



University of Idaho

College of Graduate Studies

Graduate Student Handbook

College of Education, Health, and Human Sciences

Department of Curriculum & Instruction

2024-2025

Message from the Chair:

Welcome to the Department of Curriculum and Instruction graduate programs. Our doctoral, education specialist, and master's program provides advanced professional and foundational courses that support graduate study in the College of Education Health and Human Sciences. Our programs are sought after by professional educators throughout the Pacific Northwest and beyond who are interested in advancing their professional skills and contributing at the highest level in the K-12 educational system. Graduate students work with major professors to customize their study plan to achieve the academic profile they seek. Our high-quality online format makes our programs accessible off campus, statewide, and nationwide to busy professionals. The College of Education, Health and Human Sciences' Department of Curriculum and Instruction is the academic home to outstanding educators and scholars who pursue important and impactful research in literacy education, mathematics education, science education, Universal Design for Learning, special education, technology integration, workforce development, diversity and indigenous education, elementary education, and career and technical education. Like the rest of the College of Education, Health and Human Sciences, the Department of Curriculum and Instruction employs the CARE framework below to guide every element of our program to produce students of the highest caliber.

CARE Framework

College of Education, Health, and Human Sciences educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency;

Assessment, Teaching, and Learning;

Reflective Scholarship & Practice; and,

Engagement in Community Building & Partnerships.

Message from the Program Coordinator:

Welcome to Advanced Studies in Curriculum and Instruction (C&I). The coursework in C&I Advanced Studies is offered through online, face-to-face, and blended formats. Advanced Studies programs are generally flexible and, while there are some required “core” courses, each student’s plan of study is individually crafted with the guidance of a major professor, addressing the specific needs and interests of the student. To help assure successful progress toward your degree, you should become familiar with this handbook, obtain and review the University of Idaho Catalog <https://www.uidaho.edu/registrar/classes/catalogs.aspx>, and maintain regular contact with your advisor/major professor.

Curriculum and Instruction graduate programs provide advanced professional and foundational coursework that supports graduate study in the Department of Curriculum and Instruction. Graduate programs in Curriculum and Instruction emphasize teacher education and may include an option for teacher certification. Those seeking certification must apply to Teacher Education (see Teacher Education below).

Locations

- Moscow, Coeur d’Alene, and Boise
- Online

Why Study with Us?

Graduates from the University of Idaho’s College of Education, Health, and Human Sciences who have earned their Master of Education in Curriculum and Instruction can expect to be in high demand in public schools, private schools, community colleges, junior colleges, and other institutions of higher learning locally, nationally, and internationally.

Our programs provide students with the skills and experience to become tomorrow’s leaders, scholars, and practitioners in education. Our graduates become master teachers and curriculum specialists. They hold supervisory and leadership positions in public schools and institutions of higher learning. By engaging in research related to instructional, curricular and assessment practices they gain new knowledge and enlightened perspectives. As one of our students, you may be involved in action research, developing expertise in contemporary instructional technology, advancing your understandings of student learning theories, engaging in new and evolving methods of evaluation and measurement, but especially learning alongside faculty who are deeply involved in outdoor education, STEM, new literacies, social justice and other areas of faculty expertise.

Professional Accreditation

The Curriculum & Instruction Master of Education degree is accredited by is accredited by the Idaho State Department of Education and the Council for Accreditation of Educator Preparation. For more information visit <http://caepnet.org/>.

Contributing Colleges and Faculties

- College of Agriculture
- College of Letters, Arts & Social Sciences
- College of Science

Staff and Faculty

Staff

For assistance with applications, registration, forms, teaching assignments, scheduling, and related issues, please contact:

Monica Hibbard
Administrative Coordinator
hibbard@uidaho.edu
208-885-3677
College of Education, Health, and Human Sciences
ED 400

Faculty:

Graduate Faculty	Specialty	Email
Julie Amador, Ph.D.	Associate Dean, College of Education, Health and Human Sciences, Mathematics Education	jamador@uidaho.edu
Vanessa Anthony-Stevens, Ph.D.	Cultural Studies	vstevens@uidaho.edu
Carol Billing, Ph.D.	Career & Technical Education Business & Marketing Education	cbilling@uidaho.edu
Brooke Blevins, Ph.D.	Dean, College of Education, Health and Human Sciences	bblevins@uidaho.edu
John Cannon, Ph.D.	Career & Technical Education Workforce Training & Development	johnc@uidaho.edu
Janice Carson, Ed. D	Special Education, Assistive Technology, Instructional Design.	janicec@uidaho.edu

Sarah Castle, Ph.D.	Mathematics Education	scastle@uidaho.edu
Yin Hong Cheah, Ph. D.	Instructional Technology	yhcheah@uidaho.edu
Janine Darragh, Ph.D.	Literacy Education	janined@uidaho.edu
Raymond Dixon, Ph.D.	Career-Technical Education Engineering and Technology Education	rdixon@uidaho.edu
Eric Luvaas, Ph.D.	Director-Center for Disability & Human Development	eluvaas@uidaho.edu
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Rodney McConnell, Ph.D.	Literacy Education/Curriculum & Instruction	rmac@uidaho.edu
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Taylor Raney, Ph.D.	Associate Department Chair Director of Teacher Education	tcraney@uidaho.edu
Andrew Scheef, Ph.D.	Special Education	ascheef@uidaho.edu
Jue Wang, Ph.D.	Literacy Education	juewang@uidaho.edu

Modes of Delivery

- Face-to-face
- Online
- Hybrid (combinations of face-to-face, online, videoconferencing, Zoom, etc.)

Curriculum and Instruction Degree Programs

The Department of Curriculum and Instruction offers the following graduate programs:

1. Master of Education (M.Ed.)
2. Master of Arts in Teaching (M.A.T., Secondary Education)
3. Master of Education with Career and Technical Education Emphasis (M.Ed.+CTE)
4. Master of Education with Special Education Emphasis with or without certification (See Graduate Handbook for Special Education).
5. The Master of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL)
6. 4 + 1 Master of Education (M.Ed.)

Steps to a Graduate Degree in Curriculum and Instruction

Step	Procedure	Time Element
1 Admission to the College of Graduate Studies	Contact the College of Graduate Studies to gather admission materials.	Deadlines found on College of Graduate Studies website. https://www.uidaho.edu/cogs
2 Appointment of Major Professor	Approval by department chair and dean of graduate studies. Complete and file form "Major Professor and/or Committee Appointment or Changes." If any change is made, the same form is used. https://www.uidaho.edu/cogs/forms	Must be filed before the Study Plan
3 Study Plan	Prepared by student and approved by Major Professor, and committee (if appropriate). To complete the electronic submission process, view the instructional tutorial available at https://www.uidaho.edu/registrar/graduation/audit	Should be completed by end of first year for master's degree students.
4 Application to Graduate	Student and Major Professor certify completed requirements or that requirements will be completed within time allotted. Complete application for degree electronically, under "Apply to Graduate" link on the Student Information menu in Vandal Web. The form is a menu item on your VandalWeb https://vandalweb.uidaho.edu	Date appears in the academic calendar. Apply one semester prior to graduation, not including summer.
5 Non-Thesis Report Form	Submitted by Major Professor to verify requirement completion for a non-thesis student. Form found at www.uidaho.edu/cogs/forms	Submitted by Major Professor as soon as the exit activity is completed.

1. Master of Education (M.Ed.)

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

Students completing a Master's Degree in Curriculum & 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 (see table below), and must include the required variable credit Non-Thesis Master's Research project (EDCI 599):

Course Code	Title	Hours
EDCI 511	Planning and Administering the Curriculum (fall/summer)	3
EDCI 513	History of Educational Thought (spring/summer)	3
EDCI 524	Models of Teaching (spring/summer)	3
EDCI 570	Introduction to Research in Curriculum and Instruction (all semesters)	3
EDCI 572	Measurement and Evaluation (fall/summer)	3
EDCI 599	Non-thesis Master's Research (all semesters)	2-5
Total Hours		17-20

Note: These core M.Ed. courses (EDCI 511, EDCI 513, EDCI 524, EDCI 570, EDCI 572, and EDCI 599) are offered at least once during the Fall or Spring semester. All core courses are offered in the summer.

2. Master of Arts in Teaching (M.A.T., Secondary Education)

Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see [Teaching Majors and Minors](#)); and maintaining at least a grade of 'C' in the following course requirements:

Course Code	Title	Hours
EDCI 550/201	Contexts of Education	3
EDSP 520/300	Educating for Exceptionalities	3
EDCI 543/301	Learning, Development and Assessment	3
EDCI 544/302	Teaching Culturally Diverse Learners	3
EDCI 545/410	Technology, Teaching and Learning	2
EDCI 563	Literacy Methods for Content Learning	3
EDCI 598	Internship	10
EDCI 501	Seminar	1
Select one of the following Special Methods sequences:		4
EDCI 431 & EDCI 441	Secondary English Methods and Secondary English Practicum	
EDCI 432 & EDCI 442	Secondary Social Studies Methods and Secondary Social Studies Methods Practicum	
EDCI 433 & EDCI 443	Secondary Science Methods and Secondary Science Methods Practicum	

EDCI 434 & EDCI 454	Secondary Mathematics Methods and Secondary Mathematics Methods Practicum	
EDCI 436 & EDCI 446	Secondary Art Methods and Secondary Art Methods Practicum	
EDCI 449/549 & EDCI 402	Second Language Teaching Methods and Second Language Teaching Methods Practicum	
Total Hours		32

3. Career and Technical Education Emphasis

Students who apply for a master's degree with a Career and Technical Education emphasis and who have already earned a Bachelor's Degree in secondary education with a Career and Technical Education focus will be also able to complete their master's degree with 30 credit hours beyond their baccalaureate.

A master's + certification in Career and Technical Education will require the completion of a minimum of 45 credit hours beyond the baccalaureate including internship. (For example, a student with a baccalaureate degree in engineering, industrial technology, or engineering technology would be required to cover 30 credit hours of coursework in curriculum and instruction and an additional 15 credit hours in internship, web-based folio defense, and teaching performance assessment.

M.Ed. core requirements (EDCI 511, EDCI 513, EDCI 524, and EDCI 572) 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 472	Teaching and Learning in CTE	3
CTE 464	Career Guidance and Transitioning	3
CTE 420	Evaluation in Professional-Technical Education	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 415	Microcomputer Applications	3
CTE 544	Idaho Leadership Institute	3
CTE 575	Strategies for Facilitating Adult Learning	3
CTE 597	Practicum	1 - 16
Total Hours		23+Practicum

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.**

Note: Students should complete the application to student teach two semesters prior to their internship/student teaching semester. Applications can be requested through Student Services: coestudentservices@uidaho.edu.

4. Master of Education with Special Education Emphasis with or without Certification

See [Graduate Handbook for Special Education](#) for information about Special Education.

5. Master of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL)

The M.A. in Teaching English to Speakers of Other Languages (TESOL) is intended for students interested in learning to teach English as a second or additional language to adult learners within the United States or to K-adult English learners abroad. Students take courses in linguistics and language teaching pedagogy. This curriculum provides theoretical background and practical training in the areas of second language acquisition.

The 30 credits are to include the following courses:

Code	Title	Hours
EDCI 466	Literacy Assessment and Intervention	3
EDCI 544/302	Teaching Culturally Diverse Learners	3
EDCI 548	Introduction to ENL	3
EDCI 549	Second Language Teaching Methods	3
EDCI 597	Practicum	3
EDCI 599	Non-thesis Master's Research	3
ENGL 510	Studies in Linguistics	3
ENGL 517	Introduction to Applied Linguistics	3
ENGL 544	Sociolinguistics	3
ENGL 551	Theories of Second/Additional Language Acquisition	3
Total Hours		30

Monolingual speakers of English in the TESOL program must have studied a world language (excluding American Sign Language) for at least one semester (or equivalent) within the preceding five years. Multilingual speakers of English are excused from this requirement.

6. 4 + 1 Master of Education (M.Ed.)

<https://www.uidaho.edu/admissions/graduate/4-masters-program>

The 4+1 Program creates an opportunity for University of Idaho students to earn a master's degree in a similar field in one year immediately following their undergraduate program.

The 4+1 program will allow students to complete a non-thesis master's degree with up to 12 credits from their undergraduate work. Six of the credits can be shared or counted on both the Undergraduate and Graduate transcripts, and up to six can be reserved for the Graduate transcript (400 or above and B or better) if the student has earned over the program minimum for the Undergraduate degree.

Students in the 4+1 master's will be eligible for the regular Undergraduate tuition rate through their first year of graduate school. Course/lab/online fees still apply. If the student does not complete the master's degree in one year, subsequent years will be charged regular graduate tuition rate.

The 4+1 program with the tuition benefit is limited to Idaho residents. Non-residents may be eligible for Idaho residency through the pathway which considers students who complete a bachelor's degree at an Idaho institution.

What the program offers:

- Expedited admission into the graduate program
- Application fee waiver
- Letters of recommendation waiver
- Automatic GRE waiver
- Share six credits between the Undergraduate and Graduate transcripts
- Undergraduate tuition rate for the first year of graduate program
- Customized accelerated curriculum to complete the degree in one year

Requirements:

- Bachelor's Degree from the U of I
- Major in a related field
- 3.0 GPA (minimum)
- Statement of Purpose
- Idaho residency for tuition purposes at the time you start your graduate program
-

Curriculum & Instruction Learning Outcomes

All graduate programs in the Department of Curriculum and Instruction meet the following outcomes:

1. Philosophy of Educational Organizations

Graduates will demonstrate understanding of the philosophical, historical, social, political and cultural foundations of organizations.

2. Curriculum

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. Instruction

Graduates will apply the principles of instruction, 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. Assessment and Evaluation

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. Research

Graduates will, as critical consumers of educational research, use educational research to inform practice. M.Ed. graduates will demonstrate the skills to conduct classroom research. M.Ed. graduates, as producers of educational research, will demonstrate their abilities to collect and analyze data, and to formally share their research findings.

Idaho Core Teacher Standards

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teacher candidates must know and be able to do, regardless of their specific content areas. The summary of each standard is:

The Learner and Learning

Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher candidate understands how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard # 9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

State Specific Standards

Standard #11: American Indian Tribes | Idaho*

The teacher candidate should be able to distinguish between each of the federally recognized tribes with respect to the retention of their ancestral lands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and the Shoshone-Paiute Tribes. Teacher candidates build capacity in learners to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.

Note: The federal, state, local, and tribal governments of Idaho recognize the unique inherent self-determination of each tribe. The self-determination of each tribe recognizes Indigenous peoples as peoples, rather than populations or national minorities. The tribes are separate and distinct from each other.

Standard #12: Code of Ethics for Idaho Professional Educators

The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard #13: Digital Technology and Online Learning.

The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

Application Process

Individuals who wish to pursue a graduate degree at the University of Idaho must be admitted to the College of Graduate Studies (COGS). Although the coursework for graduate degrees is offered through the College of Education, Health and Human Sciences and its respective programs, it is the College of Graduate Studies that makes the final decision on acceptance.

Note: applications for admission are **due by February 1** each year.

- The online application is available at:
https://vandalweb.uidaho.edu/PROD/bwskalog.P_dispLoginNon
- Change of Curriculum form may be used by students who have completed coursework previously with the University of Idaho.
- Include a letter of application, a Statement of Intent, outlining academic/professional goals to be accomplished by entering into graduate studies.
- Include three letters of recommendation that focus on documentation of the applicant's professional work performance and, secondarily, academic qualifications.
- A writing sample (for examples: an academic paper, professional study, or a personal essay)
- Pay the application fee as indicated on the College of Graduate Studies website.

Application materials should be sent to:

University of Idaho
Graduate Admissions Office
P.O. Box 443019
Moscow, ID 83844-3019
e-mail: graduateadmissions@uidaho.edu www.students.uidaho.edu/gradadmissions

The Graduate Admissions Office will send all completed application files to the College of Education, Health and Human Sciences, Department of Curriculum and Instruction, where applications are reviewed by a committee of graduate faculty.

Admission Requirements

- A minimum undergraduate cumulative GPA of 3.00. This includes both graduate and undergraduate coursework.
- Completed application package.
- International students are required to submit TOEFL (or equivalent) scores showing a required minimum score of 550.

Selection Criteria

All applications will be reviewed by a committee from the respective programs in the Department of Curriculum and Instruction. Selection for the graduate program will be based upon the following criteria:

- The quality of your Statement of Intent and your writing samples. Each prospective student should clearly articulate their objectives for wanting to pursue a graduate degree in the department of curriculum and instruction, and why the program of study offered will meet their need. Writing samples should demonstrate the ability adhere to grammatical procedures while articulating an argument in a clear, logical, and convincing manner.
- GPA score
- Work experience. The quality and quantity of working experience, combined with career goals, are evaluated equally. We do not have a minimum number of years of post-baccalaureate work experience required for admission consideration.
- Appropriate fit for the C & I M.Ed. programs based on the applicant's self-stated goals, previous experience, and academic qualifications.
- References indicating suitability for and prospects for success in graduate work.

Conditional admission may be granted to:

- Applicants who qualify academically but have not yet achieved the University of Idaho's minimum English language requirements for full admission.
- Applicants with exemplary experience but whose GPA is slightly below the minimum requirement.

If an applicant does not meet one or more of the admission requirements a majority of the voting graduate faculty members in the program area may vote to admit the student. However, an approved graduate faculty member must agree to be the applicant's initial advisor and a statement of support from the program must be provided which supports admission to graduate studies. All recommendations (to accept or not) are forwarded to the Graduate Admissions Office in the College of Graduate Studies for a final decision.

Transfer Credit

Students may transfer credits from regionally accredited American institutions or from non-US institutions recognized by the appropriate authorities in the respective county. Official transcripts are required in all cases. The combined total of transfer credits, correspondence credits, non-degree credits, and approved credits more than 8 years at the time the degree is to be awarded may not exceed 12 credits towards the master's degree. This is for all Department of Curriculum & Instruction graduate degree programs of 36 credits or less.

Assumed Knowledge

Students enrolled in the Master of Education program are assumed to have knowledge and understanding of the following:

- The central concepts, tools of inquiry, and structures of the discipline(s) the student plans to study;
- How humans learn and develop;
- How humans differ in their approaches to learning;
- A variety of instructional strategies and knowledge of pedagogy;
- Individual and group motivation and behavior;
- Effective verbal, nonverbal, and media communication techniques;
- Instructional and curricular planning;
- Formal and informal assessment;
- Reflective practice that evaluates the effects of his/her choices and actions on others; and,
- The importance of relationships with colleagues and the larger community.

Practical Experience

Students enrolled in the Master of Education and Career and Technical Education

program should begin their graduate studies having had the following practical experience:

- Successful completion of a four-year degree from an accredited college or university;
- Work experience that employed either curriculum or instruction (or both) in some context; and,
- Use of technology as a tool for learning.

Special Needs

Students who require accommodations may contact Center for Disability Access and Resources for assistance:

<http://www.uidaho.edu/studentaffairs/taap/dss>

Selection of Major Professor

Initiation and successful completion of graduate study requires support, advice and oversight by a faculty member who has agreed to serve as a major professor.

- All degree seeking students should either select or be assigned a Major Professor as soon as possible following enrollment in a graduate program. For non-thesis master's students, it is suggested this be done no later than the end of the first semester.
- The Major Professor must be a member of the UI Graduate Faculty.
- The Major Professor is appointed and approved by department chair and dean of graduate studies by completion of the form "Major Professor and/or Committee Appointment or Changes" found at www.uidaho.edu/cogs/forms
- A temporary advisor can be appointed to help students who have not selected a Major Professor.

Non-Thesis Requirements

Curriculum and Instruction graduate students at the University of Idaho are able to select from three master's projects and from a number of options listed. Each project will include a document that is professionally written.

Inquiry Project

Within the framework of the project, students, along with their major professors, may choose to complete one of the following inquiry projects

1. **Classroom curriculum/instruction projects** usually are focused on improvement of curriculum and instruction within a teacher's own classroom. In the context of the

proposal, the students describe what they want to improve, why they consider the improvement needed and how they intend to accomplish the improvement.

- **Implementation of an educational project responding to a school, district, or community need.** This project may take many forms. For example, the student could take the leadership role in developing and implementing a change within a school district. A teacher might also become involved with a project that initiates a teacher study group, organizes school volunteers to contribute more effectively to classroom learning, or connects school curriculum with work in a local museum or library or another informal learning environment.
- **Theoretical exploration professional papers are completed as an independent study under the advisement of a major professor.** The professional paper involves a review of the literature and careful analysis of a complex issue that has multiple perspectives. Topics might include the politics of the “Every Student Succeeds Act (ESSA: <https://www.ed.gov/essa>), the use of technology in classrooms or the impact of increasing student diversity on the formation of classroom communities. A public presentation of the completed work is required. This could take the form of a conference presentation, a paper submitted for publication or other forums as approved by the students’ major professors.
- **Research involving students as subjects may not be eligible for exempt status and must undergo an expedited review by the Institutional Review Board (IRB).** If students are pursuing a research project, it is imperative to work closely with their major professors to ascertain the process that needs to be followed in conjunction with an IRB review: <https://www.uidaho.edu/research/faculty/research-assurances/human-protections/policies>
- **A research project would exemplify different aspects of quantitative, qualitative or mixed methods research.** The quality of the paper will be such that the paper could be published in professional, scholarly journals. Included within this process would be a proposal, approval from the HAC, if necessary, literature review, methods, results, discussion and references. Public dissemination of the paper would follow this process.

2. Professional Portfolio

A public presentation of the portfolio is required.

Portfolio Requirements:

- 1) Table of Contents. A Table of Contents shall be provided, including a list of the major sections of the portfolio and subheadings.
- 2) Interpretation of Reflective Practice. This section should focus on your understanding of reflective practice based on course readings in the

professional educational courses. You also may report on other courses and experiences in the Master of Education program, as well as your professional practice.

3) Reflection on Practice. This section should reveal student reflection and understanding of self and practice, including several or all of these aspects:

- Philosophical: Student goals, visions, and images of one's self as an educator/leader.
- Professional: Student competency and artistry as an educator/leader.
- Affective: Student feelings about oneself and one's identity as well as other people who influence one's practice.
- Ethical: Student morals, beliefs, values, and system of ethics that influence one's practice.
- Sociocultural: The social, cultural, political and economic forces that influence one's practice.

4) Demonstration of Depth of Knowledge:

This section shall be fulfilled by:

- Providing five entries showing depth of knowledge in five different areas – at least one that demonstrates student commitment to social justice, equity, diversity, and school improvement. Two of the entries should be formal papers and three of the entries may be examples or a demonstration.
- Each entry should include a reflection with these components:
- How this learning connects to student work in the Master of Education program, e.g., courses, readings, films, papers, projects, and class activities.
- What this entry signifies about students as learners.
- What this entry signifies about students as educators/leaders.
- Particularly for the fifth entry (but for other entries as applicable), how this work demonstrates student commitment to social justice, diversity, equity and school improvement

5) Reflection on Growth and Learning in the Master of Education program

- The concluding section of one's portfolio should be a self-reflection about one's most significant learning during the Master of Education program, including consideration of growth as a scholar, educator, and reflective practitioner. Students should draw from specific concepts and readings to illustrate discussion.

Professional Alternative Exploration

This project is a negotiated alternative for students interested in exploring a topic, action or experience that does not fit into the above categories. Students will write a description of their project and the processes and outcomes of their work. Within the project, students will create an overview of the topic and provide a background theory or framework that guides their exploration. The students also will be responsible for a public presentation, which could take many forms.

Academic Performance and Annual Review

The major professor will formally review at least once a year the graduate student's progress in his or her research or creative activity as well as plans for work in the coming year.

- The student will be prompted in the Spring term to initiate a meeting and complete the COGS Annual Evaluation report www.uidaho.edu/cogs/forms.
- The outcome of the meeting and results of the review will be signed by the major professor and by the graduate student.

The report will be filed with the chair/director of the academic unit and will be placed in the graduate student's file, together with any response that the graduate student may attach to the report of the guidance committee. Any evaluations which recommend a warning or dismissal must be routed to COGS for further review.

Note: All policies concerning access and release of students' records must follow FERPA and University guidelines

What to include:

- Good standing at UI is a 3.0 GPA.
- Students earning less than a 3.0 GPA will be placed on probation. Students who do not gain a 3.0 GPA in the next term they will be disqualified. If the student on probation gains a 3.0 in the subsequent term but the overall GPA is below 3.0, they will remain on probation. See <https://catalog.uidaho.edu/general-requirements-academic-procedures/l-academic-standing-probation-disqualification-reinstatement/> sections L-9 through L-11.

- Students may be given a grade of “Incomplete” if they meet university guidelines for such a grade. To see the conditions and requirements for a grade of incomplete and how an incomplete grade converts to an F grade, [see https://uidaho-preview.courseleaf.com/general-requirements-academic-procedures/f-grades-incomplete/](https://uidaho-preview.courseleaf.com/general-requirements-academic-procedures/f-grades-incomplete/)

Safety and Integrity in Research and Creative Activities

Integrity and safety in our research and creative activities is paramount. Sponsors, as well as the institution, are concerned that we provide adequate training and a solid foundation in the responsible conduct of research.

Use the following links for information about research and creative activities.

- University research protocol approval committees i.e., IRB, IACUC, IBC, Etc. <https://www.uidaho.edu/cogs/student-resources/research/before-starting>
- Responsible Conduct of Research policy, plan and training requirements <https://www.uidaho.edu/apm/45/21>
- UI’s Office of Research Assurances <https://www.uidaho.edu/research/faculty/research-assurances>
- Conflicts of Interest <http://www.webpages.uidaho.edu/fsh/5600.html> and <http://www.webpages.uidaho.edu/fsh/5650.htm>

Graduate Student Conduct and Conflict Resolution

As professional scholars-in-training, graduate students are expected to exercise high standards of ethical and professional behavior toward your peers and your professors. Science can only make progress if individual scientists are truthful and trustworthy. As academic professionals and members of the larger community of scientists, graduate students should always practice intellectual honesty. You should exercise scholarly discipline and good critical skills, while engaging in civil, collegial discussion of scientific and professional matters. Ideally, scientific professionals should strive to be objective and fair in their criticism and discussion of colleagues’ work. Graduate students must never engage in, permit or otherwise support professional misconduct, including plagiarism, falsification of information, or deception of any kind. Each of us is obligated to report professional misconduct to a supervisor or Department Chair as appropriate.

Academic Honesty

As stated above, graduate students are expected to uphold high standards of intellectual and academic honesty at all times, and to enforce university and departmental standards for academic honesty. This is true particularly when it comes to your own academic and scientific work and the work of your students. The University Faculty and

Staff Handbook states that “cheating on classroom or outside assignments, examinations or tests is a violation of [the academic honesty] code. Plagiarism, falsification of academic records, and the acquisition or use of test materials without faculty authorization are considered forms of academic dishonesty...” Should you encounter academic dishonesty on the part of one of your students, you should immediately bring it to the attention of your teaching supervisor. Other instances should be discussed with your major professor or the Department Chair.

Harassment

Graduate students are expected to treat their students, peers, professors, and other colleagues in the university workplace respectfully at all times. By the same token, you are also entitled to respectful behavior on the part of your coworkers. “Harassment” in the workplace is often defined in sexual terms. However, harassment in a broader sense can also take the form of teasing, insults and other hostile or harsh speech, crude gestures, or otherwise acting toward another person in an extremely objectionable or humiliating manner, even when that behavior lacks a sexual context. Legally prohibited harassment includes not only sexual harassment but also harassment based on race, color, national origin, religion, age, disability, or status as a war veteran. The University of Idaho Faculty and Staff Handbook Policy 3220 defines sexual harassment as “unwelcome sexual advances, requests for sexual behaviors, or other verbal or physical conduct of a sexual nature.” Such conduct is deemed especially deplorable when it occurs in a relationship where there is a significant power differential, such as harassment of a student by an instructor, “...creating an intimidating, hostile, or offensive learning environment,” or interfering with a student’s education. Under no circumstances should a graduate student engage in behavior that might be construed as harassment, sexual or otherwise. If you feel you have been harassed or are aware of a possible violation of the University’s harassment policy, you are strongly encouraged to contact the University’s Office of Diversity and Human Rights, the Women’s Center, your major professor, supervisor, or the Department Chair.

NOTE: *The Graduate Student Handbook for the College of Education, Health, and Human Sciences is updated annually. However, changes occur in the College of Graduate Studies and the University of Idaho academic regulations throughout the academic year. Please check with the College of Graduate Studies for the most recent information regarding academic requirements for graduate degrees granted by the University of Idaho.*

- Student conduct: <https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity/students>
- Office of the Ombudsman: <https://www.uidaho.edu/faculty-staff/ombuds>

Student/Faculty Conflict Resolution within the Department of Curriculum and Instruction

The Department Chair, Associate Chair, or Advanced Studies Coordinator will act as

the mediator/arbitrator in any conflict between students and faculty advisor/major professor. The student shall have the option of choosing which of these three administrative positions will serve as mediator/arbitrator.

Dismissal from Program for Academic Dishonesty or Harassment

Graduate students may be dismissed from the program if a three-person committee comprised of graduate faculty, one selected by the student and two selected by the Department Chair, finds the student participated in academic dishonesty or harassment as defined above. If the Chair has a conflict of interest in the matter, the Chair will ask another Department Chair within the College of Education, Health and Human Sciences to serve as temporary Chair of Curriculum and Instruction.

Graduate Assistant Employment

Assistantships usually require students to work as teaching assistants (TAs), research assistants (RAs) and assistants to professors within their department or field of study. The amount awarded will vary depending on the funds that support them. (Research positions are typically paid through grants while teaching positions are usually paid through state funds.) TAs are considered members of the faculty. Teaching positions often involve teaching first-year courses. Students in research positions usually work as RAs assisting researchers. All non-Idaho University of Idaho assistants receive an out-of-state tuition waiver based on the percentage of their assistantship.

All new Teaching and Research Assistants must attend the required training institute, which is hosted by COGS every semester. A Graduate Assistant must only attend the Institute once to fulfill their requirements. Learn more about the [TA/RA Institute](#).

TA/RA Resources

The Grad Assistant Institute provides professional development opportunities for all graduate assistants and is required for all new teaching and research assistants on the Moscow campus. Students not located on the Moscow campus will be required to complete a Blackboard course. Topics include the following: UI academic policies and procedures, available resources, teaching methods and the responsibilities of conducting responsible research, which are highly beneficial to new TAs and RAs.

Continuing teaching and research assistants, who have attended the TA/RA Institute or have taken the BbLearn online course, are not required to attend this event, but are highly encouraged. The Institute is a great way to refresh your knowledge.

This training is required to hold an assistantship, failure to participate will result in loss of your assistantship. Students with time conflicts, problems registering, or questions should contact the College of Graduate Studies at uigrad@uidaho.edu.

Note: All new International Teaching Assistants are required to register for *INTR 508: Teaching and Learning Strategies for International Teaching Assistants* (CRN: 67396).

Get a jump start on the Institute by following this guide for "Your First 30 Days: A Checklist for New Student and Temporary Employees".

Graduate Student Resources and Opportunities

- Comprehensive List to Specific: <https://www.uidaho.edu/cogs/student-resources>
- COGS/University award opportunities: <https://www.uidaho.edu/cogs/awards-grants>
- Student Code of Conduct: <http://www.webpages.uidaho.edu/fsh/2300.html>
- Personal Safety on Campus: <https://www.uidaho.edu/infrastructure/i-safety/personal-safety>
- Public Safety and Campus Security: <https://www.uidaho.edu/infrastructure/pss>
- Copyrights, Protectable Discoveries, and other Intellectual Property Rights: <http://www.webpages.uidaho.edu/fsh/5300.html>
- Responsible Conduct of Research Education: <https://www.uidaho.edu/apm/45/21>
- Policy against Sexual Harassment: <https://www.webpages.uidaho.esdu/fsh/3220.html#A>.
- Non-Discrimination Policy: <https://www.uidaho.edu/ocri/policy-procedure/nondiscrimination-policy>
- COGS FORMS: www.uidaho.edu/COGS/forms
- COGS sponsored workshops and professional development activities <https://www.uidaho.edu/COGS/pdi>

Frequently Asked Questions

1. What opportunities are available for Teaching Assistant / Research Assistant and/or Scholarship?

There are two main types of assistantships that could be available with the College of Education, Health and Human Sciences.

- **Teaching Assistantships**

In terms of graduate teaching assistantships, we do provide a number of those each year and they require 20 hours of work per week, and usually this occurs on the Moscow campus. Doctoral students can have a Graduate Teaching Assistantship for up to 4 years.

Teaching Assistantships are managed by the Department Chairs. Talk with the department chair of the area of interest.

- Curriculum and Instruction
- [Leadership and Counseling](#)
- [Movement Sciences](#)

Reach out to faculty members with similar interests as yours, letting them know you are interested in the doctoral program, that you are currently working on your application and wish to set up a visit discussing potential common interests. They may direct you to another faculty member whose interest may better align with yours.

- **Research Assistantships**

Research Assistantships are available through grants. You need a faculty member who has an awarded grant and an interest to hire a Research Assistant (RA). You will need to work with that person to figure out the details.

It strengthens your application if you have a connection with a faculty member who has a research agenda associated with your area of research interest. Particularly if they are interested in working as your Major Professor and Dissertation Chair.

Although helpful, this is not required.

Our College is composed of three departments. Below are the profile pages for each of our faculty members by department.

- [Curriculum and Instruction](#)
- [Leadership and Counseling](#)
- [Movement Sciences](#)

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2. What's the difference between the Ph.D. and Ed.D.?

This handbook is intended for students seeking a master's degree from the Department of Curriculum and Instruction. Students interested in pursuing a doctorate in the future might find the following information from the College of Education, Health, and Human Sciences' helpful.

We offer an Ed.D., Ph.D. and D.A.T.

The courses that one takes may be similar between options, but the research topic and scope can vary quite a bit.

- The Ed.D. being appropriate for action and applied type research in education and educational leadership
- The Ph.D. research project needs strong theoretical ties and strong potential for generalizability
- The D.A.T. involves clinical practice and research specific for athletic training professionals

The list of courses taken is partly prescribed but has room for flexibility. After a person is admitted, they meet with their assigned advisor to work up a study plan.

Our [Doctoral Handbook](#) for the College of Education, Health and Human Sciences outlines the various programs of study and associated degrees available.

For more information, visit the Doctoral Degree Overview Page: <https://www.uidaho.edu/ed/academics/doctoral-degrees>

3. I'm a master's student, do I need a committee?

While neither the Department of Curriculum and Instruction nor the College of Graduate Studies require a committee for **non-thesis degrees**, some programs, students, or major professors within the Department might choose to have a committee for a specific project. If there is need of a committee, please see the College of Graduate Studies “Committee Member Appointment or Changes” for pertinent information.

4. What courses can I substitute?

A course waiver is used when it is determined that a student does not have to take a particular required course. The waiver carries no credit; it simply means that the student does not have to complete the course. A course substitution is used when it is determined that a particular required course could be replaced by another appropriate course. Note: Changes to university requirements must be submitted to the Academic Petitions Committee.

See <https://www.uidaho.edu/registrar/forms> for appropriate substitution/waiver form.

5. Who approves my program of study?

The student and the major professor should meet to discuss the student’s plan of study toward their degree within the student’s first year of study.

- The student fills out the Degree Audit Planner through VandalWeb indicating the courses they will complete.
- Once the student submits the plan for approval the major professor will receive an email notification.

6. How do I know when certain classes are offered?

Course Schedules can be found at <https://webpages.uidaho.edu/schedule/>.

M.Ed. core courses are offered at least once during the fall or spring semesters and all core courses are offered in the summer.

7. How long will it take me to finish the program?

Depending on the student’s circumstances, the M.Ed. in C&I and M.Ed. w/CTE emphasis can be completed in a fall, spring, and summer or spring, summer, and fall. Again, the time to completion is dependent upon the student’s circumstances and the graduate program.

8. Can I take all classes online?

Depends on your intended program and the degree you seek.

For the doctoral degrees, it is possible, but not as clear cut.

To be completely online, it is dependent on:

- Number of credits we are able to garner from the students Master's degree (usually 30 credits)
- Student's unique study plan developed by both the student and their major professor
- The extent to which electives chosen by the student are available through online delivery
- Details worked out with the student's major professor

The faculty members can work with students from a distance. The College of Education, Health and Human Sciences offers a significant amount of work online, as well as working across multiple locations. College of Education, Health and Human Sciences faculty are well versed in distance communications and how to make that happen. The assignment of major professor happens at the time of admission, but reaching out to individual faculty in the program and sharing your interest in their program and research areas is encouraged at the doctoral level.

The College of Education, Health and Human Sciences uses ZOOM meeting software to facilitate some of this distance work.

9. What are you looking for in a graduate student?

All applications will be reviewed by a committee from the respective programs in the Department of Curriculum and Instruction. Selection for the graduate program will be based upon the following criteria:

- The quality of your Statement of Intent and your writing samples. Each prospective student should clearly articulate their objectives for wanting to pursue a graduate degree in the department of curriculum and instruction, and why the program of study offered will meet their need. Writing samples should demonstrate the ability adhere to grammatical procedures while articulating an argument in a clear, logical, and convincing manner.
- GPA score
- Work experience. The quality and quantity of working experience, combined with career goals, are evaluated equally. We do not have a minimum number of years of post-baccalaureate work experience required for admission consideration.
- Appropriate fit for the C & I M.Ed. programs based on the applicant's

self-stated goals, previous experience, and academic qualifications.

- References indicating suitability for and prospects for success in graduate work.

10. Can I be conditionally admitted to a graduate program?

- Applicants who qualify academically but have not yet achieved the University of Idaho's minimum English language requirements for full admission.
- Applicants with exemplary experience but whose GPA is slightly below the minimum requirement.

If an applicant does not meet one or more of the admission requirements a majority of the voting graduate faculty members in the program area may vote to admit the student. However, an approved graduate faculty member must agree to be the applicant's initial advisor and a statement of support from the program must be provided which supports admission to graduate studies. All recommendations (to accept or not) are forwarded to the Graduate Admissions Office in the College of Graduate Studies for a final decision.

11. What does it cost to earn a graduate degree from the University of Idaho's College of Education, Health, and Human Sciences?

Current cost estimates including tuition, room and board, books and miscellaneous expenses are available on the [Financial Aid's cost homepage](#). For information per credit cost, visit [Student Accounts tuition and fees page](#).