M.S. in Curriculum and Instruction
31-36 credit hours

College of Education
Kansas State University

Preparing Educators to Be Knowledgeable, Ethical,
Caring Decision Makers in a Diverse World

The Mission

The College of Education is dedicated to preparing educators to be knowledgeable, ethical, caring decision makers through excellence in the:
- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship; and
- provision of leadership, collaboration, and service within the profession.

Passed by COE Faculty Assembly April 24, 1995

Admission to graduate study is granted by the dean of the Graduate School upon the recommendation of the faculty in the graduate program. To be considered for admission into the degree program the applicant must meet the following requirements.

ADMISSION REQUIREMENTS.

The **Curriculum and Instruction** faculty have set the following minimum requirements for admission into this program

a. A completed Graduate School application. The application materials may be obtained from the Office of Graduate Studies-address on the following page. or online at *https://www.ksu.edu/grad/application/domestic/index.html*

b. A statement of objectives which includes:
   Your reasons for seeking this degree; your intended area of specialization within the program; past and present employment; and future professional plans. If you have a request for a certain advisor, indicate that preference in the statement of objectives.

c. Two OFFICIAL transcripts from the institution awarding your bachelor's degree and two OFFICIAL transcripts from all institutions at which any graduate credits were completed. *Copies that are stamped "issued to student" cannot be accepted.* (If you have credits from KSU, we can obtain a copy of the KSU transcript at no cost to you.)

d. At least a 3.00 grade point average during junior and senior years. Those with GPAs between 2.65 and 2.99 may be considered for probational admission if it can be demonstrated there is the potential for success in the graduate program. This is most often demonstrated on the basis of test scores on the Millers Analogies Test (MAT) or the General Test of the Graduate Record Exam (GRE). Priority is given to students who score at the 50th percentile or higher on these tests

e. Three letters of recommendation from colleagues, supervisors, educators or instructors who can attest to the person's potential success in the graduate program. The people who complete the recommendation letters should mail them directly to the Office of Graduate Studies.

f. Graduate School Application Fee

   Domestic Students   A $30 application fee is required for all domestic students; *your application will not be processed without this fee*. Please make a check out to the KSU Graduate School, and include it with your application. If you are applying online, you may pay by credit card.

   International Students   A $55 application fee is required; *your application will not be processed without this fee*. Please pay with an *international cashier's check or money order* (in U.S. funds) to the KSU Graduate School, and include it with your application. We <u>cannot</u> accept cash or personal checks from international students. If you are applying online, you may pay by credit card.

The application materials are to be submitted to the Office of Graduate Studies, NOT the department.

   Office of Graduate Studies
   College of Education
   2 Bluemont Hall
   1100 Mid-Campus Drive
   Kansas State University
   Manhattan, KS 66506-5301
   785-532-5595
   coegrads@ksu.edu

Application Deadlines. While the College of Education accepts applications throughout the year, the following deadlines are suggested to allow the faculty adequate time to review the completed application

Domestic Students
Fall semester   — March 1
Spring semester   — October 1
Summer semester   — February 1

International Students
Fall semester   — February 1
Spring semester   — August 1
Summer semester   — December 1

Non-Degree Status ("Special Student"). In some cases, a student may wish to take a course prior to being admitted in a degree program. In these cases, a person must be admitted for non-degree status (often referred to as a "special student").

 No more than nine credit hours earned as a special student may be applied for an advanced degree if the student is later admitted to a degree program. It is to the student's advantage to apply for admission into the degree program as soon as possible after deciding to pursue a degree.

Master's Degree Procedures Handbook. Once admitted, students should obtain this handbook from the Office of Graduate Studies in the College of Education. This handbook includes information and guidelines about advising, the program of study, enrollment, transfer credits, the final oral/written exam, and required approval forms.

Graduate Assistantships. A limited number of graduate assistantships are available in the College of Education. Contact the Office of Graduate Studies for an application. Assistantships are commonly available for the academic year (fall and spring semesters). Completed graduate assistant applications must be sent by April 1 to each department for which the applicant would like to be considered. It is helpful to talk with the appropriate department chair to find out specifics of the assistantships available in the department.

Financial Aid. Questions about financial assistance should be directed to the Student Financial Assistance Office, 104 Fairchild Hall, Manhattan, KS 66506, 785-532-6420, *ksusfa@ksu.edu*

Major Professor and Program of Study.

Once admitted to the program, an advisor (often called the major professor) is assigned. The advisor assists the student in developing the program of courses the student will take to earn the master's degree. A Program of Study listing the courses the student intends to take is submitted to the Graduate School upon completion of nine hours or two semesters.

A. Curriculum (3 hours)
This category addresses all aspects of K-12 curriculum. It is intended that one course in curriculum would address the broad range of these issues.
- The foundations of curriculum (philosophical, historical, psychological, and social foundations; curriculum theory)
- The principles of curriculum (aims, goals, objectives; curriculum design, development, implementation, and evaluation)
- Issues of curriculum (trends and issues; future directions; national standards)

Recommended courses for this core category:
EDCIP   803   Curriculum Development
EDCIP   808   Curriculum in the Inner City
EDADL 855   Administrative Leadership in Curriculum
Or a curriculum course approved by the student's advisor and committee.

B. Teaching and Learning (3 hours)
This category deals with theoretical, practical, and research-based issues associated with the creation of an environment for effective teaching and learning. The following topics are representative of the issues that might affect the creation of the learning environment:
- Teaching strategies (e.g., direct instruction, cooperative learning)
- Learning theory (e.g., sociocultural theory, schema theory)
- Theory and research into practice
- Instructional planning and design
- Assessment
- Learning environments (organization, management, discipline)
- Standards and practices

One course in teaching and learning may address only one of these issues; one course is not intended to provide a survey of all possible issues that affect the creation of a learning environment.

Recommended courses for this core category:
EDCIP   831   Contemporary Issues in Teaching and Learning
EDCIP   882   Teaching and Learning Models
EDCEP   715   Principles of Assessment
EDETC   763   Instructional Design
EDEL/SEC 730   ESL/Dual Language Methods
Or a teaching and learning course approved by the student's advisor and committee.

C. Diversity (3 hours)
This category addresses the nature of learner differences <u>and</u> the instructional implications of these differences. Teaching students in a pluralistic society entails knowledge of many possible factors that may affect student performance, behavior, and instruction.

Student differences may be due to factors such as: Nationality, race, language, ethnic group, social and economic class, abilities and disabilities, geographic region, gender, learning style, psychological and emotional conditions, and/or culture

One course in diversity may address only one of these issues; one course is not intended to provide a survey of all possible issues that address the nature of learner differences, the instructional implications of these differences, and the nature of the institution of schooling and biases that may exist.

Recommended courses for this core category:
EDCIP   730   Education of the Disadvantaged
EDCIP   733   Curriculum Materials for Ethnic Diversity
EDCIP   735   Curriculum Materials for Nonsexist Teaching
EDCIP   740   Curriculum Materials for Dual Language Learners
EDCIP   750   Multicultural Issues in Teaching
EDSP   710   Education of Exceptional Individuals
Or a diversity course approved by the student's advisor and committee.

D. Educational Technology (3 hours)
This category examines two or more of the following, with a focus on K-12 and lifelong learning:
• Issues in technology (social, equity, ethics, legal, professional development, planning)
• Skills and understanding of use of technologies (e.g., authoring; design; programming; use of different kinds of productivity or information management software; software for instruction, learning, and communication)
• Learning theory and technology (e.g., understand and apply contemporary learning to, for example, help build a community of learners, or a constructivist environment)
• School restructuring and the role of technology
• Research on effectiveness of learning with technology
• Familiarity with a broad range of educational software, modes of use, resources, and major curriculum projects

Recommended courses for this core category:
EDETC 718 Learning Technologies
EDEL/EDSEC 750 Contemporary Curriculum and Technology Connections
EDEL/EDSEC 768 Enhancing Instruction Through Technology
Or an educational technology course approved by the student's advisor and committee.

E. Research and Scholarship (3 hours)

This category deals with interpreting, using, and conducting research and scholarly activities. Scholarship might include analysis, position papers, essays, research into practice, and other creative endeavors. Scholarship is broader and more inclusive than research. Research is a specific form of scholarship.

This category addresses:
- The many forms of scholarship
- Scientific and naturalistic research
- Analysis, interpretation, and application of research and scholarship to improve teaching and learning
- Designing and conducting research and scholarship
- How research relates to practice

It is intended that one course in research and scholarship would address the broad range of these issues.

Students must complete the research course before starting the master's degree project, report, or thesis (see category F).

Recommended courses for this core category:
EDCEP 816 Research Methods
EDEL/SEC 760 Teachers as Researchers
Or a research and scholarship course approved by the student's advisor and committee.

F. Project, Report, or Thesis (1 - 6 hours)

Students must complete a research course in Category E before starting this project, report, or thesis. The results of the research project, report, or thesis are to be reported to the student's supervisory committee in the oral exam in the last semester of the degree program.

Project

The master's project is conducted under EDCIP 890 Master's Project.
The objective of the project is to improve the student's own practice. Students select a topic pertinent to their own practice. This may be the construction of a professional portfolio or project to represent the student's learnings throughout the master's degree program.

Report

The master's report is conducted under ED__ 898 (Master's Report).
A master's report is generally shorter than a thesis, and it may present the results of a more limited investigation. Alternatively, it may review the state of a particular scholarly or scientific problem, or—especially in the case of professional programs or applied disciplines—it may describe a project appropriate to the disciplines.

Thesis

The master's thesis is conducted under ED__ 899 (Master's Thesis).
The master's thesis presents the results of an original investigation of a problem or topic approved by the candidate's supervisory committee. Its purpose is to demonstrate the candidate's ability to conduct original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee.

G. Area of Specialization (15 hours)
Students must select one of the following areas of specialization (details for each are on the following pages):

    G-1   Elementary/Middle-Level Curriculum and Instruction
    G-2   Reading/Language Arts
    G-3   The Reading Endorsement
    G-4   Middle Level/Secondary Curriculum and Instruction
    G-5   Educational Computing, Design, and Distance Education
    G-6   Classroom Technology
    G-7   English as a Second Language
    G-8   Multicultural/Urban Education
    G-9   Learning Skills/School Improvement
    G-10 Community/Junior College

G-1   Elementary/Middle Level Curriculum and Instruction (15 hours)
This specialization is intended for elementary teachers who teach a variety of subjects and middle-level teachers who teach in more than one subject field. Core and elective courses for this specialization are intended to focus on curricular issues of the subjects that elementary/middle level teachers teach (e.g., math, science, social studies, science, language arts, reading).

Recommended Courses:

EDEL	816	Approaches to Reading Instruction
EDEL	820	Trends in Elementary/Middle-Level Language Arts
EDEL	821	Contemporary Mathematics in Elementary/Middle Schools
EDEL	822	Trends in Elementary/Middle-Level Social Studies
EDEL	834	Improving Elementary/Middle-Level Science Teaching
EDSEC	776	Teaching in Middle Schools

Or other courses approved by the advisor.

G-2   Reading/Language Arts (15 hours)

Master's degree candidates may specialize in reading/language arts course <u>without</u> taking the particular courses for the reading endorsement (that endorsement can be obtained with specialization G-3). Students may choose any 15 hours of approved elementary/middle level and/or secondary courses that emphasize reading and the language arts. Some of the courses may have prerequisites; see the catalog for that information.

Recommended Courses:

EDEL	755	Tradebooks in Elementary/Middle Schools
EDEL	758	Reading/Writing Connections
EDEL	816	Approaches to Reading Instruction
EDEL	820	Trends in Elementary/Middle-Level Language Arts
EDEL	840	Assessment in Reading/Language Arts
EDEL	841	Individualized Reading and Writing Instruction
EDSEC	715	Reading in the Content Areas
EDSEC	878	The Language Arts Curriculum

Or other courses approved by the advisor.

G-3   The Reading Endorsement (15 hours)

The following 15-hour area of specialization qualifies teachers for the Kansas Reading Specialist Endorsement, K-12. Students seeking this endorsement must also hold a valid Kansas teaching certificate and have at least two years of verified teaching experience. Upon the completion of this specialization, contact the College of Education's certification officer at (785) 532-5524 for application procedures for the certificate.

Required Courses (12 credits):

EDEL 816   Approaches to Reading Instruction
EDEL 840   Assessment in Reading/Language Arts
EDEL 841   Individualized Reading and Writing Instruction
EDEL 847   Clinical Practicum in Reading

Electives (3 credits)

Or other courses approved by the advisor.

G-4 Middle Level/Secondary Curriculum and Instruction (15 hours)

This specialization is intended for middle-level and secondary teachers who teach in one subject field. This specialization is intended to enhance one's knowledge and skills about their teaching field (e.g., education in math, science, social studies, language arts, family and consumer sciences, agriculture, vocational fields).

A Curriculum Course in the Teaching Field (3 hours)
Electives (12 hours)
These courses may relate to the content being taught, the curricular program, or instructional aspects of the teaching field.

G-5 Educational Computing, Design, and Distance Education (15 hours)

This area of concentration is for educators from all walks of life who want to learn about how and why to best use technologies for learning. In this program area, you will study the research and theories behind technology choices, learn new skills, and become involved in projects with such themes as constructivist learning environments, distance learning and teaching methods, problem- and project-based learning, integrated curriculum and cross-curricular projects, technology's role in school reform, telementoring and telecollaboration, ethical and social issues in technology, and informal and intentional learning projects (e.g. on the Web or in a museum or park). Graduates of this program area have become technology coordinators in schools or technology leaders in other educational settings; have opened up new job possibilities (such as multimedia support staff); and have continued with doctoral study in this area.

Students with a secondary teaching certificate may, with proper choice of coursework, complete a Computer Studies endorsement while completing the master's degree. However, the Kansas computer studies endorsement will no longer be available after May 2005.

Students who choose this specialization should also take EDETC 718 Learning Technologies as their educational technology core (D) course. Students with no programming background must take EDETC 723 Computer Applications: Logo and Problem Solving, or may take some programming course beyond the hours required for the M.S. degree.

Required (6 hours)
EDETC 887   Proseminar I: Educational Computing, Design, and
                        Distance Education
EDETC 888   Proseminar II: Technology Change, Research, and
                        Theory

Electives (select at least 9 hours from the following)
EDETC 723   Computers in the subject areas: Logo & Problem Solving
EDETC 723   Computers in the subject areas: Cognition & Technology
EDETC 763   Instructional Design
EDETC 764   Foundations of Distance Education
EDETC 765   Computer Networking in Schools
EDETC 766   Multimedia for Teachers
EDETC 786   Topics (Recent topics include: Design of Web-based Courses,
              Web Curriculum Projects, Multimedia Projects)
EDETC 863   Interactive Systems Design
EDETC 864   Hypermedia for Teachers
EDETC 886   Seminar (recent seminar topics include: Research Issues in
              Educational Technology, Ethical Issues in Technology)
EDETC 890   Cognitive Issues in Educational Computing

G-6   Classroom Technology (15 hours)
Courses in this specialization will be offered in the Manhattan area on weekends, in short formats in the summer, or by distance education. To enter the Classroom Technology specialty, an educator must have: a current teaching certificate and classroom teaching experience or equivalent; experience in using a contemporary desktop or personal computer; word processing applications appropriate to grade level being taught; regular access to a computer; access to the internet; and have a commitment toward developing strategies to enhance curriculum and resulting student learning experiences through various uses of information technologies.

Required (at least 8 hours)
EDADL   770   Educational Change and Technology (2 hrs.)
EDEL/SEC   750   Contemporary Curriculum and Technology Connections
                       (3 hrs.)
EDEL/SEC   851   Research and Practice in Classroom Technology (2 hrs.)
EDEL/EDSEC 858   Classroom Technology Project/Portfolio (2 hrs.)

Electives
A variety of 786 topics courses or 886 seminar courses are regularly planned to address classroom applications of emerging technologies such as IBM-compatible or Macintosh multimedia, electronic research, desktop publishing, integrated technology curriculum, web technologies for the classroom, and electronic portfolios.

Additional Note:
In addition to the courses listed for this specialization, students should choose the following course from Category D of the degree program:
EDEL/SEC 768   Enhancing Instruction Through Technology
Or another course approved by the advisor.

G-7 English as a Second Language (ESL endorsement) (15 hours)
EDEL/SEC 730   ESL/Dual Language Methods
EDEL/SEC 731   ESL/Dual Language Linguistics
EDEL/SEC 742   ESL/Dual Language Assessment
EDEL/SEC 745   ESL/Dual Language Practicum
EDCIP   740   Curriculum Materials for Dual Language Learners
(For students seeking the ESL endorsement, any substituted course must closely
address the content of the course it is replacing.)

G-8 Learning Skills/School Improvement (15 hours)
This area is appropriate for subject matter teachers who teach reading, study skills,
or writing skills as a part of the accreditation and school improvement processes.

EDSEC   715   Reading in the Content Areas
EDSEC   720   Study Skills Instruction
EDCIP   730   Education of the Disadvantaged
EDADL   865   Administrative Leadership in Staff Development
EDSEC   991   Internship: Learning Skills
Or other courses approved by the advisor.

G-10 Community/Junior College (15 hours)

Recommended Courses:
EDCIP   832   The Role, Organization, and Function of Community Colleges
EDCIP   879   The Community College Curriculum and Instructional Services
EDCIP   943   Principles of College Teaching
EDCIP   944   Current Issues in College Teaching
Or other courses approved by the advisor.