

CURRICULUM AND INSTRUCTION, MS: URBAN SOCIAL STUDIES

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.

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

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
Select 12 credits in Curriculum and Instruction core areas		
CURRINS 701	Curriculum Planning and Ideologies	3
CURRINS 705	Research in Schools and Communities	3
CURRINS 716	Teaching in Urban & Diverse Communities	1-4
CURRINS 714	Analysis of Instruction to Improve Teaching and Learning	3
or CURRINS 774	College Teaching	
Select 12 to 15 credits in a focus area approved by the student's major professor		12-15
Select one of the following:		3-6
CURRINS 800	Master's Seminar in Curriculum and Instruction (3 credits)	

CURRINS 890	Master's Research or Thesis (3-6 credits)	
Total Credits		30
Urban Social Studies Concentration		
Code	Title	Credits
Required Course (3 graduate credits)		
CURRINS 721	Advanced Problems in the Teaching of Social Studies	3
Minimum of 12 graduate credits required from the list below		
URB STD 971	Seminar on the History of American Urban Problems	3
URB STD 983	Contemporary Urban Social Structure and Change	3
POL SCI 913	Seminar in Urban Political Process	3
GEOG 905	Seminar: Selected Topics in Geography:	3
HIST 900	Seminar on U.S. History:	3
HIST 980	Growth of Urban Society	3
SOCIOL 901	Urban Social Structure	3

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.