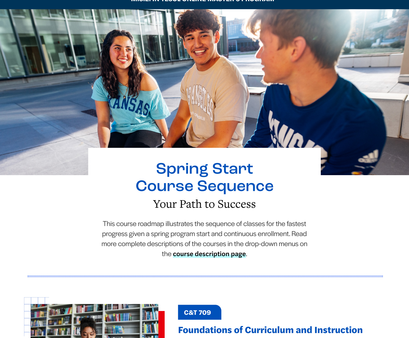
KU | School of Education and Human Sciences

Program Roadmap

M.S.E. IN TESOL ONLINE MASTER'S PROGRAM*



Spring Start Course Sequence

Your Path to Success

This course roadmap illustrates the sequence of classes for the fastest progress given a spring 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 820

Methods of Teaching English to Speakers of Other Languages (TESOL)

This course explores the objectives and methods of ESL/Bilingual education, focusing on teaching listening, speaking, reading, and writing skills. It also examines the role of culture in language instruction and includes self-evaluation of teaching practices and materials.



C&T 821

Assessment in Teaching English to Speakers of Other Languages (TESOL)

This course covers diagnostic techniques for identifying and addressing learning challenges related to second language development in listening, speaking, reading, and writing. It includes research on assessment and error analysis in second language contexts.

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]



C&T 826

Linguistic Analysis for Teaching English to Speakers of Other Languages Educators (TESOL)

This course introduces pre- and in-service teachers to foundational language analysis for teaching second or foreign languages. It covers linguistic aspects like grammar, phonology, and semantics to address challenges faced by English language learners.



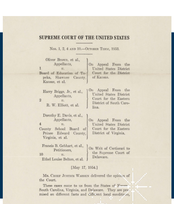
C&T 807

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.

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, vs. Board of Education of Topeka, Shawnee County, Kansas, et al.

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

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

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

[May 17, 1954.]

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

These cases come to us 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 communities 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 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 confronted. 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 education was not generally available in the rural areas. Education of white children was largely in the hands of private groups. Education was not compulsory. Only a few of the States had developed systems of public education, and in most of these the provisions varied widely. In view of this background, it would be difficult to ascribe any generally accepted meaning to the phrase "equal protection of the laws" in the Fourteenth Amendment.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

In *Sweatt v. Painter*, 339 U. S. 629, in finding that a segregated law school for Negroes could not provide them equal educational opportunities, this Court relied in part upon the fact that the University of Texas Law School, to which the petitioner could not be admitted, possessed 16 full-time professors, 1,500 students and 65 library volumes, while the separate school which petitioner could attend had only five professors, 100 students and 16,500 volumes. This comparison was apparently the only one made. In *McLaurin v. Oklahoma State Regents*, 339 U. S. 637, the Court held that a student admitted to graduate work at the University of Oklahoma could not be segregated on the basis of race in the classrooms, in the cafeteria, and in the library. In this case, however, the Court expressly noted that petitioner was not physically handicapped in pursuing his graduate studies, and did not base its decision on that fact. Nor did the Court consider whether the refusal to admit petitioner to the regular classes of the University constituted a denial of equal protection of the laws.

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to retard the educational and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that 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 concluded that further argument would be advantageous in the formulation of decrees in these cases. Such argument will be heard in the next Term, and the Attorney General of the United States is again invited to participate. The Attorneys General of the States requiring or permitting segregation in public education will also be given an opportunity to participate. The cases are restored to the docket, and counsel are requested to present further argument on the questions of relief in accordance with the views stated in this opinion.

It is so ordered.

Teacher Track

C&T 825

Advanced Practicum in Teaching English to Speakers of Other Languages (TESOL)

This course offers a supervised teaching experience for prospective ESL/Bilingual teachers in elementary, secondary, or adult education. Emphasis is placed on lesson planning, classroom management, self-evaluation, and collaboration with school professionals.

Non-Teacher Track

C&T 745

Reading and the English Language Learner

This course explores literacy development and effective teaching practices for emerging bilinguals, examining similarities and differences between first and second language literacy across reading, writing, speaking, and viewing.



C&T 822

Second Language Acquisition for Teaching English to Speakers of Other Languages Educators (TESOL)

This course reviews theories and research in second language acquisition, exploring how trends in linguistics and psychology have influenced education. Historical and current practices in second language education are examined.



EPSY 715

Understanding Research in Education

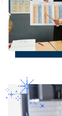
This course introduces key concepts and skills for analyzing educational research, covering basic research methodologies such as quantitative and qualitative methods and historical and descriptive research.

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



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 824

Problems in Second Language Instruction

This course examines curricula and instructional strategies for second language settings, emphasizing educational research and practical problem-solving. It develops skills in locating and utilizing research sources and preparing research documents.



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!

*This program is an online Master of Science in Education degree in curriculum and instruction with an emphasis in TESOL education

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**