

# 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. Programs of study are customized for each student and usually include the following EDCI core courses<sup>1</sup> (15 credit hours), and must include the required variable credit non-thesis master's research project:

Code	Title	Hours
EDCI 5110	Planning and Administering the Curriculum	3
EDCI 5130	History of Educational Thought	3
EDCI 5240	Models of Teaching	3
EDCI 5700	Introduction to Research in Curriculum and Instruction	3
EDCI 5720	Measurement and Evaluation	3
EDCI 5990	Non-thesis Master's Research	2-5
<b>Total Hours</b>		<b>17-20</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.

## Career and Technical Education Emphasis

General M.Ed. requirements apply. A career and technical education emphasis is available by completing the following requirements:

Code	Title	Hours
CTE 4300	Leadership and Student Organizations	2
CTE 4310	Supervising CTE Career and Technical Student Organizations	1-3
CTE 4640	Career Guidance and Transitioning to Work	3
CTE 5510	Principles and Philosophy of Career and Technical Education	3
Select one of the following:		3
CTE 4470	Diverse Populations and Individual Differences	
LOD 5730	Adult Learners: Foundations and Characteristics	
LOD 5740	Adult and Transformational Learning	
LOD 5750	Strategies for Facilitating Adult Learning	
<b>Total Hours</b>		<b>12-14</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.

## Teacher Certification Emphasis

An emphasis leading to secondary teacher certification is available following demonstration of mastery of a secondary school content area and the following:

Code	Title	Hours
EDCI 4010	Internship Seminar	1
EDCI 5110	Planning and Administering the Curriculum	3

EDCI 5130	History of Educational Thought	3
EDCI 5240	Models of Teaching	3
EDCI 5630	Literacy Methods for Content Learning	3
EDCI 5700	Introduction to Research in Curriculum and Instruction	3
EDCI 5720	Measurement and Evaluation	3
EDCI 5980	Internship	1-16
EDSP 3000	Educating for Exceptionalities	3
Content-Specific Methods Course		3
Content-Specific Methods Practicum		1
<b>Total Hours</b>		<b>27-42</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.

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.

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