

# CURRICULUM AND INSTRUCTION (M.ED.)

## Master of Education. Major in Curriculum and Instruction.

Students completing a Master of Education in Curriculum and Instruction must satisfy a minimum of 30 credit hours. A minimum of 18 credit hours must be completed at the 5000 level. Programs of study are customized for each student and include the following EDCI core courses<sup>1</sup>, along with the required 2-credit non-thesis master's research project (18 credit hours). The remaining credits are fulfilled through elective courses. Students are recommended to complete electives from the suggested focus areas.

Code	Title	Hours
EDCI 5110	Planning and Administering the Curriculum	3
EDCI 5240	Models of Teaching	3
EDCI 5120	Current Topics in Education (Current Topics in Education)	3
EDCI 5020	Directed Study	1
EDCI 5700	Introduction to Research in Curriculum and Instruction	3
EDCI 5720	Measurement and Evaluation	3
EDCI 5990	Non-thesis Master's Research	2
<i>Elective Courses - Focus Areas</i>		12
Language and Culture in Learning		
EDCI 5470	Indigenous Pedagogies	
EDCI 5460	Language, Culture, and Power in Education	
ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	
EDCI 4180	Culturally Responsive Pedagogy	
EDCI 4260	Working with Native American Students and Communities	
Educational Technology		
EDCI 5040	Special Topics	
EDCI 5820	Instructional Design with Technology	
CTE 4100	Technology & Society	
Research		
ED 5920	Decolonizing, Indigenous, and Action-Based Research Methods	
ED 5950	Survey Design for Social Science Research	
EDSP 5310	Single Subject Design Research	
EDCI 5130	History of Educational Thought	
Curriculum Development/Mentoring/Coaching		
EDAD 5280	Leading Standards Driven Instruction	
EDCI 5820	Instructional Design with Technology	
LOD 5040	Special Topics	
EDCI 4240	Universal Design in Learning	
Diverse Learners		
EDSP 5200	Educating for Exceptionalities	
EDCI 5480	Introduction to English as a Second Language	
EDCI 5470	Indigenous Pedagogies	
ECDE 4300	Cognitive and Motivation in Human Learning	

EDCI 4200	Gender and Sexual Diversity in Schools
EDCI 4210	Racial and Ethnic Diversity in Schools
EDCI 4220	Socio-Economic Diversity in Rural Schools
EDCI 4260	Working with Native American Students and Communities
ESL Endorsement	
EDCI 5480	Introduction to English as a Second Language
EDCI 5440	Teaching Culturally Diverse Learners
EDCI 5490	Second Language Teaching Methods
ENGL 4100	Studies in Linguistics
ENGL 4960	History of the English Language
Career and Technical Education	
CTE 4300	Leadership and Student Organizations
CTE 4310	Supervising CTE Career and Technical Student Organizations
CTE 4640	Career Guidance and Transitioning to Work
CTE 5510	Principles and Philosophy of Career and Technical Education
CTE 4470	Diverse Populations and Individual Differences
LOD 5730	Adult Learners: Foundations and Characteristics
LOD 5740	Adult and Transformational Learning
LOD 5750	Facilitating Learning in Organizations with Technology
<b>Total Hours</b>	<b>30</b>

<sup>1</sup> The core courses are offered at least once during the spring or fall semester. All core courses are offered in the summer.

Please see the Graduate Student Handbook ([https://futurevandals.uidaho.edu/handbook/graduate/Curriculum\\_and\\_Instruction.pdf](https://futurevandals.uidaho.edu/handbook/graduate/Curriculum_and_Instruction.pdf)) for details and program requirements on earning this degree.

1. Graduates will demonstrate 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. They will demonstrate the skills to conduct classroom research and, as producers of educational research, will demonstrate their abilities to collect and analyze data, and to formally share their research findings.
6. Graduates will demonstrate their knowledge of human diversity as a valued component of educational systems and will effectively engage

with and structure learning experiences for diverse populations of students, parents, and colleagues.

7. Graduates 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.