

Master of Science in Education

Curriculum & Instruction
Program Handbook



Western Illinois
University



School of Education
College of Education and Human Services
Western Illinois University
Macomb, IL 61455-1390

Master of Science in Education
Curriculum and Instruction

The Master of Science in Education in Curriculum and Instruction combines the rigor of an outstanding academic program, the personal attention of departmental faculty, and the convenience of online coursework. Graduates of the program enhance their professional expertise and are poised to assume leadership roles within their schools and districts. The Curriculum and Instruction Graduate program includes information on areas of specialization in literacy education, elementary curriculum, early childhood education, social studies education, math education, and science education.

The Master of Science degree in Curriculum and Instruction not only influences career advancement, but also keeps elementary teachers abreast of developments in their chosen profession with the completion of core courses that are required of all candidates in the program. The degree requires 30 semester hours of coursework, including core components, an area of specialization, two electives, and a capstone experience. All of the areas of specialization within the Curriculum and Instruction graduate program can be completed entirely online. While a common core of coursework is required, which includes information on recent trends and research, assessment and differentiation, and methods of research, each specialization addresses different areas of the elementary and middle level curriculum.

The School of Education offers courses in a variety of formats in the fall, spring, and summer semesters. **While students are welcome to take a course in any format, all required courses for the M.S.Ed. Curriculum Studies are online. Note that a few courses (MATH in particular) will have a synchronous virtual component.** Because this graduate program is geared toward those who already have licensure, completion does NOT lead directly to licensure, teacher certification or the elementary endorsement. Those seeking licensure would need to complete our undergraduate program in Curriculum & Instruction. Some courses in the graduate program may apply to the elementary endorsement if the candidate currently has a teaching license. Questions concerning licensure or endorsements should be directed to the University Certification Officer at (309) 298-1434.

PROGRAM REQUIREMENTS

The total hours for the Master of Science in Education in Curriculum and Instruction is 30. This requirement is applicable to the capstone courses C&I 600, SCED 602, ECH 603, or MATH 607.

Core Requirements (12 SH)

EDS 500	Methods of Research (formally known as EIS 500)
C&I 574	Assessment and Differentiation of Instruction
C&I 566	Recent Trends and Research in Elementary Education

-or-

EDS 500	Methods of Research (formally known as EIS 500)
ECH 474G	Early Childhood Assessment
ECH 539	Curriculum in Early Childhood Education
ECH 565	Seminar in Early Childhood Education

One of the following capstone options

C&I 600	Graduate Seminar
MATH 607	Practicum in Mathematics Education
SCED 602	Practicum in Science Education

Notes:

Admission to capstone courses includes the following prerequisites:

- 24 semester hours in graduate work to include EDS 500, C&I 574 and C&I 566 for Curriculum & Instruction candidates or 24 semester hours in graduate work to include EDS 500, ECH 474G and ECH 539 for Early Childhood candidates.
- Candidates entering the capstone course must have access to a classroom in an elementary school or permission of their advisor to take an alternative version of C&I 600.

Area of Specialization (12 SH)

Courses selected with advisor approval. For Areas of Specialization, see pages 3-7.

Electives (6 SH)

Students may select from any of the courses offered at the graduate level by the School of Education. Graduate-level courses in other departments at Western may also be used as electives with advisor approval. Consult your advisor as well as the *Graduate Catalog* and the course schedule/registration materials for each semester's offerings.

Areas of Specialization

Literacy Education Offered Completely Online

The literacy education area of specialization is designed to extend students' knowledge, skills and understanding of literature and language arts in the elementary and middle grades. This area focuses on major theories, current research, and practical classroom applications of strategies for supporting the development of oral and written language with children at the emergent through proficient levels of speaking, listening, reading, and writing. This area of specialization includes the following components:

One foundational course in reading (one of the following):

- RDG 568 Foundations of Reading in the Middle and Secondary School
- RDG 569 Reading in Early Childhood
- RDG 570 Integrating Literacy Instruction in the Elementary Curriculum

One literacy course (one of the following):

- LA 567 Teaching language Arts in the Elementary School
- LA 577 Writing in the Elementary School
- LA 578 Language Arts for Diverse Learners

Two additional online courses with a RDG, LA, and/or LLA prefix

Courses include the following:

- LLA 443G Creative Uses of Literature for Children and Young Adults
- LLA 525 Literature and the Reader
- RDG 508 Phonics for Decoding and Spelling
- RDG 553 Integrating Reading and Writing Through Inquiry
- RDG 580 Reading in the Content Areas
- RDG 584 Vocabulary Development K-12
- RDG 586 Language Development and Reading

Note: To meet the requirement of two additional courses, you may use offerings in the foundational and literacy categories that were not taken to meet the requirement for that category.

**Elementary Curriculum
Offered Completely Online**

The elementary curriculum area of specialization offers students a balanced program of courses in major subject areas of the elementary school curriculum. Candidates take courses from four content areas: Literacy, mathematics, science, and social studies. The following are a sampling of appropriate courses:

Literacy (one of the following):

- LA 567 Teaching language Arts in the Elementary School
- LA 578 Language Arts for Diverse Learners
- RDG 569 Reading in Early Childhood
- RDG 570 Integrating Literacy Instruction in the Elementary Curriculum

Mathematics (one of the following):

- MATH 406G Problem Solving and the History of Mathematics
- MATH 500 Teaching of Elementary Mathematics [asynchronous component]
- MATH 505 The Teaching of Mathematics in Middle Grades and Junior High [may have asynchronous component]
- MATH 508 Special Topics in Elementary Mathematics
- MATH 509 Standards and Assessment in School Mathematics

Science (one of the following):

- SCED 509 Inquiry into Science Assessment in the Elementary Classroom
- SCED 511 Science Through Children's Literature
- SCED 562 Science Curriculum in the Elementary School

Social Studies (one of the following):

- SSED 568 Improvement of Instruction in Social Studies
- SSED 572 Social Studies Curriculum

**Mathematics
Offered Completely Online**

The mathematics area of specialization is intended to give insight into the K-8 school mathematics curriculum. Several of the courses address the content of mathematics; others place special emphasis on the teaching of mathematics. Nearing the completion of their degree, students develop and conduct an investigative project in math education.

- MATH 402G Investigations in School Geometry
- MATH 406G Problem Solving and the History of Mathematics
- MATH 407G Number Theory Concepts in School Mathematics
- MATH 500 Teaching of Elementary Mathematics
- MATH 505 The Teaching of Mathematics in Middle Grades and Junior High
- MATH 509 Standards and Assessment in School Mathematics
- MATH 504 Research in Math Education (take this if taking MATH 607 as the capstone)

Early Childhood Education
Offered Completely Online

The goal of the early childhood education area of specialization is to provide candidates with opportunities to expand their knowledge, skills, and understanding of the growth and development of the young child. Candidates are encouraged and supported in their search for new information about their particular interests and needs. Our mission is to help our candidates develop as learners, teachers, leaders, and “experts” in the field of early childhood education.

C&I 476G	Parent/Community Involvement (online)
ECH 524	Intervention Techniques in Early Childhood Education (online)
ECH 549	Practicum in Early Childhood Education (1-4 semester hours)
ECH 564	Language and Thought of the Child (online)
ECH 571	Theory and Function of Play (online)
ECH 573	Infancy and Childhood (online)
LA 578	Language Arts for Diverse Learners (online)
RDG 569	Reading in Early Childhood (online)
ECH 474G	Early Childhood Assessment (online)

Science
Offered Completely Online

The science area of specialization provides an opportunity for elementary and middle level teachers to increase their knowledge, skills, and instructional competencies in science. Science and science education courses may be selected to complement the student’s existing background in science or, together with electives, provide special expertise in a number of science content areas, science curriculum, and assessment.

SCED 509	Inquiry into Science Assessment in the Elementary Classroom (online)
SCED 511	Science Through Children’s Literature (online)
SCED 562	Science Curriculum in the Elementary School (online)
SCED 563	Science Inquiry: Physical and Earth Science (face to face)
SCED 564	Science Inquiry: Biological and Environmental Science (face to face)
C&I 599	Independent Study (1-4, repeatable to 4; candidate will be assigned a faculty member to work with)

Note: Those in the science area of specialization will be allowed to transfer science-related graduate courses into their program with approval of their advisor.

Social Studies
Offered Completely Online

The social studies area of specialization focuses on the knowledge, skills, and attitudes necessary for the effective teaching of social studies in the elementary and middle grades. Courses stress specialized content, as well as instructional and curriculum aspects of the total social studies program.

SSED 568 Improvement of Instruction in Social Studies (online)

SSED 572 Social Studies Curriculum (online)

C&I 599 Independent Study (1-4, repeatable to 4; candidate will be assigned a faculty member to work with)

Note: Those in the social studies area of specialization will be allowed to transfer graduate courses in history and the social sciences into their program with approval of their advisor. Suggestions include:

SOC 420G Race, Class, Gender

SOC 425G Juvenile Delinquency

SOC 435G Women and Crime

HIST 421G Seminar in Global Environmental History

RDG 580 Reading in the Content Area

EDS 507 Equity and the Socio-Cultural Contexts of Education

EDS 435G Cultural Studies in Education

Online Courses

Listed below are online courses that can be taken in the Curriculum & Instruction graduate program. Nearly all are taught by the School of Education.

C&I 574	Assessment and Differentiation of Instruction
C&I 600	Graduate Seminar
C&I 403G	Middle Level Education
C&I 576	Family and Community Engagement
ECH 524	Intervention Techniques in Early Childhood Education
ECH 573	Infancy and Childhood
ECH 539	Curriculum in Early Childhood
ECH 565	Seminar in Early Childhood
EDS 500	Methods of Research (formally known as EIS 500)
C&I 560	Seminar in Elementary Curriculum
C&I 566	Recent Trends and Research in Elementary Education
IDT 503	Microcomputer Applications in Instructional Technology
IDT 516	Internet Resources for Education and Training
LA 567	Teaching Language Arts in the Elementary School
LA 577	Writing in the Elementary School
LA 578	Language Arts for Diverse Learners
LLA 443G	Creative Uses of Literature for Children and Young Adults
LLA 525	Literature and the Reader
MATH 402G	Investigations in School Geometry
MATH 406G	Problem Solving and the History of Mathematics
MATH 500	Teaching of Elementary Mathematics
MATH 505	The Teaching of Mathematics in Middle Grades and Junior High
MATH 509	Standards and Assessment in School Mathematics
RDG 508	Phonics for Decoding and Spelling
RDG 553	Integrating Reading and Writing Through Inquiry
RDG 568	Foundations of Reading in the Middle and Secondary School
RDG 569	Reading in Early Childhood
RDG 570	Integrating Literacy Instruction in the Elementary Curriculum
RDG 580	Reading in the Content Areas
RDG 584	Vocabulary Development K-12
RDG 586	Language Development and Reading
SCED 509	Inquiry into Science Assessment in the Elementary Classroom
SCED 511	Science Through Children's Literature
SCED 562	Science Curriculum in the Elementary School
SPED 518	Self-Determination and Independence
SPED 556	Methods in Autism and Language Disorders
SSED 568	Innovations in Teaching Social Studies
SSED 572	Social Studies Curriculum

Program Standards

The graduate program in curriculum and instruction meets the following standards related to elementary and middle level education:

I. Knowledge of Students

Accomplished teachers understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; therefore, accomplished teachers design and implement developmentally and challenging learning experiences.

II. Learning Environment

Accomplished teachers provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, as well as feel a sense of autonomy. Learning environments are arranged in ways that are caring, inclusive, stimulating and safe.

III. Respect for Diversity

Accomplished teachers understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so they know how to access information about the values of diverse cultures and communities to assist learners as they develop attitudes of respect and appreciation for others.

IV. Knowledge of Content and Curriculum

Accomplished teachers utilize content knowledge and curricular innovations to create sound, research driven, and integrative learning experiences across the disciplines.

V. Instructional Strategies and Resources

Accomplished teachers understand and use a variety of instructional strategies and resources to encourage learners to develop deep understanding of current areas and their connections, and to build skills to apply knowledge in meaningful ways.

VI. Knowledge of Interdisciplinary Approaches

Accomplished teachers design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge.

VII. Assessment

Accomplished teachers effectively employ formative and summative assessments to systematically observe, monitor and document student learning. They understand the strengths and weaknesses of various assessment practices and recognize the need for students to monitor their own learning.

VIII. Family and Community Involvement

Accomplished teachers initiate positive, interactive relationships with families and communities as they support children's learning and development.

IX. Reflection

Accomplished teachers systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as they strive to improve instruction in their classrooms.

X. Contributions to the Profession

Accomplished teachers seek opportunities for collaboration to improve schools and advance knowledge and practice in their field.

PROGRAM GUIDELINES

Initial Procedure

Be sure that you have met with your advisor to discuss your schedule before you register. If you cannot follow the plan you have developed with your advisor, contact him or her regarding what changes are appropriate. Consult the course schedule or graduate Web page for course offerings.

Registration

If you are a current student, check on STARS to find out the earliest date and time you are able to register. You will also be able to see if you have any holds or encumbrances that may prevent you from registering.

Stars

You can access STARS in any of the following ways:

- From any WIU computing lab, by logging in as LAB user and selecting the STARS icon
- From a touchtone phone by calling (309) 298-5000
- From the world wide web by accessing www.wiu.edu/stars

Probationary Status

If you were admitted as a probationary student, upon completion of at least nine (9) semester hours of graduate-level work with at least a "B" average, your status will be changed to a regularly admitted student. You will receive notification from the graduate school when this change occurs.

Graduate Degree Plan

Your degree plan is established in connection with your advisor. You may complete it online and submit the completed form to your advisor. At the School of Graduate Studies website, locate "Degree Plan" under "Forms." Your advisor will review your plan and request your signature as part of the approval process.

Course Substitution

To substitute a course that is not on your plan, consult with your advisor to make sure the course you wish to substitute is appropriate. Then, prepare a petition requesting approval for the substitution. The petition form may be found in the same location as the degree plan.

Transfer of Courses

If you have taken courses at a different institution, consult your advisor about transferring them to Western. Eligible courses must have been taken at a comparable university and must have been awarded a letter grade. A total of 6 SH of eligible coursework may be transferred. Your advisor will be able to determine if a course can be transferred or not.

Timeline

Starting from the semester of your first course, you have six years to complete your degree. For example, if you begin your degree coursework in Fall 2022, it must be completed by the end of Summer 2028.

Revalidation of Coursework

If one of your courses goes out of date (exceeds the time allowed), with the permission of your advisor, you may ask to have it revalidated. Consult the instructor who taught the course (or his or her designee) to determine the most appropriate method for revalidation. A maximum of 6 SH of coursework taken at Western may be revalidated, and the courses must fall within eight years prior to graduation.

400G Courses

Up to 12 SH of 400G level courses may be taken; however, if you took the same course as an undergraduate (without the "G"), you may not select that course in your graduate program.

Degree Requirements

To meet graduation requirements, you must . . .

- Complete 30 SH of a program approved by your advisor, the Department Graduate Committee, and the School of Graduate Studies.
- Maintain a cumulative grade point average of 3.0. (You may not accrue more than 6 SH of "C" grades.)
- Complete the program within six consecutive calendar years.
- Restrict courses to those which receive a letter grade (Courses evaluated S/U may not be included on a graduate degree plan.)
- Limit courses numbered C&I 599, C&I 675 and RDG 550 to 6 SH on graduate degree plan.

Reactivation

If you applied to Graduate School and were accepted within the last 2 years but did not attend, you need to complete the "Request to Reactivate Application." Form available at the Graduate School Website. If you applied more than 2 years ago you will need to complete the application for new students.

Readmission

If you have taken graduate courses but have not attended within the past year, you must apply for readmission. The form is available on the Graduate Studies website.

APPLICATION FOR GRADUATION

At the beginning of the semester when you expect to graduate, you must obtain and complete the following forms:

The Application for Graduation form

You must complete this form and submit it to the School of Graduate Studies at least eight weeks before the end of your final semester. Application for Graduation must be filed by March 10, for spring semester, June 10 for summer semester, and October 10 for fall semester.

The Alumni Register form

This form provides the university with personal data that allows Western to maintain contact with the graduate. This form may be found on STARS, accessed from the dropdown menu.

INFORMATION AND FORMS AVAILABLE ON THE WEB

Forms relevant to graduate studies are available as indicated below.

Available at the School of Education Website

http://www.wiu.edu/coehs/curriculum_and_instruction/current_students/graduate_programs/eledgrad.php

- Expectations for Graduate Students
- Outline of Coursework
- Graduate Degree Plan
- Petition form
- Change of Major
- Application for Graduation

Additional Forms Available at the WIU School of Graduate Studies Website

http://www.wiu.edu/graduate_studies/

- Request to Reactivate Application
- Application for Readmission
- Graduate Assistantship Application
- Grade Appeal Form
- Enrollment Verification Request

GRADUATE ASSISTANTSHIPS

Graduate assistantships may be available for those pursuing a Master of Science in Education degree with a major in Curriculum and Instruction. This position offers the opportunity for students to provide instructional, research, and clerical support for faculty.

A graduate assistant completes at least nine semester hours of coursework each semester and works with one or more faculty members for twenty hours each week.

Graduate assistants do not pay tuition for these hours and receive a monthly stipend. Assistantships are awarded for a single year, but may be renewed for one additional year.

FINANCIAL AID AND SCHOLARSHIPS

Students interested in securing financial aid are encouraged to contact the Financial Aid office at (309) 298-2446. For information about scholarships, contact the WIU Foundation at (309) 298-1861 or at Financial-Aid@wiu.edu. Graduate Assistantships in our WIU Reading Center are available only to those who qualify for financial aid.

Outline of Coursework

Course #	Course Title	SH	Semester Taken
Core Requirements (12 SH)			
All Areas of Specialization Except ECH			
EDS 500	Methods of Research	3	_____
C&I 574	Assess. And Diff. of Instruction	3	_____
C&I 566	Recent Trends in Research in ELED	3	_____
C&I 600 or SCED 602 or MATH 607	Capstone Option	3	_____
OR			
Core Requirements For the ECH Area of Specialization			
EDS 500	Methods of Research (formerly EIS 500)	3	_____
ECH 474G	Early Childhood Assessment	3	_____
ECH 539	Curriculum in Early Childhood	3	_____
ECH 565	Seminar in Early Childhood Education	3	_____
CI 600	Capstone Course	3	_____
Area of Specialization (12 SH)			
_____	_____	—	_____
_____	_____	—	_____
_____	_____	—	_____
_____	_____	—	_____
Electives (6 SH)			
_____	_____	—	_____
_____	_____	—	_____
Total Semester Hours		_____	

