CURRICULUM AND INSTRUCTION (MA)

The Master of Arts degree in Curriculum and Instruction is designed for teachers who wish to specialize in a specific content area or to enhance their knowledge and skills in preparation for a specific certification.

Students can enter the Master's program through one of two routes. The first is through the teacher education/preparation track, which has two paths: the Integrated Bachelor's/Master's (IBM) degree program, which is intended for undergraduates at the University of Connecticut who continue on for a fifth year to earn an M.A. degree, and the Teacher Certification Program for College Graduates (TCPCG), which is intended for students who have already completed an undergraduate degree in a major unrelated to education. The certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Connecticut State Board of Education.

Alternatively, students can enter the program for reasons other than standard teacher preparation. This route is available, for example, to individuals who are already teachers and may be seeking additional certification.

(The Neag School of Education also confers Sixth-Year Certificates in Professional Education, which are described elsewhere.)

Master degree programs of study are offered in the following areas of concentration:

- Bilingual and Multicultural Education
- Elementary Education
- Music Education
- Literacy Specialist Program (M.A.) or Reading Education (Ph.D.)
- Secondary Education, with one of the following concentrations:
  - English Education
  - World Language Education
  - History and Social Studies Education
  - Mathematics Education
  - Science Education.

The M.A. degrees in Reading and Language Arts Consultant and Remedial Reading, World Language Education, and Bilingual and Multicultural Education may provide a vehicle, as appropriate, for the fulfillment of certification requirements. The Reading and Language Arts certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the Connecticut State Board of Education.

Location

- Storrs Campus

Modality

- In Person

Requirements

Requires satisfactory completion of at least 30 credit hours maintaining at least a "B" average. Each plan of study is a non-thesis plan requiring a culminating activity or exam as indicated. There are six different sets of requirements, which depend on the specific route/path the student is in.

Integrated Bachelor's/Master's (IBM)

IBM Concentrations in Elementary Education or Secondary Education

Secondary Education includes:

- English Education
- World Languages Education (American Sign Language, French, German, Italian, Latin/Classics, Mandarin Chinese, or Spanish)
- History and Social Studies Education
- Mathematics Education
- Science Education (Biology, Chemistry, Earth Science, General Science, or Physics)

Course	Title	Credits
Required Courses		
EPSY 5195	Workshop in Education	2
EDCI 5092	Practicum	3
EDCI 5093	Advanced Practicum	4
EDCI 5094	Seminar	3
EDCI 5095	Advanced Seminar	3
Select three credits from the following:		3
EDCI 5042	Diversity, Culture, and Music Education	
EDCI 5715	Bilingualism and Second Language Acquisition	
EDCI 5740	Latinos and U.S. Education	
EDCI 5742	Sheltered English Instruction for English Language Learners	
EDCI 5750	Language Diversity and Literacy	
EDCI 5875	Multicultural Education	
EDCI 5885	Introduction to Critical Pedagogy	
EDCI 5890	Educational Linguistics	
CLCS 5324	Teaching for Intercultural Citizenship and Human Rights I	
GERM 5325	Teaching for Intercultural Citizenship and Human Rights II	
EDLR 5015	Teacher Leadership and Organizations	3
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1
Total Credits		**22**

IBM Elective Required Courses

Nine credit hours aligned with content specialty selecting courses in EDCI, EDLR, and EPSY or Graduate Liberal Arts courses totaling nine credit hours.

Exam/Culminating Portfolio Requirement

Will be directed by the student's advisor.

IBM Concentration in Music Education

Course	Title	Credits
EPSY 5195	Workshop in Education	2
EDCI 5092	Practicum	3
EDCI 5093	Advanced Practicum	4
EDCI 5094	Seminar	3

EDCI 5095	Advanced Seminar	3
Select three credits from the following:		3
EDCI 5042	Diversity, Culture, and Music Education	
EDCI 5715	Bilingualism and Second Language Acquisition	
EDCI 5740	Latinos and U.S. Education	
EDCI 5742	Sheltered English Instruction for English Language Learners	
EDCI 5750	Language Diversity and Literacy	
EDCI 5875	Multicultural Education	
EDCI 5885	Introduction to Critical Pedagogy	
EDCI 5890	Educational Linguistics	
CLCS 5324	Teaching for Intercultural Citizenship and Human Rights I	
GERM 5325	Teaching for Intercultural Citizenship and Human Rights II	
EDLR 5015	Teacher Leadership and Organizations	3
EDCI 5041	Theoretical Foundations of Music Education	3
Total Credits		**24**

IBM Elective Required Courses

EDCI 5040 Popular Music and Informal Education and EDCI 5047 Music Across the Curriculum; or related, approved courses (musical theatre, world music, folk music, etc.) totaling six credits.

Exam/Culminating Portfolio Requirement

Will be directed by the student's advisor.

Teacher Certification Program for College Graduates (TCPCG)

Agricultural Education (PK-12) and Secondary Education (Grades 7-12). Secondary Education includes:

- English Education
- World Language Education (American Sign Language, French, German, Italian, Latin, Mandarin Chinese, or Spanish)
- History and Social Studies Education
- Mathematics Education
- Science Education (Biology, Chemistry, Earth Science, General Science, or Physics)

Course	Title	Credits
Plan B (Non-Thesis) Required Courses		
EDCI 5050	TCPCG Seminar I: Student Teaching Seminar	3
EDCI 5060	Social and Multicultural Foundations of Education	3
EDCI 5065	Learning Theories	3
EDCI 5070	Methods of Instruction and Evaluation	3
EDCI 5080	Reading and Literacy in the Content Areas	3
EDCI 5085	Subject Area Methods	3
EDCI 5092	Practicum	3
EDCI 5830	Curriculum Laboratory	3
EDCI 5875	Multicultural Education	3
EDCI 5090	TCPCG Directed Student Teaching	9
EPSY 5108	Students with Special Needs in the Classroom Environment	3
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1
Required courses total 40 credits.		

Exam/Culminating Portfolio Requirement

Will be directed by student's advisor (not filed with the Graduate School by prior arrangement).

Master's of Arts Concentrations Outside of Initial Teacher Certification Programs

Concentrations include Bilingual and Multicultural Education, Elementary Education, Literacy Specialist Program, Music Education, or Secondary Education.

Required Courses

Course	Title	Credits
EDCI/HRTS (Social Justice/Human Rights)/Learners		
Select three courses from the following two areas with at least one course from each area:		9
EDCI/HRTS (Social Justice/Human Rights)		
EDCI 5875	Multicultural Education	
EDCI 6860	Educational Inequities Research Methods	
Learners		
EDCI 5742	Sheltered English Instruction for English Language Learners	
EPSY 5108	Students with Special Needs in the Classroom Environment	
EPSY 5710	Introduction to Gifted Education and Talent Development	
EPSY 5750	Enhancing Creativity in the Classroom	
Literacy and Language		
Select three credits from the following Literacy and Language course options:		3
EDCI 5100	Teaching Reading and Writing in the Primary Grades	
EDCI 5110	Teaching Writing	
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	
EDCI 5130	Teaching Children's Literature in the Elementary School	
EDCI 5135	Literacy in the Secondary School	
EDCI 5140	Content Area Reading and Disciplinary Literacy	
EDCI 5145	Classroom Assessment and Correction of Reading Difficulties	
EDCI 5250	Teaching Literature to Adolescents	
EDCI 5715	Bilingualism and Second Language Acquisition	
EDCI 5742	Sheltered English Instruction for English Language Learners	
EDCI 5750	Language Diversity and Literacy	
EDCI 5890	Educational Linguistics	
Assessment Literacy		
Select three credits from the following Assessment Literacy course options:		3

EDCI 5145	Classroom Assessment and Correction of Reading Difficulties	
EPSY 5602	Educational Tests and Measurements	
Total Credits		**15**

Content Course Requirement

Students must also complete 15 credit hours in their area of concentration chosen from the categories below.

Bilingual and Multicultural Education

Course	Title	Credits
EDCI 5715	Bilingualism and Second Language Acquisition	3
EDCI 5740	Latinos and U.S. Education	3
EDCI 5742	Sheltered English Instruction for English Language Learners	3
EDCI 5750	Language Diversity and Literacy	3
EDCI 6860	Educational Inequities Research Methods	3

Elementary Education in Math, Science, Reading, Language Arts, Social Studies, or Children's Literature

Course	Title	Credits
EDCI 5100	Teaching Reading and Writing in the Primary Grades	3
EDCI 5105	Teaching the Language Arts	3
EDCI 5110	Teaching Writing	3
EDCI 5130	Teaching Children's Literature in the Elementary School	3
EDCI 5460	The Teaching and Learning of Mathematics in the Elementary School	3

Literacy Specialist Program

Course	Title	Credits
EDCI 5100	Teaching Reading and Writing in the Primary Grades	3
EDCI 5105	Teaching the Language Arts	3
EDCI 5110	Teaching Writing	3
EDCI 5120	Introductory Reading Clinic	3
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	3
EDCI 5130	Teaching Children's Literature in the Elementary School	3
EDCI 5135	Literacy in the Secondary School	3
EDCI 5140	Content Area Reading and Disciplinary Literacy	3
EDCI 5145	Classroom Assessment and Correction of Reading Difficulties	3
EDCI 5150	Clinical Diagnosis and Correction of Reading Difficulties	3
EDCI 5250	Teaching Literature to Adolescents	3

Music Education

Course	Title	Credits
EDCI 5040	Popular Music and Informal Education	3
EDCI 5041	Theoretical Foundations of Music Education	3
EDCI 5043	Exceptionalities in Music Education	3
EDCI 5047	Music Across the Curriculum	3

Secondary Education English Education

Course	Title	Credits
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	3
EDCI 5135	Literacy in the Secondary School	3
EDCI 5140	Content Area Reading and Disciplinary Literacy	3
EDCI 5250	Teaching Literature to Adolescents	3

Secondary Education STEM: Math Education and/or Science Education

Course	Title	Credits
EDCI 5450	The Teaching and Learning of Mathematics in the Secondary School	3
EDCI 5500	Teaching Science in the Middle and Secondary School	3

Secondary Education History and Social Studies Education

Course	Title	Credits
EDCI 5355	Trends in Social Studies Curricula	3
EDCI 5830	Curriculum Laboratory	1-6

Secondary Education World Language Education

Course	Title	Credits
EDCI 5890	Educational Linguistics	3

Other Course Options

In addition to the EDCI courses listed in each content area above, students may elect additional courses approved by their advisor and these will most often be either Liberal Arts courses or related education courses (EDCI, EPSY, and EDLR).

Exam/Culminating Portfolio Requirement

Report of exam submitted to the Graduate School.

Concentration in Remedial Reading and Language Arts Teacher Requirements

The following areas of study are required. Choices are dependent upon discussion with the advisor.

Early/Intermediate Reading/Writing

Course	Title	Credits
Early/Intermediate Reading/Writing		
Reading		
Select three credits from the following:		3
EDCI 5100	Teaching Reading and Writing in the Primary Grades	
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	
Writing/Language Arts		
EDCI 5105	Teaching the Language Arts	3
or EDCI 5110	Teaching Writing	
Secondary Reading		
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	3
or EDCI 5135	Literacy in the Secondary School	
Disciplinary Literacy/Content Area Reading		

EDCI 5140	Content Area Reading and Disciplinary Literacy	3
Literature		
EDCI 5130	Teaching Children's Literature in the Elementary School	3
or EDCI 5250	Teaching Literature to Adolescents	
Diagnosis and Redmediation:		
Select six credits of the following:		6
EDCI 5145	Classroom Assessment and Correction of Reading Difficulties	
EDCI 5150	Clinical Diagnosis and Correction of Reading Difficulties	
EDCI 5120	Introductory Reading Clinic (if approved by advisor)	
Advanced Clinical Practicum		
EDCI 5155	Advanced Reading/Language Arts Clinic	6
Total Credits		**27**

Elective Course Options
Determined in consultation with the advisor: three credits of EPSY 5108 Students with Special Needs in the Classroom Environment; general Liberal Arts courses; EDCI 5099 Independent Study in Education; other education course(s) in EDCI, EPSY, or EDLR.

Concentration in Reading and Language Arts Consultant Course Requirements

EDCI 5160 Design, Management, and Supervision of Reading Programs; six credits of EDCI 5092 Practicum.

Elective Course Options
Selections are based on the student's transcript and prior course work. Suggested courses:

Course	Title	Credits
Select six credits from the following:		6
EDCI 5100	Teaching Reading and Writing in the Primary Grades	
EDCI 5105	Teaching the Language Arts	
EDCI 5110	Teaching Writing	
EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	
EDCI 5135	Literacy in the Secondary School	3
or EDCI 5125	Teaching Reading and Writing in Middle and Junior High School	
EDCI 5140	Content Area Reading and Disciplinary Literacy	3
EDCI 5130	Teaching Children's Literature in the Elementary School	3
or EDCI 5250	Teaching Literature to Adolescents	
Select six credits from the following:		6
EDCI 5120	Introductory Reading Clinic	
EDCI 5145	Classroom Assessment and Correction of Reading Difficulties	
EDCI 5150	Clinical Diagnosis and Correction of Reading Difficulties	
EDCI 5155	Advanced Reading/Language Arts Clinic	6
EPSY 5108	Students with Special Needs in the Classroom Environment	3
EDCI 5099	Independent Study in Education	3
Related courses in language and/or literacy, curriculum, educational psychology, or educational leadership (EDCI, EPSY, EDLR).		
Total Credits		**33**

Exam/Culminating Portfolio Requirement
Report of exam submitted to the Graduate School.

Learning Objectives

1. Analyze their perspectives on racial, linguistic, and cultural diversity, assess their impact on teaching and learning, and take action to support equitable education for historically disenfranchised learners.
2. Create and/or adapt instructional materials to meet the needs of diverse learners.
3. Interpret and explain multiple forms of assessment by making connections across data points and over time.
4. Plan and implement instruction that is responsive to the needs of diverse learners.
5. Plan and reflect on asset-based instruction designed to support language and literacy development of diverse learners.