EDUCATION - CURRICULUM AND INSTRUCTION - MASTER OF ARTS (MA)

The Master of Arts degree requires one academic year or more of graduate work beyond the bachelor’s degree.

Program Tracks

Humanities Education Track
This track is designed to support teachers who are interested in developing greater understanding and expertise in the teaching and learning of the humanities. Courses within this concentration provide opportunities for teachers to strengthen discipline-specific content knowledge, knowledge for teaching humanities, and a greater understanding of how curriculum and instructional approaches can be tailored to foster students’ understanding of concepts and questions about human experience and culture that invite a multidisciplinary response.

This track is only offered as a master’s degree. Prospective doctoral students interested in the humanities are encouraged to consider the Educational Foundations, Policy and Practice (catalog.colorado.edu/graduate/colleges-schools/education/programs-study/educational-foundations-policy-practice/educational-foundations-policy-practice-doctor-philosophy-phd) program.

Literacy Education Track
This track is designed to support teachers who are interested in developing greater understanding and expertise in the teaching and learning of literacy. Students completing this 30-credit-hour program are eligible for a Reading Teacher K–12 endorsement from the state of Colorado. Because the endorsement is an advanced and specialty certification, all candidates for the degree must have a minimum of two years’ teaching experience and have passed the Reading Teacher PLACE Exam before they can receive the endorsement.

Typical students in the program are practicing teachers who want to strengthen their literacy instruction and earn a Reading Teacher K–12 endorsement from the state of Colorado. Some enroll in the program in conjunction with their participation in the Partners in Education (PIE) program, a CU-sponsored professional development opportunity for teachers in the early stages of their career that’s offered in collaboration with local school districts. For more information on this program, visit the School of Education’s Partners in Education (PIE) Master’s Program (http://www.colorado.edu/education/graduate-programs/partners-education-pie-masters-program-original) webpage or contact Penny Scott-Oliver (303-492-8499, penny.oliver@colorado.edu (Penny.Oliver@Colorado.edu)).

Math & Science Education Track
This track is designed to support teachers who are interested in developing greater understanding and expertise in the teaching and learning of mathematics and science. The program helps teachers develop their own content knowledge in mathematics and science, as well as greater understanding of how curriculum and instructional strategies can be tailored to foster K–12 students’ understandings of mathematics and science.

Typical candidates in the program are practicing teachers. Some enroll in the program in conjunction with their participation in the Partners in Education (PIE) program, a CU-sponsored professional development opportunity for teachers in the early stages of their career that’s offered in collaboration with local school districts. For more information on this program, visit the School of Education’s Partners in Education (PIE) Master’s Program (http://www.colorado.edu/education/graduate-programs/partners-education-pie-masters-program-original) webpage or contact Penny Scott-Oliver (303-492-8499, penny.oliver@colorado.edu (Penny.Oliver@Colorado.edu)).

Requirements

General Requirements

Program Requirements
Students must successfully complete 30 credit hours of approved course work while maintaining at least a B (3.0) average in all work attempted while enrolled.

Students develop a degree plan in consultation with their faculty advisor, typically in their first semester. The frequency of individual course offerings varies; therefore, candidates should plan ahead so that the required 30 credit hours are completed within the four-year time limit.

Transfer Credit
Transfer credit is defined as any credit earned at another accredited institution, credits earned on another campus of the CU system, or credits earned as a nondegree student within the CU system. Students who have transfer credits must complete the transfer of credit paperwork.

The maximum amount of work that may be transferred from another accredited institution to CU Boulder is 9 credit hours, and is accepted only after approval of the department chair/program director and under the special conditions outlined in the Graduate School Rules. All courses accepted for transfer must be graduate-level courses. A course in which a grade of B- or lower was received will not be accepted for transfer.

Transfer course work must have been completed in the five years prior to acceptance to the program. Credit may not be transferred until the student has completed 6 credits of graduate-level course work as a degree-seeking student on the CU Boulder campus with a 3.0 GPA.

Master’s degree students who began CU’s Teacher Education Program as undergraduates or as post-baccalaureate students have the following transfer credit options:

- If the student took the courses as an undergraduate, they may be eligible to transfer two of their track’s eligible transfer courses, depending on when those courses were taken. Contact the teacher education student advisor or the graduate studies coordinator for more information.
- If the student took the courses as a post-baccalaureate student, they may transfer two of their track’s eligible transfer courses as electives, as long as the courses were taken within the past five years. Note: Students transferring from secondary programs will transfer 7 credits; therefore, they will complete a 31-credit master’s degree.

Time Limit
The master’s degree must be completed within four years.
Program Tracks

Humanities Education Track

In addition to the required core courses, students must complete the following track-specific course requirements.

Learning and Development

Choose at least 3 credit hours of learning and development courses.

<table>
<thead>
<tr>
<th>Eligible courses include:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6318 Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 6328 Advanced Child Growth and Educational Development</td>
<td></td>
</tr>
<tr>
<td>EDUC 5105 Teaching for Understanding and Equity</td>
<td></td>
</tr>
</tbody>
</table>

Foundations of Education Curriculum

Choose at least 3 credit hours of foundations of education curriculum courses.

<table>
<thead>
<tr>
<th>Eligible courses include:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5065 Curriculum Theories</td>
<td></td>
</tr>
<tr>
<td>EDUC 5075 Sociology in Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 5085 History of American Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 5115 Issues in School Change and Reform</td>
<td></td>
</tr>
<tr>
<td>EDUC 5726 Introduction to Disciplined Inquiry</td>
<td></td>
</tr>
<tr>
<td>EDUC 6210 Education Policy and the Law</td>
<td></td>
</tr>
<tr>
<td>EDUC 6220 Gender Issues in Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 6230 Ethics in Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 6325 Culture and Ethnography in Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 7055 Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 7446 Seminar: Policy Issues in Education</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum and Instruction in Humanities

Choose at least 12 credit hours of curriculum and instruction in the humanities courses.

<table>
<thead>
<tr>
<th>Eligible courses include:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5070 Spirituality and Religion in Education (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5145 Gender, Literacy, and the K-12 Classroom (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5165 Children's Literature (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5222 Language Study for Educators (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5235 Language and Literacy Across the Curriculum (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5265 Processes in Writing (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5316 Nature of Social Studies and Social Studies Education (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5325 Teaching Literature in Middle and Secondary Schools (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5345 Writing in Humanities Classrooms (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5445 Curriculum for Multicultural Education (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 6804 Special Topics (3 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Choose at least 9 additional credit hours of courses at the 5000 level or above within the School of Education, to be chosen in consultation with our advisor.¹ ² ³ ⁴

<table>
<thead>
<tr>
<th>Educatin courses include:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 27

¹ See also "Eligible Transfer Courses" below.
² GRTE courses may not count toward a master’s degree.
³ Students may deepen their content knowledge in the humanities disciplines by taking a maximum of 6 credit hours of courses in the College of Arts & Sciences at the 3000 level or above that are taught by graduate faculty.
⁴ PIE candidates may use the 3-credit-hour Practicum in Curriculum and Instruction (EDUC 6915) and the 3-credit-hour Internship in Curriculum and Instruction (EDUC 8935) as two electives.

Eligible Transfer Courses

See the Transfer Credit Eligible Transfer Courses section for details.

<table>
<thead>
<tr>
<th>Eligible Transfer Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5205 Elementary Mathematics Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5215 Elementary Science Theory and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5316 Nature of Social Studies and Social Studies Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5355 Methods and Materials in Secondary Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5325 Teaching Literature in Middle and Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5365 Methods and Materials in Secondary English</td>
<td>4</td>
</tr>
</tbody>
</table>

Comprehensive Exam/Capstone

During the final spring semester prior to graduation, students must enroll in the capstone course, EDUC 6964 Capstone: Inquiry in the Content Areas, and successfully complete a teacher research project/major paper. The capstone course is only offered in spring semesters.

The master’s comprehensive examination requirement is satisfied by the successful completion of the project/paper, which is evaluated by both the course instructor and at least one outside reader who holds a graduate appointment. Students must be registered for the comprehensive examination during the semester they complete the teacher researcher project/major paper.

Literacy Education Track with CO Reading Teacher Endorsement

In addition to the required core courses, students must complete the following track-specific course requirements.

<table>
<thead>
<tr>
<th>Educatin courses include:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ See also "Eligible Transfer Courses" below.
² GRTE courses may not count toward a master’s degree.
Suggested electives include the following:

**Electives**
An additional 15 credit hours of electives are required. Electives may be selected from any School of Education program area with the agreement of the advisor. Education courses must be at the 5000 level or above.

Suggested electives include the following:

**Learning Development**
- EDUC 6318 Psychological Foundations of Education
- EDUC 6328 Advanced Child Growth and Educational Development
- EDUC 5105 Teaching for Understanding and Equity

**Foundations in Education, Curriculum or Educational Research**
- EDUC 5065 Curriculum Theories
- EDUC 5075 Sociology in Education
- EDUC 5085 History of American Education
- EDUC 5115 Issues in School Change and Reform
- EDUC 5726 Introduction to Disciplined Inquiry
- EDUC 6220 Gender Issues in Education
- EDUC 6230 Ethics in Education
- EDUC 6325 Culture and Ethnography in Education
- EDUC 7055 Philosophy of Education
- EDUC 7446 Seminar: Policy Issues in Education

**Curriculum and Instruction**
- EDUC 5070 Spirituality and Religion in Education
- EDUC 5222 Language Study for Educators
- EDUC 5235 Language and Literacy Across the Curriculum
- EDUC 5315 Perspectives on Science
- EDUC 5165 Children’s Literature
- EDUC 5316 Nature of Social Studies and Social Studies Education
- EDUC 5317 Perspectives on Mathematics
- EDUC 5445 Curriculum for Multicultural Education
- EDUC 5325 Teaching Literature in Middle and Secondary Schools
- EDUC 5345 Writing in Humanities Classrooms
- EDUC 5706 Assessment in Mathematics and Science Education
- EDUC 5810 Teaching K-12 Mathematics: Number Sense
- EDUC 5820 Teaching K-12 Mathematics: Algebraic Thinking
- EDUC 5830 Teaching K-12 Mathematics: Geometry & Measurement
- EDUC 5840 Teaching K-12 Mathematics: Probability & Statistics

**Culturally and Linguistically Diverse Learners**
- EDUC 5035 Proseminar: Parent and Community Involvement
- EDUC 5445 Curriculum for Multicultural Education
- EDUC 5455 Literacy for Linguistically Different Learners
- EDUC 5525 Research Issues in Special Education
- EDUC 5615 Second Language Acquisition

---

1. See also “Eligible Transfer Courses” below.
2. GRTE courses may not count toward a master’s degree.
3. Students may deepen their content knowledge in the mathematics or science disciplines by taking a maximum of 6 credit hours of courses in the College of Arts & Sciences at the 3000 level or above that are taught by graduate faculty.
4. PIE candidates may use the 3-credit-hour Practicum in Curriculum and Instruction (EDUC 6915) and the 3-credit-hour Internship in Curriculum and Instruction (EDUC 8935) as two electives.

**PIE Program Requirements**
- 3 credit hours of EDUC 6915 Practicum in Curriculum and Instruction (meets elective requirement)
- 3 credit hours of EDUC 8935 Internship in Curriculum and Instruction (meets elective requirement)
- 15 credit hours of courses in Literacy Education
- 9 credit hours of electives

For more information on this program, visit the School of Education’s Partners in Education (PIE) Master’s Program webpage.

**Eligible Transfer Courses**
See the Transfer Credit (p. 1) section for full details.

- EDUC 5205 Elementary Mathematics Theory and Methods
- EDUC 5215 Elementary Science Theory and Methods
- EDUC 5316 Nature of Social Studies and Social Studies Education
- EDUC 5355 Methods and Materials in Secondary Social Studies
- EDUC 5325 Teaching Literature in Middle and Secondary Schools
- EDUC 5365 Methods and Materials in Secondary English
- EDUC 5317 Perspectives on Mathematics
- EDUC 5375 Problem-Based Math Instruction
- EDUC 5385 Problem-Based Science Instruction

**Comprehensive Exam**
The master’s comprehensive examination requirement is satisfied by the successful completion of the teacher research project/major paper in Reading Clinic Procedures K-12 (EDUC 5285). This major paper is evaluated by both the course instructor and at least one outside reader who holds a graduate appointment. Students must be registered for the comprehensive examination during the semester they complete the teacher researcher project/major paper.

**Math & Science Education Track**
In addition to the required core courses, students must complete the following track-specific course requirements.

**Learning and Development**
Choose at least 3 credit hours of learning and development courses.

Eligible courses include:
- EDUC 6318 Psychological Foundations of Education
- EDUC 6328 Advanced Child Growth and Educational Development
- EDUC 5105 Teaching for Understanding and Equity
Foundations of Education Curriculum
Choose at least 3 credit hours of foundations of education curriculum courses. Eligible courses include:

- EDUC 5065 Curriculum Theories
- EDUC 5075 Sociology in Education
- EDUC 5085 History of American Education
- EDUC 5115 Issues in School Change and Reform
- EDUC 5726 Introduction to Disciplined Inquiry
- EDUC 6210 Education Policy and the Law
- EDUC 6220 Gender Issues in Education
- EDUC 6230 Ethics in Education
- EDUC 6325 Culture and Ethnography in Education
- EDUC 7055 Philosophy of Education
- EDUC 7446 Seminar: Policy Issues in Education

Curriculum and Instruction in Mathematics and Science
Choose at least 12 credit hours of curriculum and instruction in mathematics and science courses. Eligible courses include:

- EDUC 5070 Spirituality and Religion in Education (3 credit hours)
- EDUC 5317 Perspectives on Mathematics
- EDUC 5460 Teaching and Learning Physics
- EDUC 5580 Physics and Everyday Thinking
- EDUC 5706 Assessment in Mathematics and Science Education
- EDUC 5810 Teaching K-12 Mathematics: Number Sense
- EDUC 5820 Teaching K-12 Mathematics: Algebraic Thinking
- EDUC 5822 Teaching and Learning Chemistry
- EDUC 5830 Teaching K-12 Mathematics: Geometry & Measurement
- EDUC 5840 Teaching K-12 Mathematics: Probability & Statistics
- EDUC 6804 Special Topics (3 credit hours)
- EDUC 6811 Teaching and Learning Biology

Electives
Choose at least 9 additional credit hours of courses at the 5000 level or above from within the School of Education, to be chosen in consultation with your advisor.

Total Credit Hours: 27

1. See also "Eligible Transfer Courses" below.
2. GRTE courses may not count toward a master's degree.
3. Students may deepen their content knowledge in the mathematics or science disciplines by taking a maximum of 6 credit hours of courses in the College of Arts & Sciences at the 3000 level or above that are taught by graduate faculty.
4. PIE candidates may use the 3-credit-hour Practicum in Curriculum and Instruction (EDUC 6915) and the 3-credit-hour Internship in Curriculum and Instruction (EDUC 8935) as two electives.

PIE Program Requirements
- 3 credit hours in EDUC 6915 Practicum in Curriculum and Instruction (meets elective requirement)
- 3 credit hours in EDUC 8935 Internship in Curriculum and Instruction (meets elective requirement)
- 3 credit hours in Learning and Development courses

Comprehensive Exam
During the final semester (or after completing at least 21 credits in the degree program), students enroll in the capstone course, Capstone: Inquiry in the Content Areas (EDUC 6964). The master's comprehensive examination requirement is satisfied by the successful completion of the teacher research project/major paper in the capstone course. This major paper is evaluated by both the course instructor and at least one outside reader who holds a graduate appointment. Students must be registered for the comprehensive examination during the semester they complete the teacher researcher project/major paper.

Students must have 21 credit hours completed prior to enrollment in the capstone course, or permission of their advisor. The capstone course is only offered in spring semester.

Eligible Transfer Courses
See the Transfer Credit (p. 1) section for full details.

- EDUC 5205 Elementary Mathematics Theory and Methods 3
- EDUC 5215 Elementary Science Theory and Methods 3
- EDUC 5317 Perspectives on Mathematics 3
- EDUC 5375 Problem-Based Math Instruction 4
- EDUC 5385 Problem-Based Science Instruction 4

For more information on this program, visit the School of Education's Partners in Education (PIE) Master's Program webpage.