

A student and an adviser are free to create a unique pattern, as long as that pattern meets the “unified pattern” criteria. Concentration requirements are described below. For additional information about the programs available, consult the coordinator of graduate programs in curriculum and instruction.

**I. Subject Area Specialization Concentration.....8-10 hours**

*Select four graduate classes from your major/minor subject area in consultation with the adviser.*

**II. Education of the Gifted and Talented Concentration..... 8 hours**

**Required courses 6 hours**

- CURR572 Education of the Gifted Child (2 hrs)
- CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)

*One course from the following:*

- CURR510 Developing Creativity in the Classroom (2 hrs)
- EDPS614 Psychology of Creativity for Educators (2 hrs)

**Restricted Elective Courses 2 hours**

*One course from the following, other courses may be selected in consultation with the adviser:*

- CURR510 Developing Creativity in the Classroom (2 hrs)
- EDPS614 Psychology of Creativity for Educators (2 hrs)
- CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
- EDPS504 Nature and Identification of the Gifted (2 hrs)

**III. Teacher as Inquirer Concentration..... 11 hours**

**Required Courses 5 hours**

- CURR667 Teacher as Intellectual Inquirer (2 hrs)

*\*One course from the following:*

- EDPS677 Methods in Quantitative Research (3 hrs)
- EDPS687 Qualitative/Interpretive Research (3 hrs)

**Restricted Elective Courses 6 hours**

*Students must select a pattern of three courses with the approval of adviser. Some suggested patterns include:*

1. Quantitative analysis and measurement courses
2. Qualitative methods
3. Curriculum and instruction theory and practice
4. Educational context, e.g., appropriate courses in social foundations

*Note:*

*\*Must take the one not taken in foundations area.*

**IV. Instructional Models and Practices Concentration ..... 8 hours**

**Required Courses 4 hours**

- CURR656 Curriculum Design, Implementation and Evaluation (2 hrs)
- CURR650 Improving Instruction through Inquiry and Assessment (2 hrs)

**Restricted Elective Courses 4 hours**

*Two courses from the following, other courses may be selected in consultation with the adviser:*

- CURR510 Developing Creativity in the Classroom (2 hrs)
- CURR512 Enriching the Elementary Classroom Program (2 hrs)
- CURR657 The Open Classroom (2 hrs)
- CURR560 School and Classroom Discipline (2 hrs)
- CURR572 Education of the Gifted Child (2 hrs)
- CURR660 Assisting Student Teachers and New Teachers (2 hrs)
- CURR667 Teacher as Intellectual Inquirer (2 hrs)
- EDPS603 Principles of Classroom Learning (2 hrs)
- Advanced subject matter courses
- Appropriate course in education media/technology

**\*V. Students with Special Needs Concentration: ..... 8 hours**

**Required Courses 4 hours**

- SPGN510 The Exceptional Child in the Regular Classroom (2 hrs)
- CURR572 Education of the Gifted Child (2 hrs)

**Restricted Elective Courses 4 hours**

*Two courses from the following, other courses may be selected in consultation with the adviser:*

- CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)
- CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
- EDPS504 Nature and Identification of the Gifted (2 hrs)
- SPLI468G Education of Children with Learning Disabilities (must be taken for graduate credit) (2 hrs)
- ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)
- EDPS617 Children in Poverty: Educational Implications (2 hrs)
- RDNG554 Reading Problems of Learners with Special Needs (2 hrs)

*Note:*

*\*This concentration does not qualify a student to teach or receive an endorsement in special education.*

**VI. Language Arts Concentration-Secondary ..... 10-12 hours**

**Required Courses 6 hours**

- RDNG657 Comprehension in the Content Areas (3 hrs)
- RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

**Restricted Elective Courses 4-6 hours**

*Two courses from the following:*

- CTAR501 Creative Drama and Role-Playing (2 hrs)
- CTAR504 Oral Interpretation of Literature and Language with the Young (2 hrs)
- RDNG506 Storytelling (2 hrs)
- LITR516 Major Genres in Children’s Literature (3 hrs)
- LITR518 History of Children’s Literature (3 hrs)
- RDNG514 Literature for Young Adults (2 hrs)
- RDNG655 Integrated Literacy Curriculum (3 hrs)
- RDNG656 Language Development, Literacy and the Young Child (3 hrs)
- RDNG657 Comprehension in the Content Areas (3 hrs)
- RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

## MASTER OF ARTS IN COMMON LEARNINGS IN CURRICULUM (K12)

### Description of Program

The program in common learnings and curriculum has a different purpose and rationale than the other three programs in the area of curriculum and instruction. Common learnings in curriculum has replaced the pre-existing K-12 curriculum program. Rather than focusing on the needs and instructional practices important for a particular age or grade level, the common learnings program examines theory, practice and issues in curriculum K-12. It is particularly appropriate for curriculum supervisors and for other individuals interested in curriculum issues that are important across grade levels or subject areas. Unlike other programs in curriculum and instruction, the common learnings program does not require a thesis or curriculum project. Instead, it may culminate in a comprehensive examination that requires a student to reflect upon and synthesize knowledge across a number of designated courses.

The program requires a prescribed concentration containing the core curriculum for common learnings, elective courses and a seminar course designed to assist the student to prepare for the required culminating experience, in this case, a comprehensive examination. The comprehensive examination for the common learnings program requires students to apply information from their courses to specific educational settings. Courses in the common learnings core are designed to explore curriculum issues, trends and practices across grade levels. They provide the opportunity to interact with professionals in a variety of roles and settings. Electives are to be selected with the adviser to meet students’ professional needs and provide an appropriate variety of experiences. When the student has completed 34 hours and has received a passing grade on the comprehensive examination, the adviser will recommend the student for graduation.

**\*Foundations Courses.....9-10 hours**

EDPS600 Human Development (2 hrs)

*One course from the following:*

EDPS677 Methods in Quantitative Research (3 hrs)

EDPS687 Qualitative/Interpretive Research (3 hrs)

CURR655 Curriculum Foundations (2 hrs)

*One course from the following:*

SOFD530 Social Foundation of Education: An Introduction (2 hrs)

SOFD550 Philosophy, Ethics and Teaching (2 hrs)

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

**Common Learnings Courses ..... 12 hours***One course from the following:*

CURR616 Issues in Elementary Level Curriculum (2 hrs)

CURR620 Issues in Middle Level Curriculum (2 hrs)

CURR630 Issues in Secondary Level Curriculum (2 hrs)

CURR656 Curriculum Design, Implementation and Evaluation (2 hrs)

CURR650 Improving Instruction through Inquiry and Assessment (2 hrs)

CURR694 Seminar: Common Learnings (2 hrs)

*Two courses from the following:*

CURR560 School and Classroom Discipline (2 hrs)

CURR660 Curriculum Foundations (2 hrs)

CURR510 Developing Creativity in the Classroom (2 hrs)

EDPS603 Principles of Classroom Learning (2 hrs)

**Elective Courses..... 13 hours***(these may include culminating project)***Program Total .....34 hours****Note:**

\*Foundations courses are required for all master of arts in curriculum and instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.

**Comprehensive Examination**

If selected, the comprehensive examination for the common learnings program requires students to apply information from their courses to specific educational settings. Exams must be completed within a three (3) hour period.

Students will be required to answer three of four questions. The questions will emerge from the following knowledge base areas:

1. The foundations of curriculum, including forces impinging on schooling, curriculum philosophies and theories, and how these are related to contemporary school issues.
2. The design, implementation and evaluation of curriculum.
3. The proposals and practices of instructional improvement.
4. A question from one of the two courses selected from the listed options.

If a student does not pass the comprehensive examination he/she may retake the test the following semester. If he/she fails only two questions, the next exam will be limited to those areas the student failed. Students may retake a failed comprehensive exam each time it is administered. After one year has elapsed the I grade reverts to an E.

## MASTER OF ARTS IN READING (RDNG)

**Program Overview**

The reading program area offers a master of arts degree and a program of study leading to a reading specialist endorsement. The mission of the program focuses upon the professional preparation of classroom teachers; special teachers of reading at the elementary and secondary levels; supervisory reading specialists such as consultants, coordinators and supervisors; and

specialists for reading clinic positions including clinic directors and reading counselors. This mission is accomplished by providing students with a strong theoretical grounding in the field of reading, both historic and current, as well as the application skills necessary to implement reading instruction in today's varied educational settings. In addition, the program is consistent with the Minimum Standards for Professional Training of Reading Specialists as defined by the International Reading Association.

**Model**

Advanced programs in the Department of Teacher Education have as a unifying theme: Inquiry, Advocacy and Leadership in Education for a Diverse and Democratic Society. In developing the theme for the master of arts in reading, the reading faculty chose to adopt this same theme with a focus on literacy education: Inquiry, Advocacy and Leadership in Literacy Education for a Diverse and Democratic Society.

**Admission Requirements**

See general admission requirements on page 127.

**Retention Requirements**

Retention requirements can be considered a mid-point check in the master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 18 hours of graduate credit with an overall GPA of 3.0 or better;
2. Complete RDNG655, RDNG656, RDNG657 and RDNG658 with a grade of B or better in each class; and
3. Successfully complete all required program assessments.

**Exit Requirements**

In order to graduate, each student is expected to:

1. Complete all Graduate School and the Department of Teacher Education requirements for a master's degree, following the program of study approved by the faculty adviser.
2. Complete all required program assessments.

**Curriculum**

The curricular requirements include a minimum of 30 graduate-level hours, to be distributed as follows:

**Foundations Courses ..... 9 hours**

EDPS600 Human Development (2 hrs)

*One course from the following:*

CURR616 Issues in Elementary School Curriculum (2 hrs)

CURR620 Issues in Middle Level Curriculum (2 hrs)

CURR630 Issues in Secondary School Curriculum (2 hrs)

CURR655 Curriculum Foundations (2 hrs)

*One course from the following:*

SOFD550 Philosophy, Ethics and Teaching (2 hrs)

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

*One course from the following:*

EDPS677 Methods in Quantitative Research (3 hrs)

EDPS687 Qualitative/Interpretive Research (3 hrs)

**Reading Courses ..... 23-24 hours**

RDNG655 The Integrated Literacy Curriculum (3 hrs)

RDNG656 Language Development, Literacy and the Young Child (3 hrs)

RDNG657 Comprehension and the Content Areas (3 hrs)

RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

Elective course in Reading (2-3 hrs)

RDNG678 Literacy Assessment (3 hrs)

RDNG686 Practicum: Designing Literacy Intervention Programs (3 hrs)

RDNG695 Seminar: The Reading Professional (3 hrs)

**Program Total ..... 32-33 hours**