

CURRICULUM AND INSTRUCTION, MS: ENGLISH EDUCATION: CREATIVE WRITING

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
15 credits in Curriculum and Instruction core areas		15
CURRINS 705	Research in Schools and Communities	3
CURRINS 716	Teaching in Urban & Diverse Communities	3
Choose one:		3
CURRINS 658	Teaching and Assessing English ¹	
CURRINS 742	UWM Writing Project:	

CURRINS 753	Teaching Language and Composition	
Choose one:		3
CURRINS 657	Approaches to Teaching and Assessing Texts in the Secondary Schools ¹	
CURRINS 754	Teaching Literature	
CURRINS elective		3

¹ For initial certifiers only.

Code	Title	Credits
Master's Seminar or Thesis, choose one:		3-6
CURRINS 800	Master's Seminar in Curriculum and Instruction	
CURRINS 890	Master's Research or Thesis	

English Education: Creative Writing Concentration

Code	Title	Credits
Focus Courses		12
12 credits in focus area (at least one course should be at the 800 level, two at the 700 level)		
CURRINS 742	UWM Writing Project:	
ENGLISH 704	Teaching Creative Writing	
ENGLISH 715	Narrative Craft and Theory:	
ENGLISH 716	Poetic Craft and Theory:	
ENGLISH 752	Essay as Genre	
ENGLISH 813	Special Topics in Creative Writing:	
ENGLISH 815	Seminar in Fiction Writing:	
ENGLISH 816	Seminar in Poetry Writing:	

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.