Master of Science in Education in Curriculum and Instruction

Programs in Curriculum and Instruction prepare students to complete advanced degrees by addressing critical issues in learning, teaching, and curriculum, from local to global levels.

The Master of Science in Education candidate completes graduate courses in Curriculum and Instruction. This provides the candidate an opportunity to:

- Develop a thorough understanding of the relationship of content and content-specific pedagogy
- Demonstrate an in-depth understanding of the content that they plan to teach and provide multiple explanations and instructional strategies so that all students learn
- Apply the ability to critique research and theories related to pedagogy and learning
- Convey an in-depth knowledge of research-based instructional strategies and technologies that help all students learn.

The culminating experience for completion of the Master of Science in Education degree is the Master's Project as a portfolio. The portfolio will be a collection of artifacts completed during courses in the program along with documentation of other activities exemplifying the four program outcomes. They are:

- **Leadership**: Ability and willingness to act as building and professional leader;
- **Teaching all students**: Skilled in and disposed toward teaching all students;
- **Knowing and using research**: Understanding and ability to act on research; and
- **Pedagogical content knowledge**: Practice shaped by knowledge of content area research implemented in an approach that impacts student learning.

Admission to the School of Education

Graduate programs in education are open to students with acceptable baccalaureate and graduate degrees whose academic records indicate that they can do successful work at the graduate level. Regular admission requires a grade-point average of at least 3.0. Applicants must provide evidence of ability to work successfully at the graduate level, including experience in and commitment to the profession. Exceptions to established policies must be sought individually by petition to the Graduate Division of the School of Education.

See Admission in the Graduate Studies (http://catalog.ku.edu/graduate-studies) section of the online catalog for more information.

Each department in the School of Education sets its own application deadlines. Prospective graduate students should contact their departments for more information.

Graduate Admission to the Department of Curriculum and Teaching

In addition to general requirements for admission to graduate study in the School of Education, master’s degree programs in Curriculum and Instruction require completion of an appropriate undergraduate program and, in some instances, a teaching license. Materials describing all Curriculum and Instruction programs may be obtained from the department (http://ct.soe.ku.edu).

Deadlines for the online master’s application vary by year and initial term. The deadlines are April 26 for 2019 summer admission, August 9 for 2019 fall admission, and December 20 for 2020 spring admission.

Admission to the online Master of Science in Education in Curriculum and Instruction Program (Domestic Applicants)

The following materials must be submitted:

- A completed domestic online graduate application (http://www.graduate.ku.edu).
- 1 official transcript of all college records with at least a 3.0 grade-point average on a 4.0 scale.
- 3 letters of recommendation. Each letter should be attached to the online recommendation form when it is submitted by the recommender.
- A statement of career goals.
- A vita or résumé.

Admission to the online Master of Science in Education in Curriculum and Instruction Program (International Applicants)

The following materials must be submitted:

- A completed international online graduate application (http://www.graduate.ku.edu).
- 2 official transcripts of all undergraduate credit including degree conferral (1 in the original language and 1 in English translation) with at least a 3.0 grade-point average on a 4.0 scale. The transcript must contain the following information:
  - Completion of course work required for degree
  - Degree earned and date the degree was conferred; if this is not on the transcript, applicants must also submit a degree certificate and/or diploma
Master of Science in Education in Curriculum and Instruction

To meet the demands and schedules of current teachers and educators, the Department of Curriculum & Teaching now offers this Master's degree program in a fully-online delivery format, effective Summer 2017.

Master of Science in Education - Curriculum & Instruction - online program

The online Master of Science in Education degree in Curriculum & Instruction is a practitioner-focused master's degree for current educators who want to make a difference with effective instructional practices and curriculum development strategies. It is comprised of 10 courses for 30 total credit hours and can be completed in two years. The courses are delivered online in an 8-week format.

Master of Science in Education - Curriculum & Instruction with an emphasis in Reading Non-Licensure Track - online program

The Reading Non-Licensure master's track option is not intended for initial teacher licensure nor for licensure as a reading specialist; most students enter the program with an active teacher's license. It is best for administrators and those looking to deepen their knowledge of literacy strategies and language acquisition techniques.

Master of Science in Education - Curriculum & Instruction with an emphasis in Reading Specialist Licensure Endorsement Track - online program

The Reading Specialist Licensure endorsement track master's option is intended for those seeking to earn their master's degree in order to pursue state licensure as a reading specialist. It is best for educators looking to transition to or start a career in reading education, who already hold initial licensure in their state.
C&T 740  Foundations of Reading: Process, Theory, and Instruction  3
C&T 741  Comprehension and Study Strategies for Use with Multiple Texts  3
C&T 807  Multicultural Education  3
C&T 840  Emergent Literacy and Beginning Reading  3
C&T 841  Early Intervention in Reading Practicum  3
C&T 842  Supporting Striving Readers: Adolescent through Adult  3
C&T 843  Supporting Striving Readers Practicum  3
C&T 844  The Reading Program: Coordination and Supervision  3
C&T 898  Master's Project  1-4

Total Hours  31-34

Master of Science in Education - Curriculum & Instruction with an emphasis in Teaching English to Speakers of Other Languages (TESOL) Teacher Track - online program

The TESOL Teacher Track master's option includes practica for classroom educators who intend to acquire a licensure endorsement to teach English learners from diverse cultures in their classrooms and schools. It is best for educators looking to transition to or start a career in TESOL, who already hold initial licensure in their state.

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<tr>
<td>C&amp;T 709</td>
<td>Foundations of Curriculum and Instruction</td>
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<td>Understanding Research in Education</td>
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<td>C&amp;T 807</td>
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<td>C&amp;T 820</td>
<td>Methods of Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>C&amp;T 821</td>
<td>Assessment in Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>C&amp;T 822</td>
<td>Second Language Acquisition for Teaching English to Speakers of Other Languages Educators (TESOL)</td>
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<td>C&amp;T 824</td>
<td>Problems in Second Language Instruction</td>
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<td>C&amp;T 825</td>
<td>Advanced Practicum in Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>Linguistic Analysis for Teaching English to Speakers of Other Languages Educators (TESOL)</td>
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Total Hours  30

Master of Science in Education - Curriculum & Instruction with an emphasis in Teaching English to Speakers of Other Languages (TESOL) Non-Teacher Track - online program

The TESOL Non-Teacher track master's option substitutes course work for the practicum requirement with the expectation that participants want to gain knowledge about how English as a second or other language students learn within English-speaking classrooms, but are not pursuing a teaching license. It is best for consultants, advocates and administrative or government positions within the field of TESOL; it will not prepare students for a TESOL endorsement.

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