

CURRICULUM AND INSTRUCTION, MS: READING EDUCATION

The Department of Teaching and Learning offers a graduate program of study in curriculum and instruction, including choices of concentration in three Focus Areas: Subject Area, Instructional Level Area and Cross-Curricular Area.

The Department also cooperates with the Department of Administrative Leadership in the Specialist Certificate Program with an emphasis in reading. Under the auspices of the PhD program in Urban Education, the Department offers doctoral specializations in Curriculum and Instruction and in Mathematics Education.

Admission Requirements

Application Deadlines

Application deadlines vary by program, please review the application deadline chart (<http://uwm.edu/graduateschool/program-deadlines/>) for specific programs. Other important dates and deadlines can be found by using the One Stop calendars (<https://uwm.edu/onestop/dates-and-deadlines/>).

Admission

An applicant must meet Graduate School requirements to be considered for admission to the program. Applicants must also complete the reason statement in the application.

A baccalaureate degree from an accredited college or university is required for admission.

Applicants may be admitted with specific program-defined course deficiencies provided that the deficiencies amount to no more than 6 credits.

A criminal background check is required for admission to any program leading to Department of Public Instruction licensure eligibility. The check is required within 6 months prior to admission.

The student is expected to satisfy deficiency requirements within three enrolled semesters. The deficiencies are monitored by the Graduate School and the individual graduate program unit. No course credits earned in making up deficiencies may be counted as program credits required for the degree.

Credits and Courses

The minimum degree requirement is 30 credits, including:

Code	Title	Credits
Required Core Courses		
CURRINS 705	Research in Schools and Communities	3
CURRINS 716	Teaching in Urban & Diverse Communities	1-4
Electives: Select from the following, based on specialization:		
CURRINS 701	Curriculum Planning and Ideologies	
CURRINS 715	Guiding Instructional Improvement	

CURRINS 729	Qualitative Research and Field Studies in Educational Settings	
CURRINS 742	UWM Writing Project:	
Capstone: Select one of the following:		3-6
CURRINS 742	UWM Writing Project:	
CURRINS 800	Master's Seminar in Curriculum and Instruction (3 credits)	
CURRINS 890	Master's Research or Thesis (3-6 credits)	

Additional credits in a specialization approved by the student's major professor for a total of 30 credits

Specializations

- Cultures and Communities (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-cultures-and-communities-education-ms/#requirementstext>)
- Early Childhood Education (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-early-childhood-education-ms/#requirementstext>)
- English Education: Creative Writing (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-english-education-creative-writing-ms/#requirementstext>)
- English Education: Literature and Cultural Theory (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-english-education-literature-cultural-theory-ms/#requirementstext>)
- English Education: Media, Cinema, and Digital Studies (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-english-education-media-cinema-digital-studies-ms/#requirementstext>)
- English Education: Rhetoric and Professional Writing (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-english-education-rhetoric-professional-writing-ms/#requirementstext>)
- Mathematics Education (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-mathematics-education-ms/#requirementstext>)
- Mathematics Teacher Leadership (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-mathematics-teacher-leadership-ms/#requirementstext>)
- Reading Education (p. 1)
- Science Education (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-science-education-ms/#requirementstext>)
- Urban Social Studies (<https://catalog.uwm.edu/community-engagement-professions/education/teaching-learning/curriculum-instruction-urban-social-studies-ms/#requirementstext>)

Reading Education Concentration: Non-Licensure Pathway

Code	Title	Credits
Qualifying Courses (choose 21 credits)		
CURRINS 536G	Literacy 1: Assessing and Teaching Early Literacy	3
CURRINS 543G	Developing Biliteracy	3

CURRINS 545G	Reading in the Content Areas: Middle, Junior, and Senior High School	3
CURRINS 646G	University of Wisconsin System Reading Research Symposium	3
CURRINS 650G	Reading Interests of Adolescents	3
CURRINS 655G	Applied Educational Linguistics	3
CURRINS 700	Field Work in Schools, Agencies and Institutions:	2-6
CURRINS 743	Reading Teacher Clinical Experience	3
CURRINS 747	Reading Assessment and Instruction with Practicum: K-12 Part I	3
CURRINS 748	Reading Assessment and Instruction with Practicum, K-12: Part II	3
CURRINS 749	Reading Specialist Clinical Experience	2
CURRINS 799	Independent Reading: (With appropriate faculty)	1-3
CURRINS 846	Seminar in Developmental Reading:	3
CURRINS 849	Guiding and Directing School Reading Programs K-12	3

Master's with Reading Teacher Licensure Pathway

In addition to the Required Core Courses for the Curriculum and Instruction master's degree, successful completion of the following courses leads to eligibility for Reading Teacher licensure through the Department of Public Instruction.

Code	Title	Credits
Required Courses		
Elective from Reading Education Concentration: Non-Licensure Pathway		3
CURRINS 536G	Literacy 1: Assessing and Teaching Early Literacy	3
CURRINS 545G	Reading in the Content Areas: Middle, Junior, and Senior High School	3
CURRINS 646G	University of Wisconsin System Reading Research Symposium	3
CURRINS 747	Reading Assessment and Instruction with Practicum: K-12 Part I	3
CURRINS 743	Reading Teacher Clinical Experience	3
CURRINS 748	Reading Assessment and Instruction with Practicum, K-12: Part II	3
Total Credits		21

Master's with Reading Specialist Licensure Pathway

In addition to the Required Core Courses for the Curriculum and Instruction master's degree, successful completion of the following courses leads to eligibility for Reading Specialist licensure through the Department of Public Instruction.

Code	Title	Credits
Required Courses		
Electives from Reading Education Concentration: Non-Licensure Pathway		13
CURRINS 749	Reading Specialist Clinical Experience	2
CURRINS 846	Seminar in Developmental Reading:	3

CURRINS 849	Guiding and Directing School Reading Programs K-12	3
Total Credits		21

Master's with Reading Teacher and Reading Specialist Licensure Pathway

In addition to the Required Core Courses for the Curriculum and Instruction master's degree, successful completion of the following courses leads to eligibility for Reading Teacher and Reading Specialist licensure through the Department of Public Instruction.

Code	Title	Credits
Required Courses		
CURRINS 536G	Literacy 1: Assessing and Teaching Early Literacy	3
CURRINS 545G	Reading in the Content Areas: Middle, Junior, and Senior High School	3
CURRINS 646G	University of Wisconsin System Reading Research Symposium	3
CURRINS 743	Reading Teacher Clinical Experience	3
CURRINS 747	Reading Assessment and Instruction with Practicum: K-12 Part I	3
CURRINS 749	Reading Specialist Clinical Experience	2
CURRINS 748	Reading Assessment and Instruction with Practicum, K-12: Part II	3
CURRINS 846	Seminar in Developmental Reading:	3
CURRINS 849	Guiding and Directing School Reading Programs K-12	3
Total Credits		26

Non-Degree Reading Teacher Licensure Pathway

This is a non-degree option. Successful completion of the following courses leads to eligibility for Reading Teacher licensure through the Department of Public Instruction.

Code	Title	Credits
Required Courses		
CURRINS 536G	Literacy 1: Assessing and Teaching Early Literacy	3
CURRINS 545G	Reading in the Content Areas: Middle, Junior, and Senior High School	3
CURRINS 646G	University of Wisconsin System Reading Research Symposium	3
CURRINS 743	Reading Teacher Clinical Experience	3
CURRINS 747	Reading Assessment and Instruction with Practicum: K-12 Part I	3
CURRINS 748	Reading Assessment and Instruction with Practicum, K-12: Part II	3
Total Credits		18

Non-Degree Reading Specialist Licensure Pathway

This is a non-degree option. Successful completion of the following courses leads to eligibility for Reading Specialist licensure through the Department of Public Instruction.

Code	Title	Credits
Required Courses		
CURRINS 749	Reading Specialist Clinical Experience	2
CURRINS 846	Seminar in Developmental Reading:	3
CURRINS 849	Guiding and Directing School Reading Programs K-12	3
Total Credits		8

Additional Requirements

Major Professor as Advisor

The student must have a major professor to advise and supervise the student's studies as specified in Graduate School regulations. A student who is not assigned to an advisor at time of admission should immediately contact the department chair. Students who have not completed a Proposed Program of Study form with their advisor and filed it with the Department by the end of the semester in which they are admitted may not be allowed to register for the next term.

Certifications

Graduate students seeking initial teacher certification or added certification(s) can arrange their master's degree program so that a portion of the credits earned towards the master's degree can also serve as partial fulfillment of teacher certification requirements.

Curriculum and Instruction MS Learning Outcomes

Students graduating from the Curriculum and Instruction MS program will be able to:

- Identify, apply, and critique various theoretical frameworks related to 1) curriculum, 2) historical and socio-cultural factors impacting schools and communities, and 3) research paradigms used in teaching and learning settings.
- Recognize and engage with pedagogical content knowledge in their subject area, which involves culturally, racially, and linguistically responsive/sustaining design decisions related to assessment, instruction, and curriculum.
- Bridge theory to practice in education settings.
- Demonstrate culturally, racially, and linguistically responsive/sustaining practices in research, pedagogy and educational policy at the national, state, and local levels.