KU | School of Education and Human Sciences

Program Roadmap

M.S.E. IN CURRICULUM AND INSTRUCTION ONLINE MASTER'S PROGRAM*



Summer Start Course Sequence

Your Path to Success

This course roadmap illustrates the sequence of classes for the fastest progress given a summer program start and continuous enrollment. Read more complete descriptions of the courses in the drop-down menus on the **course description page**.



C&T 709

Foundations of Curriculum and Instruction

This course covers the basic concepts and processes of curriculum and instruction, including theories, planning models, resources for decision-making, current trends, research, and proposals for improvement of curriculum and instruction.



C&T 802

Curriculum Planning for Educational Settings

This course focuses on organizing and managing curriculum development in educational settings. It emphasizes decisions such as writing philosophies, setting goals, selecting and organizing content, and designing evaluation procedures. The course also covers providing leadership in the collaborative process of curriculum planning.



C&T 803

Differentiating Curriculum and Instruction

This course is designed to support educators in expanding curriculum and instruction to accommodate diverse learners in the classroom, K-12. It covers designing lessons, evaluating progress, and collaborating with students, parents, and colleagues.

National leaders in curriculum and instruction

The University of Kansas' School of Education and Human Sciences is consistently **ranked #2 online master's in education programs**. The programs are designed to prepare students for careers in teaching, research, and leadership, offering strong connections with national educational initiatives and networks.[1]

BEST ONLINE PROGRAMS
U.S.NEWS & WORLD REPORT
RANKINGS



EPSY 715

Understanding Research in Education

This course introduces key concepts and skills for analyzing educational research, covering basic research methodologies such as quantitative and qualitative methods and historical and descriptive research.

Please note: *This course fulfills the requirement of a research methods course in the first 12 hours of graduate study.*



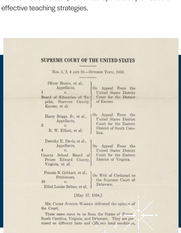
C&T 806

Instructional Strategies and Models

This course is an analysis of the models of teaching which represent distinct orientations toward students and how they learn. The application of these models is complemented by the study of research evidence on effective teaching strategies.

Key milestone in curriculum and instruction

The Brown v. Board of Education (1954) decision declared racial segregation in schools unconstitutional, profoundly reshaping curriculum and instruction. This landmark case ensured that students from all racial backgrounds had equal access to educational resources in classrooms nationwide.[2]



SUPREME COURT OF THE UNITED STATES

Nos. 1, 2, 4 AND 10.—October Term, 1953.

Oliver Brown, et al., Appellants,
1 vs.
Board of Education of the Topeka Independent County Kansas, et al.

Harry Briggs, Jr., et al., Appellants,
2 vs.
R. W. Elliott, et al.

Dorothy E. Davis, et al., Appellants,
4 vs.
County School Board of Prince Edward County, Virginia, et al.

Francis B. Gebhart, et al., Petitioners,
10 vs.
Ethel Louise Belton, et al.

[May 17, 1954.]

Mr. Chief Justice Warren delivered the opinion of the Court.

These cases arise in as from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion.

In each of the cases, minors of the Negro race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they have been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in *Plessy v. Ferguson*, 163 U. S. 537. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.

The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court.

Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification by the States, then existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among "all persons born or naturalized in the United States." Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the State legislatures had in mind cannot be determined with any degree of certainty.

An additional reason for the inconclusive nature of the Amendment's history, with respect to segregated schools, is the status of public education at that time. In the South, the vast majority of the Negroes were illiterate, and in fact it was unlawful in many States to teach them to read. In the North, the conditions generally were better, but the educational facilities provided for Negroes were generally inferior. Public schools were not generally available to Negroes in the rural areas. Nor were they available in many of the urban communities. Compulsory school attendance laws were rare; the educational process was largely in the hands of private groups. The curriculum was usually rudimentary; ungraded classes with a single teacher were common in rural areas; the school term was but three months a year in many States; and compulsory school attendance was virtually unknown. As a consequence, it is not surprising that there should be so little in the history of the Fourteenth Amendment relating to its intended effect on public education.

In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all State-imposed discriminations against the Negro race. The doctrine of *Plessy v. Ferguson*, *supra*, did not announce a new principle but merely recognized a principle that had been established when it was formulated. A few years after the *Plessy* case was decided, this Court had occasion to hold that a State law requiring separate railway accommodations for the races did not deprive a Negro of his constitutional rights. *Chesapeake, O. & S. W. R. Co. v. Wells*, 85 Tenn. 613. Similarly, in *Gong Lum v. Rice*, 275 U. S. 78, the Court held that the maintenance of separate public schools for the races did not deny the equal protection of the laws to a child who belonged to the race for which separate schools were provided. The doctrine of the *Plessy* case was applied in all subsequent cases involving the validity of segregation.

In the field of public education, the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the due process clause of the Fourteenth Amendment.

Because these are class actions, because of the wide applicability of this decision, and because of the great variety of conditions affecting the problems presented, we have found it necessary, after full consideration, to request further argument on the questions of the form of the decrees. The cases will be restored to the docket, and the parties are requested to present further argument on Questions 4 and 5 previously propounded by the Court for the reargument this Term. The Attorney General of the United States is again invited to participate. The Attorneys General of States requiring or permitting segregation in public education will also be given an opportunity to participate.

It is so ordered.



C&T 770

Pedagogical Considerations in the 21st Century Classroom

This course examines contemporary teaching methods and strategies in the 21st-century classroom, focusing on enhancing student learning and engagement through current learning environments.



C&T 807

Multicultural Education

This course explores the impact of issues such as ethnicity, the melting pot theory, separatism, cultural pluralism, legal matters, and bilingual education on curriculum and instruction in contemporary classrooms.



C&T 874

Constructivist Learning Technology

This course explores (1) important constructivist learning theories, (2) how such learning theories can be used in designing and developing computer-based learning environments, and (3) how student learning can be assessed in those environments.



KU SOEHS: An Evolving Legacy

The KU School of Education & Human Sciences, serving students since 1909, was renamed in 2020 to better reflect its expanded academic offerings and diverse programs—ranging from exercise science and sport management to community health. This new name honors the school's ongoing commitment to education while highlighting its growth into one of the nation's leaders in educational training, human science, research, and special education.[3]



C&T 801

Planning for School Improvement

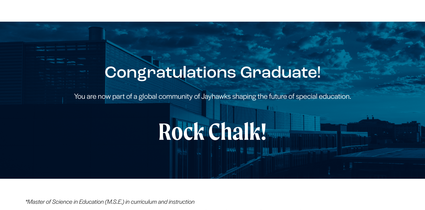
This course focuses on research and practices for school reform and student success, particularly in professional development and data analysis related to school improvement plans.



C&T 890

Bridging Theory to Practice: Capstone Portfolio

This capstone course allows students to reflect on their learning by creating a digital portfolio that showcases their knowledge, skills, and engagement with relevant literature and demonstrates how they can apply what they've learned in current or future contexts.



Congratulations Graduate!

You are now part of a global community of Jayhawks shaping the future of special education.

Rock Chalk!

*Master of Science in Education (M.S.E.) in curriculum and instruction

1. Retrieved on February 3, 2026, from **usnews.com/education/online-education/education/rankings**
2. Retrieved on February 3, 2026, from **archives.gov/milestone-documents/brown-v-board-of-education**
3. Retrieved on February 3, 2026, from **soehs.ku.edu/mission-vision/name-change**

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