

Master of Education (M.Ed.) in Curriculum and Instruction

The program provides advanced professional and foundational courses that support graduate study in the College of Education. Candidates must fulfill the requirements of the College of Graduate Studies and of the Department of Curriculum and Instruction.

Information Sheet:

Learning Outcomes

- **Philosophy and Educational Organizations** – CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- **Curriculum** – CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- **Instruction** – CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- **Assessment and Evaluation** – CI Masters degree graduates analyze and understand the various roles of multiple types of assessments for monitoring, evaluating and responding to student learning; they understand, develop, use and critique formal, informal, and performance assessment techniques, including local, state, and national assessment systems to improve student learning.
- **Research** – CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- **Diversity** – CI Masters degree graduates understand human diversity as a valued component of educational systems; understand how to appropriately engage with diverse population; effectively structure learning experiences with diverse population; and effectively engage with diverse populations of students, parents, and colleagues.
- **Subject Knowledge** – CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

Requirements:

- To complete the M.Ed., a non-thesis degree program, the student must fulfill the program's non-thesis requirement (NTR).
- Of the minimum 30 credits required, at least 18 must be in courses at the 500 level; the remainder may include 400 level courses in the major and 300 or 400 level courses in supporting areas.
- Applicants for the M.Ed. degree are expected to meet the requirements for the teaching certificate and one year of teaching experience.

- A candidate for an advanced degree must have a cumulative GPA, based on his or her graduate record, of at least 3.00 (A = 4.00).
- The M.Ed. program requires a minimum of 30 credits. Additional work may be stipulated in individual cases to meet particular objectives or need for additional background.
- Courses used toward an undergraduate degree, professional development courses, or courses on a professional development transcript are not available to be used toward a graduate degree.
- No more than three credits of workshop or workshop equivalent courses may be used toward the graduate degree.
- Up to five credits of course number 599 are allowed to count towards a non-thesis master's degree.
- A graduate student in a non-thesis program must be registered at the UI during the semester in which the non-thesis requirements are completed.
- This project is completed after the completion of most or all of the degree requirements. The department establishes format and time frame, and reports the results of the non-thesis requirement to the Graduate College using the Non-Thesis Report form.

Transfer Courses

- The combined total of transfer credits, correspondence credits, non-degree credits, and approved credits more than eight years old at the time the degree is awarded shall not exceed 12 credits for master's programs requiring 36 or fewer credits.

Study Plans

- Early in the student's academic career, the student prepares in conference with his or her initial advisor or major professor a master's degree study plan outlining all course work to be completed to fulfill the requirements for the degree. The study plan is approved by the student's major professor, departmental administrator, and the dean of the College of Graduate Studies. Any subsequent changes in the study plan must be submitted for approval to the Graduate College.
- Incipient Study Plan beginning with C&I Core Courses

SUBJECT	COURSE NO.	COURSE TITLE	CREDITS	INSTITUTION
EDCI	570	Introduction to Research in Curriculum and Instruction	3	UI
EDCI	511	Planning and Administering the Curriculum	3	UI
EDCI	513	History of Educational Thought	3	UI
EDCI	524	Models of Teaching	3	UI
EDCI	572	Measurement and Evaluation	3	UI
EDCI	599	Non-Thesis Project	3	UI

Rotation of Courses

<u>Course</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
EDCI 570 – Introduction to Research in Curriculum and Instruction	X	X	X
EDCI 511 – Planning and Administering the Curriculum	X		X
EDCI 513 – History of Educational Thought		X	X
EDCI 524 – Models of Teaching		X	X
EDCI 572 – Measurement and Evaluation	X		X
EDCI 599 – Non-Thesis Project	X	X	X

EDCI 599 Non-Thesis Projects

Students, in concert with their Major Professor, may select a project from a number of options listed below.

Each project will include a professional written documentation.

1. **Inquiry Project:** An inquiry project is to improve the professional educational practices and programs by implementing a change or innovation in an educational setting; it extends over the course of the program under the advisement of a major professor.
2. **Professional Paper:** A professional paper is completed under the advisement of a faculty member following submission and approval of a description of the proposed paper; it extends over the course of the program and includes a public presentation of the completed work.
3. **Professional Portfolio Defense:** A professional portfolio provides an opportunity for students to reflect on their learning and professional growth through the construction of a culminating portfolio. It serves to document and deepen the students' understanding of competencies gained as a result of participation in the program and extends over the course of the program.
4. **Professional Alternative Exploration:** A Professional Alternative Exploration project is a negotiated alternative for students interested in exploring a topic, action or experience that does not fit into the above categories.