Through the Master of Education and the Certificate of Advanced Study, experienced teachers are prepared to become more competent and better informed practitioners who serve as leaders for educational reform in local schools and school districts.

Also offered are master’s degree programs leading to teacher licensure for individuals who have a degree in a field other than education and wish to become teachers. The four majors leading to licensure are Early Childhood Education (Birth - Grade 2), Elementary Education (Grades 1 - 6), Middle Grades Education (Grades 5-8), and Secondary Education (Grades 9 - 12). In addition to completing the courses required for an Ed.M. degree, students in these programs follow the same sequence of professional education courses as undergraduate students.

Only master’s students wishing to become licensed teachers in one of these areas should apply to the Early Childhood Education, Elementary Education, Middle Grades, or Secondary Education majors. Master’s degree candidates who do not wish to become teachers, or who are already teachers, should apply to the major in Curriculum and Instruction. The EdM is attained through satisfactory completion of coursework while the MA and MS degrees require the completion and defense of a thesis.

Two doctoral degree programs are offered. The Ph.D. program prepares degree candidates for careers involving research and scholarship, including those in colleges and universities where research is generally combined with teaching. The Ed.D. program prepares scholarly practitioners for leadership positions in teacher training institutions, state education agencies, and public school districts.

Length of time for a degree: an Ed.M. program can be completed by a student attending full-time in a calendar year, while the M.S. or M.A. often takes longer. The Ed.M. with licensure typically takes two years to complete. Doctoral programs usually require five years of full-time study.

Admission
Interested applicants should start at the College of Education Graduate Programs website (http://education.illinois.edu/programs/grad/). In addition to the application, the applicant is required to submit the following information: a statement of purpose, updated resume, official transcripts from all colleges attended, and three letters of recommendation. A scholarly writing sample in English (e.g., a master’s thesis, article, or academic paper) is required for application to a doctoral program. Note: The master’s with teacher licensure program only admits students for the fall term.

International applicants must submit TOEFL scores. The Department of Curriculum and Instruction’s TOEFL requirement for full status admission is greater than 102; the minimum score for limited status is 550 on the paper-based test, 79 on the internet-based test, and 213 on the computer-based test. International applicants must also submit a Declaration and Certification of Finances. Please note: TOEFL or IELTS scores must be less than two years old from the first day of class at the proposed term of entry in order to be valid. In addition, individual academic programs may require a higher score or evidence of spoken English language proficiency. Contact your proposed program of study office (http://www.grad.illinois.edu/admissions/depts/) for the minimum TOEFL, TSE, or IELTS requirement for admission. For additional details, refer to the Graduate College Handbook English Proficiency Requirement for Admission (https://grad.illinois.edu/admissions/instructions/04c/).

Faculty Research Interests
For information about specific faculty research interests, current grants, and publications, please visit the Faculty Finder (https://education.illinois.edu/faculty-finder/).

Facilities and Resources
Departmental resources consist of cooperation with Children’s Research Center, Center for Small Urban Communities, as well as other resources in the College. Students who are interested in second language acquisition can become a part of the SLATE program. The department is connected to the University of Illinois Writing Project and the following journals: International Journal of Education & the Arts, Journal of Curriculum Studies, and American Educational Research Journal. The department also has available resources and some workshops provided during the academic year. Program areas (including CREATE, DELTA, Language & Literacy, and MSE) offer discipline-specific resources.

The College of Education also has many resources to assist graduate students through their academic career. The Bureau of Educational Research works with students to secure research funding. The Council on Teacher Education (http://cote.illinois.edu/) entitles candidates seeking a Professional Educator License and provides accreditation of professional education programs. Each student completing a degree program is assigned a graduate advisor, who is available to assist the student with planning the program of study and determining degree requirements, courses and timelines for degree completion.

Information on University resources can be found at the GradMAP pages website (http://www.grad.illinois.edu/current-students/).

Financial Aid
Financial aid in the form of assistantships, scholarships, fellowships, and tuition waivers can be found throughout the college (https://education.illinois.edu/current-students/graduate/financial-aid/) and campus. Campus opportunities can be found at the Graduate College (http://www.grad.illinois.edu/funding-jobs/) and the Office of Student Financial Aid (http://www.osfa.illinois.edu/). Please note: Graduate students employed as Staff by the University of Illinois at Urbana-Champaign are not eligible for a College of Education Award or Scholarship.

A list of additional requirements can be found on the program’s website, (https://education.illinois.edu/faceted-search/programs/?degree=cas&department=ci) the College of Education Graduate Programs Handbook (https://education.illinois.edu/current-students/graduate/coe-graduate-handbook/), and the Graduate College Handbook (http://www.grad.illinois.edu/gradhandbook/).

Students may select a concentration in Bilingual-Bicultural Education. (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/)

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>0 or 4</td>
<td>Psychological Foundations Courses in Educational Psychology</td>
<td>0 or 4</td>
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Information listed in this catalog is current as of 06/2024
Select any 400 level EPSY course

OR

EPSY 553 Global Issues in Learning

Philosophical and Social Foundations Courses in Education 0 or 4

Policy, Organization and Leadership and Curriculum & Instruction

Select one of the following:

EPOL 401 History of American Education
EPOL 402 Asian American Education
EPOL 403 Historical and Social Barriers
EPOL 405 School and Society
EPOL 406 Professional Ethics in Education
EPOL 407 Critical Thinking in Education
EPOL 408 Aesthetic Education
EPOL 409 Sociology of Education
EPOL 410 Racial and Ethnic Families
EPOL 412 Politics of Education
EPOL 413 Economics of Education
EPOL 480 Technology and Educational Reform
EPOL 552 Foundation of Higher Education
CI 446 Culture in the Classroom
CI 501 Curriculum Development for the 21st Century

Elective Hours: 24-32

General Coursework Required: 16 hours
Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours 32

Other Requirements (may overlap)

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<th>Requirement</th>
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<td>Other requirements may overlap</td>
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<td>Enrollment must be preceded by at least two years of acceptable professional work experience.</td>
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<tr>
<td>500-Level Hours Required:</td>
<td>16 hours (Independent Study included)</td>
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<td>Minimum GPA:</td>
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for the Certificate of Advanced Study in Curriculum and Instruction

1. Students will acquire deep knowledge of content in the field of education.
2. Students will display a deep understanding of psychological foundations of learning.
3. Students will demonstrate a deep understanding of philosophical foundations of education.
4. Students will display a deep understanding of best pedagogical practices in K-12 classrooms, with attention to 21st century skills and practices.
5. Students will display deep knowledge of conducting a research study, including reviewing literature, collecting and analyzing data, and writing a thesis.

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