

# CURRICULUM AND INSTRUCTION (ED.S.)

## Education Specialist. Major in Curriculum and Instruction.

General Ed.S. requirements apply.

A Career and Technical Education emphasis is available by completing the following requirements:

Code	Title	Hours
CTE 430	Leadership and Student Organizations	2
CTE 431	Supervising CTE Career and Technical Student Organizations (Max 3 credits)	1-3
CTE 464	Career Guidance and Transitioning to Work	3
CTE 551	Principles and Philosophy of Career and Technical Education	3
Select one of the following:		3
AOLL 573	Adult Learners: Foundations and Characteristics	
AOLL 574	Adult and Transformational Learning	
AOLL 575	Strategies for Facilitating Adult Learning	
CTE electives to total 24 credits		10-12
<b>Total Hours</b>		<b>22-26</b>

Note: There are additional requirements for obtaining a CTE teaching credential at the secondary and post-secondary levels in the state of Idaho. See a CTE advisor for details.

### Courses to total 60 credits for this degree

Please see the Graduate Student Handbook (<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/coe/Curriculum-and-Instruction/ci-grad-handbook.pdf>) for details and program requirements on earning the Education Specialist, Major in Curriculum and Instruction degree.

1. Graduates will demonstrate their understanding of the philosophical, historical, social, political, and cultural foundations of organizations.
2. Graduates will demonstrate how to develop curriculum that is relevant, engaging, challenging, and integrative for the learner. They will know how to select, adapt, and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models, and learners.
3. Graduates will apply the principles of instruction and know a wide variety of teaching strategies and learning theories. They will incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
4. Graduates will use and interpret multiple types of assessments for monitoring, evaluating, and responding to student learning; they will understand, use, and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.
5. Graduates will, as critical consumers of educational research, use educational research to inform practice.
6. Graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse populations; effectively structure learning experiences with

diverse populations; and effectively engage with diverse populations of students, parents, and colleagues.

7. Students will demonstrate their knowledge of the content that they teach. This goal may also be met through either previous coursework or experience or through content coursework included in the degree.