA*). Students are to sign the “Subsidized/Unsubsidized” MPN. Students must include VUU in schools “schools to be notified”.

STEP 3 – ENTRANCE COUNSELING. Complete Entrance Counseling using the website www.studentloans.gov. Students must include VUU in schools “schools to be notified”.

STEP 4 – STUDENT AID REPORT. After completion of the FAFSA, students are to go to (www.FAFSA.ED.GOV) to review their Student Aid Report (SAR) carefully for accuracy or to make corrections if needed. **Note:** Re-entering the website (*more than twice*) to make corrections may cause delays.

STEP 5 – VERIFICATION. Upon reviewing the SAR, **IF the Expected Family Contribution (EFC) has an asterisk (*),** the student has been selected for *Verification* by the Department of Education and must submit the following documents to the Graduate Financial Aid Office prior to being awarded:

- A copy of the prior year **Tax Return Transcript** (*student and if applicable, spouse*).
- A completed verification worksheet (*available on the VUU website -Graduate Financial Aid webpage*)

The tax return transcripts and other document copies will not be returned. IRS Tax Return Transcripts (**NOT** a regular tax return) can be obtained by: (1) visiting www.irs.gov. Under “Tools” – select **Get Transcript of Your Tax Records** then create an account to print out or save transcript.

AWARD NOTIFICATION: Students have the right to cancel all or a portion of the loan within 14 days after notification that the funds have been placed on the students’ account. All requests for loan cancellation must be made in writing using an Adjustment/Decline form. Returning students will be able to view financial aid award/scholarships offered via MYVUU. “New” students will receive an award letter via orientation or U.S. Mail. If adjustments are needed, students must complete an Adjustment or Decline form (*available on Graduate Financial Aid webpage*) **prior to fall or spring disbursements only**.

IMPORTANT NOTES:

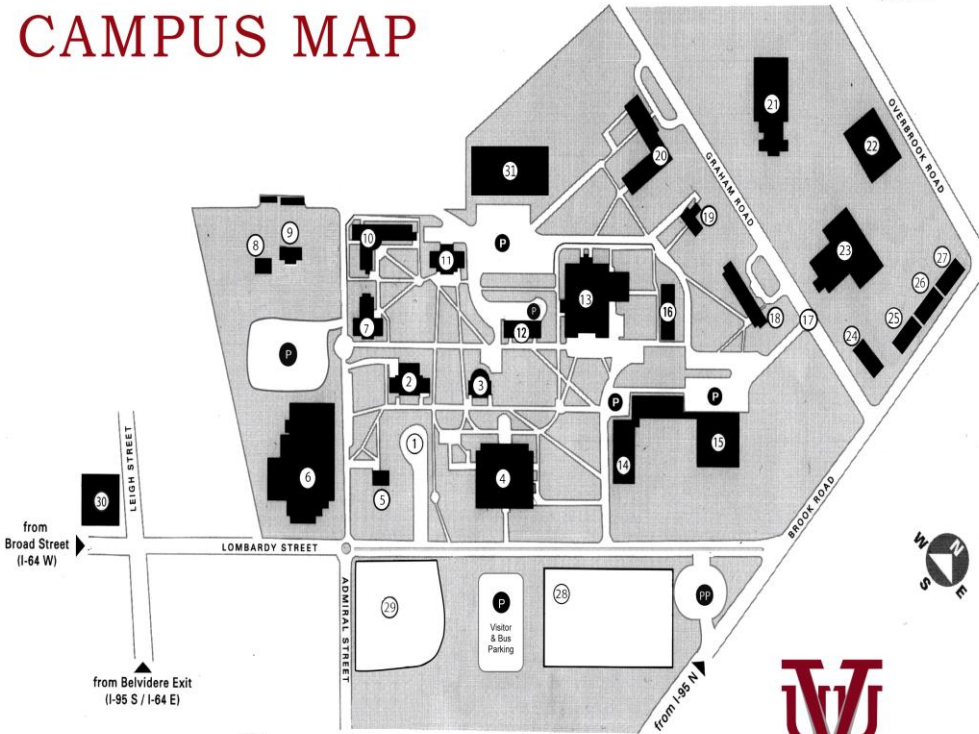
1. Students must be enrolled at least “half-time (*2 paid courses per term*) to be eligible for financial aid. Adjustments to the Financial Aid award must be processed by the Office of Graduate Financial Aid.
2. Tuition is assessed at the beginning of each term. An Add/Drop period will also occur at the beginning of each term **PRIOR TO** attendance verification which is mandatory for Federal Aid processing.
3. The annual cost of attendance for full-time assumes enrollment in 9 courses, which includes a combination of enrollment in the following 3 terms: **Fall (3), Spring (3), Summer (3)**.

Virginia Union University

Updated 5.21.14

CAMPUS MAP

1. Pickford Circle
2. Pickford Hall
 - President's Office
 - Campus Police
 - Academic Affairs
3. Coburn Hall
4. Ellison Hall
 - Financial Aid
 - Registrar
5. Baptist Memorial Building
6. L. Douglas Wilder Library
7. Kingsley Hall
 - School of Theology
8. Power Plant
9. Maintenance Building
10. Storer Hall
11. Martin E. Gray Hall
12. Huntley Hall
13. Henderson Center
 - Admissions Office
 - Student Affairs Office
14. Belgian Friendship Building
15. Barco-Slevens Hall
16. Hartshorn Hall
17. Main Entrance
18. Newman Hall
19. White Hall
20. MacVicar Hall
21. Baptist General Convention of VA
22. Community Annex
23. Richmond Police Training Academy
24. President's House
25. University House #2
26. University House #3
27. University House #4
28. Hovey Field
29. Softball Field
30. C.D. King Hall
 - Human Resources
 - Institutional Advancement
 - Student Accounts
 - University Relations
31. Living and Learning Center



- P** Parking
- PP** President's Parking

Please Do Not Park in Reserved Spaces. Towing is Enforced.



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