

Department of Curriculum and Instruction

Graduate Handbook

**University of Montana
Phyllis J. Washington
College of Education and Human Sciences**

The Department of Curriculum and Instruction
is fully accredited by the
National Council for Accreditation of Teacher Education
and
the Montana Board of Public Education,
and
approved by the Northwest Commission on Colleges and Universities

October 19, 2012
*Updated March 20, 2015

Table of Contents

I.	Introduction and Philosophy	1
	Themes of a Learning Community	1
	Program Goals	3
	Program Components	3
	Student Outcomes	4
II.	Governance of Graduate Programs	4
III.	Overview of Degrees and Options Offered	5
	Professional Project Guidelines	5
IV.	Admission to Graduate Study in Curriculum and Instruction	6
V.	Master's Degree Requirements	8
	Option 1: Curriculum Studies	9
	Option 2A: Curriculum Studies with 5-12 Licensure	10
	Option 2B: Curriculum Studies with K-8 Licensure.....	11
	Option 2C: Instructional Design for Technology	12
	Option 3: Library Media Services	13
	Option 4: Literacy Education	14
	Option 5: Early Childhood Education.....	15
	Option 6: Advanced Early Childhood Education.....	16
	M.Ed. Student Checklist	17
VI.	Doctoral Degree Requirements	18
	Summary of the Doctoral Program's Course Requirements	19
	Ed.D. Student Checklist	20
VII.	Department of Curriculum and Instruction Graduate Policies	20
	Advising	20
	Transfer Credits	20
	Time Limits	20
	Continuous Registration	20
	Residency Requirements	20
	Independent Study	21
	Workshop Credits	21
	Application for Graduation	21
	Comprehensive Examination	22
	Comprehensive Exam Rubric	24
	Doctoral Program.....	23
	Teaching Assistantships	25
	Profession Behavior Expectations.....	24
	Professional Behavior Protocol.....	26
	Professional Behavior Procedure.....	26
	Professional Behavior Form.....	27
	Appeals	28
VIII.	List of Graduate Forms	29

The University of Montana
Phyllis J. Washington College of Education and Human Sciences
Graduate Degree Programs
in Curriculum and Instruction

I. Introduction and Philosophy

Within the Montana University System, The University of Montana has historically enjoyed a strong liberal arts tradition. Its students, both undergraduate and graduate, benefit from a wide range of challenging programs of study. Such an environment is fertile ground for recruiting and preparing high quality education professionals. It is within this tradition that the College is charged with its mission: to prepare professionals who are skilled in the cognitive, social, and ethical development of children and youth in Montana and around the nation.

The faculty believe that an educational orientation is insufficient and outmoded if it is teacher-dominated, centered on discrete definitions of content, and directed primarily toward passive students learning in isolation. The faculty advocate shared inquiry, believing that the purpose of schooling must be the development of students who are increasingly able and willing to use information as a means for thinking and learning independently and cooperatively throughout their lifetimes and who understand the importance of enhancing the self-worth and dignity of each member of the community.

Academic information continues to be the most valuable medium of exchange and teachers are increasingly held accountable for their students' mastery of a discrete body of information. Nonetheless, teachers whose careers will span the next thirty or forty years will live and work in an era characterized by rapid and unprecedented economic, political, and technological change. Shifts in national and world demographics already dictate pressing needs for awareness of diverse cultures and global interdependence. Because we think it is important that our young people become active and responsible citizen-participants in the world, we must prepare teachers accordingly. Toward these ends, the faculty have chosen to prepare future teachers within the framework of a learning community.

Themes of a Learning Community

It is part of the human condition that we simultaneously strive to be self-sufficient individuals and respected members of larger social communities. Although we value personal autonomy, we are ultimately social creatures who need each other not only for companionship but also to bring meaning and purpose to our lives. It is through our connections with others, our shared decision-making, our common purpose, and our support for each other's growth that we satisfy our needs as humans.

A learning community is a special kind of community that is sometimes created in the classroom or in an educational institution as a whole. It comes into being when everyone involved in the learning process shares a common purpose and commitment to learning. A growing body of research now supports the view that learning occurs best in communities. Because the concept of learning community has been used in many different contexts, it must have a specific meaning before it can be of value as a unifying theme. For our purposes, then, a learning community is one characterized by the following elements:

- **Integration of Ideas**
Members of a learning community look beyond the traditionally segmented curriculum and think about the interrelationships among ideas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on ideas that either explain realities or help deal with actual problems.

- **Cooperative Endeavors**
In a learning community knowing and learning are viewed as communal acts, and members are encouraged to assist each other to learn and grow. There is a commitment to engage all learners cognitively, emotionally, and psychologically in constructing knowledge that is active and personally meaningful. In the process members create a cohesiveness that encourages a sense of personal responsibility and commitment to their group and its goals.
- **Respect for Diversity and Individual Worth**
A learning community embraces diversity with respect to ideas, abilities, viewpoints, ages, learning styles, and cultural backgrounds. Diversity is valued and the inherent worth of each individual is respected. The ethics of caring and mutual respect are viewed as essential for creating supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

When people gather purposefully to transmit knowledge and share ideas in an institution such as a university, a synergy is created that can result in learning of the highest order. Teachers and learners assume many roles, often shared, often overlapping, always interdependent. They respect each other in those roles. The community of learners is aware of the uniqueness of each other's background and values this uniqueness as it contributes to the diversity of the whole. Ideas, too, are valued for their diversity, as well as for their correspondence to current teachings and opinions. People delight in their opportunities to pursue and construct knowledge actively and cooperatively, regardless of age, academic status, cultural heritage, or interest. They discover together the connections among discrete subject areas and among people, ultimately coming to understand and value the importance of lifelong learning for full citizenship in a global society.

Program Goals

In programs at the advanced levels, the faculty in the Phyllis J. Washington College of Education and Human Sciences, Curriculum & Instruction Department, at The University of Montana help prepare school personnel for elementary, middle, and secondary school, and college and university settings. Within the context of a learning community that reflects the programmatic themes—integration of ideas, cooperative endeavors, and respect for diversity and individual worth—our goal is to prepare educators who demonstrate:

1. competence in their subject matter and an understanding of the integration of knowledge;
2. intellectual skills that lead to reflection, creativity, leadership, and risk-taking in their professional lives;
3. a sense of self-worth and a respect for the uniqueness and dignity of others;
4. a variety of communication skills;
5. a spirit of cooperation and the ability to solve problems as citizens in a democratic society; and
6. a commitment to lifelong learning.

Program Components

Candidates in the advanced programs in Curriculum and Instruction experience the following components:

1. active and positive cooperation and collaboration among The University of Montana faculty and the schools of Montana;
2. a program of core studies that includes curriculum foundations, research and statistics, historical and philosophical foundations of education, inclusion of special population, multicultural education, and technology;
3. a learning community of faculty, students, and mentors that includes diversity in culture, ethnicity, religion, age, gender, socio-economic level, and life experience; and
4. a professional development opportunity in the form of a presentation or publication of a portion of one's work as a candidate for the graduate degree.

Student Outcomes

Through personal dispositions, classroom performance, and professional action, candidates who complete a graduate degree in Curriculum and Instruction are prepared to:

1. collaborate with other professionals to identify and design strategies and interventions that support learning for all students;
2. develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences;
3. critique research and theories related to pedagogy and learning;
4. demonstrate their knowledge through inquiry, critical analysis, and synthesis of subject matter;
5. contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent;
6. present content to students in challenging, clear and compelling ways, using real-world contexts and integrating technology appropriately;
7. demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.

II. Governance of Graduate Programs

The Graduate School – The Graduate School and the Graduate Dean administer all graduate programs at The University of Montana except the law degree. The Graduate School has the formal authority to admit students and recommend them for graduation. All C&I graduate students must meet the requirements of the Graduate School as set out in the current Graduate Catalog. If you have queries regarding graduation requirements, taking a leave of absence, or readmission to our program, the graduate school webpage provides the forms you will need to access. The Graduate School is located in the Lodge, second floor. The website is <http://life.umt.edu/grad>

The Phyllis J. Washington College of Education and Human Sciences – The Dean of the College is responsible for all graduate programs within the Phyllis J. Washington College of Education and Human Sciences. The Dean's office is in PJWEC 322. The telephone number is 243-4911.

The C&I Graduate Committee – This committee is comprised of members of the faculty and doctoral students from the Department of Curriculum and Instruction. It reviews applications and recommends admission by the Graduate School. It also makes policy recommendations to the Department and recommends selection of Graduate Teaching Assistants. The Department of Curriculum and Instruction's office is in PJWEC 229, telephone 243-4217. Our web page is <http://www.coehs.umt.edu/departments/currinst/default.php>

III. Overview of Degrees and Options Offered

Master of Education – M.Ed.

This 37-credit degree includes a one-credit professional project and a comprehensive exam. All master's students complete the graduate core of 19 credits. There are five program options students may choose from to complete the remaining 18 credits:

- Elementary Education (for already certified teachers)
- Curriculum Studies (includes options for: students seeking **initial teacher certification at the elementary/middle or middle/secondary level; and an emphasis in Instructional Design Technology or Special Education (includes endorsement).**)
- Library/Media Services (includes endorsement)
- Literacy Education (includes endorsement)
- Secondary Education (for already certified teachers)
- Early Childhood Education (**36 credits total**, no credit for professional project, 15 graduate core credits, includes option for currently licensed elementary education teachers seeking P-3 endorsement.)

Doctor of Education – Ed.D.

This 90-credit degree includes a primary area of study (30 credits), a supporting area of study (20 credits), a core of research and foundations courses (37 credits, including a maximum of 10 credits for the dissertation), and electives. The master's degree may be included in this plan for 30 credits or one-third of the total credits. Doctoral students complete a written comprehensive examination in addition to a dissertation.

IV. Admission to Graduate Study in Curriculum and Instruction

The University of Montana invites applications from graduates holding a baccalaureate degree (for the master's program) and a master's degree (for the doctoral program) from any regionally accredited college or university. Applicants to all of The University of Montana graduate programs use a standard application found online at <http://life.umt.edu/grad>. The \$60 application fee is also paid online. To apply, send all of the materials listed below to:

Curriculum and Instruction Graduate Committee
Department of Curriculum and Instruction
Phyllis J. Washington College of Education and Human Sciences
The University of Montana
Missoula MT 59812-1054

The paper part of the application should include:

- A letter of intent specifying academic and professional goals and philosophy of teaching and learning
- A professional resume including experiences with children and adolescents;
- Official transcripts of all previous college work;
- Written evaluations, using the Graduate School form, by three persons qualified to judge the applicant's academic potential. Evaluations should be from academic and/or professional sources, with at least one from a supervisor or administrator.

At least one (two if undergraduate GPA is below 3.0) of the following*:

- Official GRE Scores (Revised test: Verbal of 146 or higher, Quantitative of 143 or higher, and Writing of 4.0 or higher)
- Official MAT Score (383 or higher)
- MA/MEd/MS GPA of 3.0 or higher and an official transcript from the institution that awarded this degree.
- A 500-word essay (see prompt below)
- An on-campus interview (Applicant will be contacted to schedule date/time once the committee reviews her/his application.)
- National Board Certification

Elementary and Secondary licensure and Early Childhood Education applicants must also submit:

- [Initial Background Screening Form](#), signed and notarized
- A fingerprint-based background check. A fingerprint card packet must be acquired from Teacher Education Services to complete the background check. (Please contact Teacher Education Services if unable to visit the office.)
- [Background Check Authorization Form](#)
- A written description of previous experiences with children and adolescents. *This is a two to three paragraph document separate from the resume.*
- A 500-word essay, 12 point Times New Roman font, double-spaced, one-inch margins, and titled, in response to the following prompt: "Select and describe one significant learning experience from your life. Identify what you learned and explain how it will contribute to your work as a teacher." (*Note: This may also count as an additional submission material under requirement #5 above.*)
- **ALL** M.Ed. Early Childhood Education students (including Advanced option) are required to complete a background check.

International students whose first language is not English and who are not graduates of an English-speaking university must submit TOEFL (Test of English as a Foreign

Language), IELTS (International English Language Testing System) or MELAB (Michigan English Language Assessment Battery) scores. If the TOEFL score is below 580 (paper-based test), 237 (computer-based test) or 92 (internet-based test), the IELTS score is below 7.0 or the MELAB score is below 82, applicants may be admitted provisionally into a graduate program or as a graduate nondegree student and be required to complete English as a Second Language course(s) before they can take courses in their major.

It is the responsibility of the applicant to insure that the application is complete. The Department of Curriculum and Instruction office is located in PJWEC 229 and the telephone number is 243-4217. The Graduate Admissions Committee reviews applications twice per year, during **the week of March 15** for summer/fall admission and **the week of October 15** for spring admission. Applications received after these review periods are discouraged but may be accepted and reviewed based on availability of space within the program.

In selecting graduate students, the committee considers all aspects of the prospective student's education and professional background, as evidenced by GPA, test scores, letters of recommendation, the applicant's samples of written communication, and any additional information provided by the applicant. Special consideration is given to applicants with bilingual capacity and/or successful teaching experience.

Admission criteria are the same for members of racial, ethnic, and other minorities and students with disabilities as for other candidates; however, exceptions may be made to admission requirements. Candidates who do not meet one or more of the criteria for admission are encouraged to describe in their applications any special circumstances. The Admissions Committee will consider the physical, social, economic, and/or cultural circumstances that may have influenced the candidate's ability to achieve minimum eligibility for admission.

Provisional admission is sometimes given to a student who does not meet a particular criterion, but has demonstrated potential to succeed in a graduate program. Provisional admission status indicates that certain deficiencies exist in the applicant's background that must be addressed within a specific period of time. The Curriculum & Instruction Graduate Committee will identify specific requirements that must be met before full admission can be achieved. The Graduate Committee will monitor a provisional student's progress.

Disability Accommodation

The University of Montana, in general, and the Department of Curriculum and Instruction, in particular, provide reasonable accommodation for students with disabilities. Students whose disabilities require some type of accommodation, including course load modification or exam accommodation, are encouraged to contact the Disability Services for Students office as early as possible. Appropriate accommodations will be arranged on an individual basis and must be requested upon initiation of a course or other degree requirement (e.g., comprehensive exam). Accommodations should not be requested subsequent to academic difficulty or other below expectation performance.

V. Master's Degrees: Program Requirements

General degree requirements:

- Complete a minimum of 19 credits at the 500 or 600 levels;
- Complete all requirements within six years of continuous enrollment, at least 3 credits earned each term fall and spring or summers only;
- Apply no more than 9 semester credits from transfer and graduate non-degree credits to the degree;
- Maintain continuous enrollment of at least three credits each fall and spring semester; summer-only students must complete 1 credit of course work each summer; all students must enroll in at least three credits for their final semester.
- Completion of two years of successful teaching experience preferred (**except for the initial licensure options**); and
- Complete the master's core courses:

Curriculum Studies

C&I 501 Curriculum Design, Implementation, and Evaluation

Research

C&I/EDLD/HHP 520 Educational Research

Foundations –choose one:

C&I/EDLD 504 History of American Education

C&I/EDLD 502 Philosophy of Education

C&I/EDLD 506 Comparative Education

C&I/EDLD 508 Sociology of Education

C&I 510 Advanced Educational Psychology

Multicultural Education

C&I 514 Education Across Cultures

Technology

C&I 515 Computers and Other Technological Applications in Education

Exceptionalities

C&I 518 Inclusion and Collaboration

M.Ed. requirements:

- Complete a minimum of 37 semester credits;
- Complete a one-credit professional project (C&I 596), usually during the last semester, in consultation with the advisor;
- For those in the Curriculum Studies Option with initial elementary or secondary licensure, complete all licensure requirements including a professional portfolio & student teaching internship; and
- Pass the comprehensive exam.

M.Ed. Early Childhood Education:

- Note that *Core Classes* are different; **this program is 36 credits total** with no credit for professional project. (See page 15-16)

Professional Project Guidelines:

The one credit professional project course, C&I 596, is required of all master's students seeking licensure during their final term in the program. This project has two criteria: a) that the project reflect learning during the time of the master's program and related to an interest of the student, and b) the project must be shared. Sharing of the project can be accomplished in a variety of ways including publication of the material in a journal, newsletter, or other print format, presentation to colleagues at a conference or meeting such as the annual MEA/MFT conference each October, or a workshop for local teachers in a school or district.

Sample projects include portfolio systems for classrooms/grade levels, annual in-service for substitute teachers, middle school advisor-advisee program, and others.

M.Ed. Option 2A: Curriculum Studies Blended Degree
Courses can be taken online, face-to-face, or a combination of both

C&I 501	Curriculum Design, Implementation, and Evaluation (Sp-even; Su)	3
C&I/EDLD/HHP 520	Educational Research (every semester)	3
One course in educational foundations:		3
C&I/EDLD 502	Philosophy of Education (Sp odd, Su)	
C&I/EDLD 504	History of American Education (Sp; Su-odd)	
C&I/EDLD 506	Comparative Education (Sp-even)	
C&I/EDLD 508	Sociology of Education (F-even)	
C&I 510	Advanced Educational Psychology (F-odd)	
C&I 514	Education Across Cultures (F-odd; Sp-odd, Su-even)	3
C&I 515	Computers and Other Technological Applications in Education (Sp-even, Su)	3
C&I 518	Inclusion and Collaboration (F-even; Su-odd)	3
C&I 588	Action Research (Su)	3

Electives

In consultation with the C&I faculty advisor, students select courses that meet their professional needs, both from within the Phyllis J. Washington College of Education and Human Sciences and other departments across campus. 12

Total Graduate Credits **33**

*M.Ed. Option 2B: Curriculum Studies with Middle/Secondary (5-12) Licensure

Pre-requisites for admission:

- ◆ meet admission requirements to The University of Montana's Graduate School;
- ◆ complete an undergraduate composition course.

Note: In parentheses, availability of course offerings is indicated. F = offered fall semester; Sp = offered spring semester; Sum = offered summers; odd or even indicates odd or even years.

Graduate Core Requirements:

One course in educational foundations from the following options:	3
C&I/EDLD 504 History of Education (Sp; Sum-odd)	
C&I/EDLD 506 Comparative Education (Sp-even)	
C&I/EDLD 508 Sociology of Education (F-even)	
C&I 510 Advanced Educational Psychology (F-odd)	
C&I 514 Education Across Cultures (Sp-odd; Sum-even; F-odd)	3
C&I 515 Computers and Technical Applications in Education (Sp-even; Sum)	3
C&I 518 Inclusion and Collaboration (F-even; Sum-odd); or C&I 410 (F; Sp; Sum)	3
C&I/EDLD/HHP 520 Educational Research (F; Sp; Sum)	3
C&I 501 Curriculum Design, Implementation, & Evaluation (Sp-even, Su)	3
C&I 596 Professional Project (F; Sp; Sum)	1

Directed Graduate Electives:

EDU 407E Ethics and Policy Issues (F; Sp; Sum)	3
C&I 527 Advanced Literacy Strategies in the Content Areas (F; Sum-odd) or EDU 481 (F; Sp)	3
Secondary methods course	3-9
C&I 590 Teaching Internship (F; Sp)	8
C&I 594 Professional Portfolio (F; Sp)	1

Total Minimum Graduate Credits **37-43**

Additional Professional Education/Certification Requirements:

EDU 202 Early Field Experiences (F; Sp)	1
EDU 221 Educational Psychology and Measurement (F; Sp; Sum)	3
HHP 233 Health Issues of Children and Adolescents (F; Sp; Sum) (and earn the standard first aid/CPR card prior to the internship)	3
EDU 395 Field Experiences: Grades 5-8 or EDU 395 Field Experiences: Grades 9-12 (F, Sp)	1

Total Graduate and Licensure Credits **47-53**

*This program does not include content-related requirements for various secondary certification programs. It is designed for the student with all content course requirements already completed. Please consult the C&I Department Chair or the Chair of the C&I Graduate Committee if you have questions about this option.

***M.Ed. Option 2C: Curriculum Studies with Elementary/Middle (K-8) Licensure**

Undergraduate Preparation Requirements:

- ◆ Bachelor’s degree and the following proficiencies: English composition (3); mathematics for elementary teachers (9); science coursework in life (3), earth (3) and physical sciences (3) with a lab experience in at least one of these areas; social studies coursework including American history/government (3); geography (3) and Montana History (3).

Note: If your undergraduate preparation does not meet some of the above requirements, you do not have to complete these prior to admission. It is important to realize when planning degree completion timelines that these program requirements must be met prior to taking the 400-level methods block.

Graduate Core Requirements:

One course in educational foundations from the following options:	3
C&I/EDLD 504 History of Education (Sp; Sum-odd)	
C&I/EDLD 506 Comparative Education (Sp-even)	
C&I/EDLD 508 Sociology of Education (F-even)	
C&I 510 Advanced Educational Psychology (F-odd)	
C&I 514 Education Across Cultures (Sp-odd; Sum-even; F-odd)	3
C&I 515 Computers and Technical Applications in Education (Sp-even; Sum-odd)	3
C&I 518 Inclusion and Collaboration (F-even; Sum-odd); or C&I 410 (F; Sp; Sum)	3
C&I/EDLD/HHP 520 Educational Research (F; Sp; Sum)	3
C&I 501 Curriculum Design, Implementation, & Evaluation	3
C&I 596 Independent Study-Professional Project (F; Sp; Sum)	1

Directed Graduate Electives:

EDU 407E Ethics and Policy Issues (F; Sp; Sum)	3
EDU 491 ST: Classroom Mgmt. & Field Experiences (F; Sp)	2
EDU 497 Methods: K-8 Mathematics (F; Sp)	3
EDU 497 Methods: K-8 Social Studies (F; Sp)	3
EDU 497 Methods: K-8 Science (F; Sp)	3
EDU 497 Methods: PK-8 Reading (F; Sp)	3
C&I 590 Teaching Internship (F; Sp)	8
C&I 594 Professional Portfolio	1

Total Minimum Graduate Credits **44**

Additional Professional Education/Certification Requirements:

EDU 202 Early Field Experiences (F; Sp)	1
EDU 221 Educational Psychology & Measurement (F; Sp; Sum)	3
HHP 233 Health Issues of Children & Adolescents (F; Sp; Sum)	3
(and earn the standard first aid/CPR card prior to the internship)	
HHP 339 Strategies in Elementary Physical and Health Education (F; Sp; Sum)	3
ARTZ 302A Elementary School Art (F; Sp; Su)	3
MUSE 397 Methods: K-8 Music (F; Sp)	3
DANC 346 Methods: Dance in K-8(F; Sp)	2
THTR 339 Drama in Elementary Education (F; Sp)	2
EDU 331 Lit & Literacy for Children (F; Sp)	3
EDU 397 Methods: PK-8 Lang Arts (F; Sp)	3
EDU 395 Field Experiences: Grades PK-8	1

Total Graduate and Licensure Credits **71**

M.Ed. Option 2D: Instructional Design for Technology

C&I 501	Curriculum Design, Implementation, and Evaluation (Sp-even; Su)	3
C&I/EDLD/HHP 520	Educational Research (every semester)	3
One course in educational foundations:		3
C&I/EDLD 504	History of American Education (Sp; Su-odd)	
C&I/EDLD 506	Comparative Education (Sp-even)	
C&I/EDLD 508	Sociology of Education (F-even)	
C&I 510	Advanced Educational Psychology (F-odd)	
C&I 514	Education Across Cultures (F-odd; Sp-odd, Su-even)	3
C&I 515	Computers and Other Technological Applications in Education (Sp-even, Su)	3
C&I 518	Inclusion and Collaboration (F-even; Su-odd)	3
C&I 596	Independent Study - Professional Project (every semester)	1
C&I 570	Instructional Technology Foundations (F-even)	3
C&I 571	Planning, Preparing, & Assessing Ed. Tech. Media (Sp-odd)	3
C&I 580	Distance Learning Theory and Implementation (Su-odd)	3
C&I 582	Educational Technology: Trends & Issues (Sp-even)	3
C&I 584	Authentic Application In Instructional Design for Technology (Su-even)	3
C&I 595	Technology Coordinator's Role in K-12 Schools (F-odd)	<u>3</u>
Total Graduate Credits		37

M.Ed. Option 3: Library Media Services

C&I 501 Curriculum Design, Implementation, and Evaluation (Sp-even; Su)	3
C&I/EDLD/HHP 520 Educational Research (every semester)	3
One course in educational foundations:	3
C&I/EDLD 504 History of American Education (Su-odd)	
C&I/EDLD 506 Comparative Education (Sp-even)	
C&I/EDLD 508 Sociology of Education (F-even)	
C&I 510 Advanced Educational Psychology (F-odd)	
C&I 514 Education Across Cultures (F-odd; Sp-odd, Su-even)	3
C&I 515 Computers and Other Technological Applications in Education (Sp-even, Su)	3
C&I 518 Inclusion and Collaboration (F-even; Su-odd)	3
C&I 596 Independent Study - Professional Project (every semester)	1

Required Courses in Option: (All 28 credits required, but at least 18 credits from bold courses)

Course #	Title	Online Semester	Credits
EDU 331 or ED 360 or C&I 541	Lit & Literacy for Children Children's Literature (online F, Sp, and Su) Supervision & Teaching of Children's Lit. and Critical Reading	- F, Sp, Su -	3
EDU 432 or ENG 360 or C&I 546	Lit & Literacy for Yng Adlts Young Adult Literature & Critical Reading Supervision & Teaching of Young Adult Lit. & Crit. Rdg (odd Su)	- Sp -	3
LIB 461	Information Literacy	Even spring, odd Su	3
LIB 464 or C&I 479 or C&I 553	Library Resources Reference, Media Skills, and Technology Information Searching, Retrieval & the Curriculum	F F '08, F '11 Even Su	3
C&I 480	Collection Development & the Curriculum	Fall	3
C&I 484	Administration & Assessment of the Lib-Media Program	Spring	3
C&I 483	Library Media Technical Processes	Odd Sp; even Su	2
C&I 488	Libraries and Technology	Odd Sp; even Su	2
C&I 572	Evaluation of the School Media Program	Su '06, Su '09, Su '12	3
C&I 485 or LIB 469	Authentic Assessment in Library Media Library Media Practicum	Even Su Odd Su	3

ED 360, ENG 360, LIB 461, LIB 464, and LIB 469 are offered through UM-Western.

Total Credits

47

M.Ed. Option 4: Literacy Education

Applicants need 2 years of successful teaching experience before applying to the graduate program for the Literacy Education Option.

Core: (19 credits)

Course #	Title	Credits	Semester
C&I 501	Curr. Design, Implementation, and Eval.	3	Sp(even); Su
C&I 520	Educational Research	3	Sp, Su, F
C&I 50x	Foundations of Education, x=4,6,8,10	3	Sp, Su, F
C&I 514	Education Across Cultures	3	Sp(odd); Su; F(odd)
C&I 515	Computer and Other Tech. Applications in Ed.	3	Sp(even); Su
C&I 518	Inclusion and Collaboration	3	F(even); Su
C&I 596	Professional Project	1	Sp, Su, F

Directed and Elective Credits: (24 – 27 credits)

Course #	Title	Credits	Semester
C&I 527	Adv. Literacy Strategies for the Content Areas	3	F, Su(even)
C&I 530	Social and Cultural Foundations of Literacy	3	Su(odd)
C&I 540	Supervision and Teaching Language Arts	3	Su(even)
C&I 541	Supervision and Teaching of Children's Literature and Critical Reading	3	Su(even)
C&I 546	Supervision and Teaching Young Adult Literature and Critical Reading	3	Su(odd)
C&I 533	Adv. Diagnosis and Correction of Rdg and Wrtg	3	Su(even)
C&I 543 or EDU 441	Supervision and Teaching of Reading or Organizing Classroom Rdg and Writing Programs	3	Su(Odd Su(even)
C&I 557 or EDU 456	Advanced Application of Literacy Models or Application of Literacy Models K-12	6	Su
C&I 630	Optional: Special Topics in Literacy	0-3	Sp, Su, F
	Total	46-49	

M.Ed. Option 5: Early Childhood Education

This degree offers career options:

- P-3 Early Childhood Education Endorsement (Pending OPI final approval)
 - Professionals with an elementary education degree will be eligible for Montana’s new P-3 teaching endorsement. Transcripts will be reviewed and some candidates may be required to complete additional coursework to meet state standards such as completion of a supervised clinical experience in a K-3 setting.
 - For students seeking P-3 licensure, state standards require a supervised clinical experience in a qualifying Pre-K program such as a Head Start classroom or community-based preschool program as well as a supervised clinical experience in a K-3 public school setting. The Pre-K experience can be completed in the summer and faculty will assist with and approve these placements.
- Early childhood career advancement
 - Graduates of any baccalaureate program can complete this degree and meet requirements for employment in community-based early childhood programs, existing Head Start and Early Head Start programs, and Child Care Resource and Referral Agencies. This degree option will also support graduates who seek a focus on working with young children and their families such as psychology, social work, sociology, anthropology, pre-medical sciences, and nursing.

Course #	Title	CR	Semester
C&I M.Ed. Core Courses (15 Credits)			
C&I 50x	Foundations: Select one of the following 510: Advanced Educational Psychology 595: Moral Development & Education; or 595: Childhood Ethnography	3	
C&I 514	Education Across Cultures	3	
C&I 515	Computer & Other Technological Appl. in Educ.	3	
C&I 518	Inclusion and Collaboration	3	
C&I 520	Educational Research	3	
Early Childhood Education Option Courses (21 Credits)			
EDEC 508	Early Childhood Principles and Practices	3	
EDEC 510	Families, Community, Cultures	3	
EDEC 520	Meeting Standards Through Play-Based Environments	3	
EDEC 530	Social and Emotional Development in Young Children	3	
EDEC 540	Neuroscience and its Impact on Child Development	3	
EDEC 550	EC Curriculum Analysis, Design, and Assessment	3	
EDEC 595	EC Fieldwork/Practicum	3	
Total Credits		36	

M.Ed. Option 6: Advanced Early Childhood Education

Courses align with the social justice focus of the C&I program and provide students with advanced knowledge that will prepare them to effectively support diverse populations including promoting enhanced outcomes for at-risk children and their families. The program prepares early childhood professionals in becoming master teachers, curriculum specialists, preschool directors and administrators, professional development specialists, and policy advocates as well as preparing students to move into doctoral degree programs to help address the shortage of terminally qualified faculty in the early childhood field.

- Developed to advance the preparation of leaders in the field of early childhood, this option is designed for early childhood professionals who have completed baccalaureate degrees in early childhood education and professionals working in the early childhood field who do not directly implement or supervise the implementation of early childhood curriculum.
- Requires Lab – Professionals currently working in the early childhood field (non-profits, Head Start, early childhood programs, etc.) can complete the majority of the lab requirements in their current setting.

Course #	Title	CR	Semester	
C&I M.ED Core Courses (15 Credits)				
C&I 50x	Foundations: Select one of the following 510: Advanced Educational Psychology 595: Moral Development & Education; or 595: Childhood Ethnography	3		
C&I 514	Education Across Cultures	3		
C&I 515	Computer & Other Technological Appl. in Educ.	3		
C&I 518	Inclusion and Collaboration	3		
C&I 520	Educational Research	3		
Advanced Early Childhood Education Option Courses (21 Credits)				
Advanced Early Childhood Education Core Courses (12 credits)				
EDEC 540	Neuroscience and its Impact on Child Development	3		
EDEC 550	EC Curriculum Analysis, Design, and Assessment	3		
EDEC 515	Early Childhood Professionals Working with Families Experiencing Adversity	3		
EDEC 560	Public Policy, Advocacy, and Leadership in ECE	3		
Specialized Area of Focus (9 Credits)				
To provide degree candidates the opportunity to establish a focused area of interest and to benefit from the expertise that exists across the MUS system, students will identify a nine-credit area of focus (to be approved by the advisor and the graduate school) that can include qualifying courses from institutions that offer graduate degrees within the MUS system.				
Course #	Campus	Title	CR	Semester
Total Credits			36	

M.Ed. Student Checklist

The graduate student bears the responsibility to insure that all tasks and deadlines have been met.

TASKS		DEADLINE
Completion Date	Six-year time limit begins with first course used as part of the degree.	
	1. Apply for admission to Graduate School through C&I Graduate Committee*	Rolling admissions, but October 1 and March 1 are advised to begin classes the next semester
	2. Upon admission, be assigned an advisor	Upon admission, before registration
	3. Plan course of study with advisor, including transfer credit, "Master's Degree Program Plan"*	As soon as possible during first semester
	4. If provisionally admitted, complete requirements for full admission	End of first semester
	5. Complete course requirements	Within six years of beginning
	6. Complete "Application for Graduation"*	Semester prior to graduation
	7. Select Comp Exam Committee	Semester prior to graduation; Advisor sends committee members' names to department admin asst and he sends to Graduate School.
	8. Register for Comprehensive Exam*	Semester prior to graduation
	9. Pass Comprehensive Exam; advisor re-files "Application for Graduation" to certify completion.	Mid-way through final semester
*These tasks require the use of a standard form available in ED229, 243-4217, or online.		

VI. Doctoral Degree Requirements

As soon as possible, usually during the first semester of study, the Doctorate of Education (Ed.D.) student will meet with her or his assigned advisor to design a plan of study. This plan should consider the following requirements that all students must complete:

- A minimum of 90 semester credits including credits from the master's degree. Exactly ten credits must be allocated to the dissertation. Depending on the specific needs of the student, as determined by the advisor, a student may be required to take more than 90 total credits.
- A minimum of 30 semester credits in the primary area, exclusive of dissertation credits. The dissertation topic must be in the primary or supporting area.
- A minimum of nine semester credits in academic areas outside the Phyllis J. Washington College of Education and Human Sciences.
- The advisor must specifically approve this course work.
- A minimum of 20 semester credits in a supporting area. This is defined as either a field of knowledge or a specific curriculum area and may draw upon course work within and outside the Phyllis J. Washington College of Education and Human Sciences.
- A minimum of two-thirds of all course work in the primary area must be taken at The University of Montana, as must a minimum of two-thirds of all credits included in the plan of study.

In addition, the Ed.D. student in Curriculum and Instruction must also:

- Complete the Curriculum and Instruction doctoral program's core curriculum;
- Satisfy any additional requirements that may be set for the student by the Curriculum and Instruction Graduate Committee, including a minimum grade of "B" in all core coursework.
- Pass a written comprehensive examination and, if required by the examining committee, an oral examination; and
- Complete and successfully defend a dissertation.

There is no foreign language requirement for the Ed.D. The assigned advisor must approve the plan of study. This plan may be changed with the consent of the advisor and the C&I Graduate Committee chair.

Summary of the Doctoral Program's Course Requirements

The doctoral program in curriculum and instruction, including the core curriculum courses, is summarized as follows:

Coursework in primary area	30
Coursework in supporting area	20
<p>[Of the coursework in the primary and supporting areas, a minimum of 9 credits must be taken outside the Phyllis J. Washington College of Education and Human Sciences. Coursework in primary and secondary areas may include courses from core requirements below, except for C&I 699; these dissertation credits may not be included within the primary or supporting areas.]</p>	

Core:

Foundations of Education (9 credits)

Choose three:

C&I/EDLD	504	History of American Education	
C&I/EDLD	506	Comparative Education	
C&I/EDLD	508	Sociology of Education	
C&I	510	Advanced Educational Psychology	

Technology (3 credits)

C&I	515	Computers & Other Technological Applications in Education	3
-----	-----	---	---

Research (26 credits)

C&I/HHP	486	Statistical Procedures	3
C&I/EDLD	520	Educational Research	3
C&I/EDLD	618	Educational Statistics	3
C&I/EDLD	620	Qualitative & Quantitative Research	3
C&I/EDLD	625	Advanced Educational Research	3
C&I	694	Doctoral Seminar	1
C&I	699	Dissertation [may count a maximum of 10 cr.]	10

Electives	2
-----------	---

Total	90
--------------	-----------

Ed.D. Student Checklist

The graduate student bears the responsibility to insure that all tasks and deadlines have been met.

TASKS		DEADLINE
Completion Date	Ten-year time limit on completion of degree begins with first course used as part of the degree. Five-year time limit on completion of dissertation begins with Admission to Candidacy.	
	1. Apply for admission to the Graduate School, through C&I Graduate Committee.*	Rolling admissions, but October 1 and March 1 are advised to begin classes the next semester
	2. Upon admission, be assigned an advisor	Upon admission, before registration
	3. Plan course of study with advisor, including transfer credit; advisor requests transfer of credits from graduate school	As soon as possible during first semester
	4. If provisionally admitted, complete requirements to become fully admitted	End of first semester
	5. Complete course requirements	Note: ten-year limit on entire degree, including defense of dissertation
	6. Apply for Comprehensive Exam* and form a Comprehensive Examining Committee; advisor forwards committee names to department secretary and secretary sends to graduate school	Semester prior to conclusion of course work
	7. Pass Comprehensive Exam	At the conclusion of course work or during the last semester of course work
	8. Complete "Application for Graduation"*	At least 24 weeks before completing the degree and no later than five weeks after passing the comprehensive exam
	9. Select a dissertation chair (different from comprehensive examination chair)	Any time during program, but no later than five weeks after passing comprehensive exam.
	10. In consultation with dissertation chair, establish a dissertation committee of at least 5 members	After dissertation topic is selected and comprehensive exams are passed
	11. Present and obtain approval for dissertation proposal	Two semesters before dissertation defense
	12. Obtain approval for dissertation research by the Institutional Review Board*	Immediately following proposal defense
	13. Submit dissertation draft to committee	Two weeks before defense
	14. Submit approved draft to Graduate Dean	One week before defense
	15. Defend dissertation; advisor re-files "Application for Graduation" certifying dissertation completed.	At least before the end of the semester
	16. Submit signed copies of dissertation to Graduate School	By December 31 st for Autumn, May 31 st for Spring, and August 31 st for Summer semester
*These tasks require the use of a prepared form. Copies are available in ED 210, 243-4217, or online.		

VII. Department of Curriculum and Instruction Graduate Policies

Advising

Upon admission, students are assigned a program faculty advisor. Students should contact the advisor as soon as possible and develop a written plan of study, including use of any transfer of credits. The transferability of courses into a program, whether taken at The University of Montana or elsewhere, is not automatic. Students may change advisors with the consent of the faculty member the student wishes to serve as the new advisor. Students wishing to change advisors must complete and submit a Change of Graduate Advisor form. Students should feel free to consult directly with the chair of the C&I graduate committee and/or the Graduate School for assistance in interpreting UM Graduate School regulations.

Transfer Credits

After one semester of successful work in the graduate program, a student may request to transfer graduate credits earned at another institution. With the approval of the graduate advisor, a Master's student may transfer up to nine graduate semester credits; a Doctoral student may transfer up to 30 graduate semester credits. Grades other than A or B, correspondence courses, extension courses outside the Montana University System, and credits earned at institutions not offering graduate degrees in the discipline of the course are not transferable.

Time Limits

All Master's degree requirements, including the use of transfer and non-degree credits, must be completed within six years from the time of admission. All Doctoral degree requirements, including the use of transfer credits and successful defense of a dissertation, must be completed within 10 years. All requirements for the Doctorate must be completed within five years of admission to candidacy, a designation that follows passing the comprehensive exam.

Continuous Registration

During the time graduate students are completing course requirements for a degree, they must be continuously enrolled. For students who attend classes fall and spring only, this means they must register for at least three credits each fall and spring semester. For students who attend summers only, this means they must register for at least three credits each summer. Leaves of absence are possible, under extraordinary circumstances, for a maximum of 12 months. A request for a leave of absence is coordinated by the advisor; a student must complete the "Request for Leave of Absence" form.

Upon completion of course requirements, degree candidates who are working on a professional paper or dissertation must register for credits in either research, dissertation, readings, or independent study.

Residency Requirements

No full-time residence requirement exists for either the Master's or Doctoral degree.

Independent Study

Independent study allows a student to do further research on a topic or explore special interests. It is not available in place of regularly scheduled course work and is not given for work experience. Prior to registration, a student wishing to pursue independent study defines the topic and goals to be accomplished and arranges with a faculty member to direct the independent study. The student must outline the independent study on a written form available in the department office. The student should expect the effort expended in independent study to be comparable to formal course study.

Workshop Credits

Workshops may be used for graduate credit for the purpose of continued licensure and advancement on a pay scale, but they may not be used for completion of a graduate degree. Workshops are designated as C&I 455 or C&I 555.

Application for Graduation

Master's: The student submits the "Application for Graduation" to his/her advisor for approval no later than May 8 for summer graduation, September 15 for fall graduation, and January 16 for spring graduation, and then files the original with the Graduate School and one copy with the C&I departmental office in PJWEC 229 also by the same deadlines.

Doctorate: Within five weeks after passing the comprehensive examination, the student submits one copy of the "Application for Graduation" form to the advisor and will be advanced to candidacy on recommendation of the student's Comprehensive Examination Committee and approval by the Graduate Dean.

Comprehensive Examination

Master's: During the semester prior to taking the exam, the student and advisor form a comprehensive exam committee. The committee is comprised of the advisor and two other faculty members. One member of the committee may be a faculty member from outside the Phyllis J. Washington College of Education and Human Sciences. By the end of the semester prior to taking the exam, the student informs the Department office administrative assistant that the student plans to take the exam.

By the end of the first week of the comprehensive exam semester, the advisor, after consultation with the student and comprehensive examining committee, gives the student a list of eight areas for the exam. The areas match an individual student's program of study and reflect the master's core curriculum. The exam is intended to assess the student's command of the content and ability to organize and communicate major concepts, issues, and research in the student's plan of study. Students are not given the questions prior to the exam.

Comprehensive exams are given on the 4th Friday in October, the 2nd Friday in March and the 2nd Friday in July. The exam lasts four hours and students must use *MS Word* on a computer to answer four of six questions. The advisor may (a) choose three of the questions, allowing the student to select one of the remaining three questions, or (b) allow the student to select questions to answer from each of three committee members. Students register for at least three credits during the exam term and usually take the one-credit C&I 596 Professional Project that semester.

The exam committee reads all of the student's responses and makes a private recommendation to the chair of the examination committee as soon as possible following the completion of the exam, usually within 2 weeks. The student may pass with one negative committee member vote. A student may receive a "No Pass" on any or all of the questions. In this event, the student is required to rewrite one or more of the questions, repeat specific course work, and/or complete

specific remediation as specified by the exam committee. Only one rewrite of the exam is allowed. The advisor informally communicates to the student the exam committee's decision and informs the Graduate School by signing the Application for Graduation form in the appropriate space. The Graduate School makes formal notification of completion of the graduate program.

Doctorate: Following the completion of required course work and prior to defending the dissertation proposal, the student completes a written comprehensive examination. This must be successfully completed no later than one semester prior to graduation. The student and advisor together select a comprehensive examining committee. The advisor may not serve as both the dissertation chair and examining committee chair. The committee consists of five faculty members, with at least three members representing the student's primary area and at least one from the support area, with a total of at least three members from the Department of Curriculum and Instruction. Before the end of the first week of the comprehensive exam semester, the advisor, after consultation with the student and comprehensive examining committee, gives the student a list of eight areas for the exam. The committee prepares the eight questions that comprise the exam from the primary, supporting, and core curriculum areas. Students are not given the questions prior to the exam.

Comprehensive exams are given the 4th Thursday and Friday in October, the 2nd Thursday and Friday in March, and the 2nd Thursday and Friday in July. The exam lasts twelve hours over a two-day period, with four questions given each day. Students write their responses using *MS Word* on a computer.

The exam committee reads all of the student's responses and makes a private recommendation to the chair of the examination committee as soon as possible following the exam, usually within 2 weeks. The student may pass with one negative vote. In the event the student does not pass the exam, only one repeat exam is permitted. This repeat exam must be before the same committee. The Curriculum and Instruction Graduate Committee reserves the right to suggest other action based on the recommendations of the exam committee. The chair of the examination committee (a) informally communicates to the student the exam committee's decision, and (b) signs the Application for Graduation form and sends a copy to the Graduate School. The Graduate School makes formal notification of completion of the graduate program.

Curriculum and Instruction Comprehensive Exam Rubric

Student: _____ Date: _____ Evaluator: _____

- Three evaluators read each question and the candidate’s response. Evaluators rate each question on each criterion as 0, 1, or 2.
- A candidate must earn of minimum of 12 points on each evaluator’s rubric to pass the exam without further review.
- If the candidate earns below 12 points from two or more evaluators he or she fails the exam.
- If the candidate earns below 12 points from only one evaluator, that evaluator may ask the committee to require a rewrite of that evaluator’s question(s).
- If the candidate earns less than 3 points on a question from more than one evaluator, the committee may require a rewrite of the exam.
 - In order to pass the rewrite the candidate must earn a minimum of 3 points per question from two or more evaluators.
- A candidate has only one chance to pass a rewrite. If the candidate fails the rewrite, the candidate’s graduate degree cannot be conferred.

Categories	0-Unacceptable	1-Acceptable	2-Target	Score
Content Knowledge	Unacceptable understanding of professional knowledge. Lacks breadth and depth. Citations not relevant or present.	Demonstrates adequate understanding, breadth, and depth of professional knowledge. Cites appropriate literature.	Relevant, convincing and nuanced synthesis of professional knowledge. Evidence of strong command of literature.	Question 1: ____ Question 2: ____ Question 3: ____ Question 4: ____
Application to Pedagogy	No synthesis or application of content knowledge to pedagogy. No evidence of understanding of best practice.	Partial understanding and application of content knowledge. Some understanding of best practice.	Clear and convincing application of content to pedagogy. Innovative approach to best practice.	Question 1: ____ Question 2: ____ Question 3: ____ Question 4: ____
Organization and Writing	Frequent errors in grammar use and mechanics. Little or no organization.	While some minor errors are present, they do not detract from the piece as a whole. Answer is loosely organized.	Clear prose. Thoughtful, engaging organization.	Question 1: ____ Question 2: ____ Question 3: ____ Question 4: ____

Evaluator Comments:

Dissertation

This written requirement represents a student's original scholarly contribution to the profession. As research interests are clarified, the student is ready to seek a thesis, professional paper, or dissertation advisor. The advisor may be anyone within the Department of Curriculum and Instruction who has been authorized through Unit Standards to teach and advise at the graduate level. On occasion, a faculty member from another academic unit with expertise that will facilitate the study may co-chair this committee. The advisor is a faculty member teaching in the student's primary area. It is the student's responsibility to seek and invite a thesis, professional paper, or dissertation advisor. Once the advisor is selected, the student consults with the advisor to identify appropriate members for this committee. Members are selected both as consultants to the student in formulating and conducting the study and as evaluators of the final product. The committee is, thus, central to the entire process and should be selected with care. Faculty members may accept or decline an invitation to serve on the committee; students are advised to present clear research ideas to possible committee members. Doctoral dissertation committees must include one member from outside the Phyllis J. Washington College of Education and Human Sciences.

For the dissertation committee, at least three members will represent the student's primary area, and one member must be from a related area outside the Phyllis J. Washington College of Education and Human Sciences. Additional committee members may be selected to represent specific research competencies or professional areas appropriate to the dissertation study. A qualified professional from off campus may serve on the dissertation committee with the approval of the chairperson and Graduate School Dean. The dissertation committee has a minimum of five members.

When the student's advisor has approved the dissertation topic, the student, in coordination with the advisor, prepares a proposal to present to the entire committee at a proposal defense open to the public. The date of the proposal defense is publicized in the Phyllis J. Washington College of Education and Human Sciences building at least two weeks in advance of the defense, and all committee members must have a copy of the proposal two weeks prior to the defense. The student must pass this oral exam over the proposal before proceeding any further toward degree requirements.

When the dissertation committee approves the proposal, the committee chair signs the Institutional Review Board (IRB) cover sheet, and all required material is sent to the Chair of the IRB for approval. All research conducted with human subjects must be approved by the IRB.

When the student's committee and the IRB chair have approved the dissertation proposal, the student meets with the dissertation advisor, makes all necessary revisions on the proposal, and submits the revised version to the Dean of the Phyllis J. Washington College of Education and Human Sciences. After the Dean has approved the proposal (including a time schedule for degree completion and a copy of the Institutional Review Board cover sheet), the proposal is forwarded to the Graduate School for final approval.

The Graduate School outlines required guidelines for the preparation of dissertations.

Teaching Assistantships

Full-time students who have been accepted by the Graduate School as degree candidates are eligible for consideration as Teaching Assistants (TAs). Normally, master's teaching assistantships include \$9000 (amount may vary) plus a tuition fee waiver, while doctoral teaching assistantships include \$14,800 (amount may vary) plus a tuition fee waiver. Graduate students on full TA contracts must register for a minimum of six credits

each semester. An application for teaching assistantships is available for all students in the program or applying to the program. Deadline for application is March 1.

Offers of teaching assistantships to students will be made as soon as possible once the application process has been completed and the student has received official notification of acceptance into the program from the Graduate School. Ordinarily, the selection process for teaching assistantships will be complete by April 15.

PROFESSIONAL BEHAVIORS

The behavior of professional educators impacts students, families, colleagues, and communities. While preparing to become a teacher, it is important to realize that our own actions and attitudes can greatly affect those whom we serve.

Teacher education students at The University of Montana will exemplify the following professional behaviors, both in classes and during field work:

A. VALUES LEARNING

1. Attendance
 - Meets all attendance requirements and is on time.
2. Class participation
 - Demonstrates active engagement; participates in and facilitates discussions and activities.
 - Responds voluntarily to questions and uses higher level questioning.
3. Class preparation and performance
 - Meets assigned expectations consistently and demonstrates a solid work ethic.
 - Holds high expectations for self and others.
 - Incorporates feedback.
4. Communication
 - Speaks with civility and courtesy that is appropriate to the audience.
 - Responds to feedback in an appropriate manner.
 - Demonstrates active listening and seeks clarity.

B. VALUES PERSONAL INTEGRITY

1. Emotional stability
 - Displays emotional maturity, compassion, and empathy.

2. Ethical behavior

- Is honest and trustworthy and respects confidentiality.
- Is dedicated to the welfare of others.
- Accepts responsibility for personal behaviors and actions.

C. VALUES DIVERSITY

1. Respect for others

- Works willingly within a diverse learning community.
- Demonstrates fairness and the belief that all students can learn.

D. VALUES COLLABORATION

1. Reciprocity

- Is receptive to the ideas of others.
- Works with others to improve the educational experience.

E. VALUES PROFESSIONALISM

1. Professional ethics

- Consistently follows school rules, policies, and dress codes.
- Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
- Adheres to the *Professional Educators of Montana Code of Ethics*.

2. Professional development and involvement

- Participates actively in professional development, conferences, and workshops.
- Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.

PROFESSIONAL BEHAVIOR PROTOCOL

If a professional education unit faculty member is concerned regarding the behavior of a student in the field or in classes, the following procedures will be followed:

- 1) The student will be notified regarding the behavioral concern in a verifiable manner.
- 2) If the professional education unit faculty member, in consultation with the student's advisor and/or department chair of Curriculum and Instruction, considers the issue to be serious, a professional behavior form may be generated. The professional education unit faculty member will sign the form. The student has a right to respond to the form.
- 3) If the chair of Curriculum and Instruction thinks the infraction is serious enough to merit consideration of general misconduct, the associate dean will be notified.

PROCEDURE FOR ADDRESSING PROFESSIONAL BEHAVIOR FORM

Professional education unit faculty may do one or more of the following regarding the behavioral infraction. The severity of the infraction may determine the entry point in the procedure.

- 1) A professional behavior form is considered sufficient because the student demonstrates responsibility for making suggested changes.
- 2) Professional education unit faculty may deem that additional support is necessary to help rectify attitudes and behaviors. Appropriate support might include coaching and/or professional counseling.
- 3) If professional education unit faculty does not see improvement in the student's behavior, if the student has accrued multiple behavioral alert forms and/or if the professional education unit faculty considers the behavioral infraction(s) serious, the student may be removed from the teacher education program. If the student desires to do so, he/she may then follow the appeal process.

PROFESSIONAL BEHAVIORIAL FORM

This form acknowledges that professional education unit faculty has concerns regarding the behavior of _____, a student who is in the teacher education program or identified as a pre-education major.

1. Describe the specific behavior exhibited by the student:

2. Identify the expectations(s) that have not been met:

3. Specify strategies for rectifying attitudes/behaviors:

4. Further comments and/or concerns:

I, _____ (student name) saw and received this professional behavior form and discussed it with education unit faculty in the teacher education program at The University of Montana.

Student Signature: _____

_____ Date: _____

Professional Education Unit Faculty Signature(s): _____ Date: _____

Chair of Department of Curriculum and Instruction: _____ Date: _____

*If the student desires, he/she may attach a written response to this alert.

Appeals

The purpose of the general appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect students within Curriculum and Instruction Graduate Programs. Such problems will usually concern a disagreement between the student and a University of Montana faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, Graduate School, Phyllis J. Washington College of Education and Human Sciences departmental, or program rule, regulation, policy, or procedure; course offering; or other non-personal issues. It is our hope that appeals will be kept as informal as possible and settled as quickly as possible through a conversation between the student and the appropriate party. A formal complaint procedure, with specific timelines, is described in section 21.000 “Student Complaint Procedure” of the Collective Bargaining Agreement Between University Teachers’ Union of The University of Montana and The Montana University System. A copy of the related section of the agreement is available from the Curriculum and Instruction department secretary.

Curriculum and Instruction Graduate Program

Admissions Appeals

Students may appeal a decision by the Graduate Admissions Committee by taking the following steps:

1. Within two academic calendar weeks of a student’s notification of the Committee’s decision, the student may appeal by writing a letter of appeal to the Chair of the Graduate Admissions Committee requesting an application review. The appeal is limited to information the student believes was misunderstood or misapplied by the Committee in arriving at their original decision. The student may request a meeting with the Graduate Committee Chair. The Chair will review the file and take the concerns of the appellant to the committee for a decision.
2. If the Graduate Admissions Committee denies the appeal, within one academic calendar week the student may write an appeal letter to the Chair of the Department of Curriculum and Instruction. The student should include information from the previous appeal. The appeal is limited to information the student believes was misunderstood or misapplied by the Graduate Admissions Committee. The student may request a meeting with the Department Chair.
3. If the Department of Curriculum and Instruction Chair denies the appeal, within one academic calendar week the student may write an appeal letter to the Dean of The Phyllis J. Washington College of Education and Human Sciences. The student should include information from the previous appeals. The appeal is limited to information the student believes was misunderstood or misapplied by the Graduate Admissions Committee. The student may request a meeting with the Dean. The Dean of the Phyllis J. Washington College of Education and Human Sciences makes the final decision regarding an admission’s appeal.

VIII. List of Graduate Forms Available in Teacher Education Services or Online

Graduate Degree Programs: Master's and Doctoral forms

- Application for Graduate Assistantships
- Application for Graduation
- Application for Independent Study
- Change of Graduate Advisor
- Comprehensive Exam Registration
- Comprehensive Exam Rubric
- Graduation Amendment Form
- Institutional Review Board Form
- Preparing Your Dissertation, Thesis, or Professional Paper
- Request for Leave of Absence
- Professional Behavior Form

Forms Specific to Master's Degrees

- Master's Degree Program Plan
- M.Ed. Options & Requirements -
 - Early Childhood Education
 - Advanced Early Childhood Education
 - Elementary
 - Secondary
 - Instructional Design for Technology
 - Library Media > Endorsement
 - Literacy > Endorsement
 - Special Education > Endorsement

Forms Specific to Doctoral Degrees

- Doctoral Degree Program Plan
- Guidelines for Doctoral Dissertation Proposals