I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>C&amp;I</th>
<th>Prefix and Course #</th>
<th>C&amp;I 589</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Professional Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Title (max. 26 characters incl. spaces)</td>
<td>Professional Project</td>
<td></td>
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<tr>
<td>Summarize the change(s) proposed</td>
<td>Permanent number for C&amp;I 595 experimental course</td>
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</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Requestor:</th>
<th>David Erickson</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/ email:</td>
<td>x5318 / <a href="mailto:david.erickson@msou.montana.edu">david.erickson@msou.montana.edu</a></td>
<td></td>
<td>9/25/09</td>
</tr>
<tr>
<td>Program Chair/Director:</td>
<td>Ann Garfinkle</td>
<td></td>
<td>9/25/09</td>
</tr>
<tr>
<td>Other affected programs</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean:</td>
<td>Roberta Evans</td>
<td></td>
<td>9/25/09</td>
</tr>
</tbody>
</table>

III. To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

Common Course Numbering Review: Does an equivalent course exist elsewhere in the MUS? Do the proposed abbreviation, number, title and credits align with existing course(s)? Please indicate equivalent course/campus ↓

http://msudw.msu.montana.edu:9030/wfez/owa/musxfer.p_CCN_MAIN

Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.) ↓

G 589 Professional Project 3 cr. Offered summers. Culminating course in online master's program. Students demonstrate connections across content areas through a mini-thesis, research-based product that is shared with other professionals through a publication and/or presentation at a conference or workshop.

Justification: How does the course fit with the existing curriculum? Why is it needed?

This is the culminating course in our online masters. We've used the C&I 595 rubric for the first years of our program and need to move to a permanent course number.

Are there curricular adjustments to accommodate teaching this course?

No.

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe graduate increment (Reference guidelines: http://www.umt.edu/faculty senate/Grad/UG.htm) ↓

N.A.

Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.

If YES, what is the proposed amount of the fee? Regular online course fee already approved.

Justification: Continuing Education (UMOnline) charges $48 per credit for all online courses. The total fee for this course is $144. No other fees will be assessed to our knowledge, only the distance learning fee already approved.

IV. To Delete or Change an Existing Course – check X all that apply

<table>
<thead>
<tr>
<th>Deletion</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number Change</td>
<td>Level U, UG, G</td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
</tr>
<tr>
<td>Description Change</td>
<td>Repeatability</td>
</tr>
<tr>
<td>Change in Credits</td>
<td>Cross Listing</td>
</tr>
<tr>
<td>From:</td>
<td>To:</td>
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</tbody>
</table>
Course Description

This three-credit course culminates the online master’s degree in Curriculum and Instruction. Students demonstrate connections across content areas through a mini-thesis, research-based product that is shared with other professionals through a publication and/or presentation at a conference or workshop. The professional project uses APA style and formatting with complete citations in a reference list. The five chapters of a thesis can guide the write-up: introduction, literature review, methodology, data/results, and reflections/next steps.

Furthermore, students will reflect on the graduate program, sharing what they learned, what they would recommend including in the program for others and future students. The goal of these reflections is to anchor an individual professional demeanor to continue beyond the completion of the degree program. The mission of the College of Education and Human Sciences states:

The College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Course Objectives
The student will
a. demonstrate process and scholarship in writing professionally.
b. diagram,outline connections among the components of the graduate degree and the project.
c. develop a professional written product.
d. share the product via a publication in a professional journal and/or sharing/dissemination at a conference or workshop for other professionals.
e. reflect on the learning from this graduate degree program.

Vignette One: A sample project

Althea was always interested in improving the atmosphere and interactions in her middle school. In her first semester of her graduate master’s degree, after talking with her advisor, she chose to learn more about advisor-advisee programs in the hopes of both developing a school-wide program in her local district and in using this project for her professional project due at the end of the degree program. She undertook an Internet search of the literature broadly related to the middle school climate, learning more about what was already being tried including what worked and what needed improved. Based upon these readings, in her second semester, she was able to narrow her search of the literature and begin to form a specific question for her study. In her third semester, Althea took the Educational Research course and submitted her overall project plan as one of the assignments in the course. Together with her advisor, the school principal, a colleague, and the research course instructor, she identified her inquiry due in the professional project course in the final semester: Implementing an Advisor-Advisee Program in Middle School: An Action Research Study. Working with the team from her school appointed by the principal, she led the efforts to institute an advisor-advisee program in her semester five of the graduate program, and to collect data on the implementation of the project from students, teachers, staff, and parents at her school. The team met weekly during the 5th semester, reviewing the twice a month sessions planned in semester four, checking for what was actually met with success and looking for ways to overcome weaknesses identified by participants. Finally, in her last summer semester, Althea wrote a report on her project to share with her district faculty the following August. Her results led to improvements in the program the following year, and the process established by this study has allowed the program to continue improving for the past 5 years.

Texts and Materials  Individually chosen to meet individual project goals.

Readings  Shared by all as found. Could relate to individual projects or issues in curriculum in general.

Assessments / Assignments

1. Outline of professional project  10%
2. Reflections on graduate program  10%
3. Draft #1 of professional project  20%
4. Draft #2 of professional project  20%
5. Final version of professional project  40%

Evaluation

Letter grades correspond to percentages:  90% - A; 80% - B; 70% - C; 60% - D; below 60% - F.

• Students electing to audit courses must do so by the second day of class. For Summer 2010, the
last day to elect the audit option is Tuesday, 15 June.

- Tuesday, 15 June is the last day to drop classes via CyberBear. After that date (and prior to the last day of classes), students must drop courses by petition, and those petitions to drop must be approved by the Dean or Associate Dean of the College of Education and Human Sciences. In order to drop at that point, a student must have circumstances necessitating the drop that are beyond his/her control AND must be able to provide external verification of that reason. External verification is not the same as the student providing a verbal or written explanation of his/her need, or desire, to drop.

Dynamic 7-week Schedule

Week #1: Outline of Professional Project/mini-thesis due  
Week #2: Reflections on graduate program submitted to Discussion Board  
Week #3: Draft #1 of Professional Project/mini-thesis due  
Week #4: Draft #1 returned  
Week #5: Draft #2 of Professional Project/mini-thesis due  
Week #6: Draft #2 returned  
Week #7: Beginning of last week, final version of Professional Project/mini-thesis due

Expectations: The University of Montana Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php

Please be aware of the expectations for academic student conduct. Plagiarism is defined as “representing another person’s words, ideas, data, or materials as one’s own” (The University of Montana Student Conduct Code, 2009, p. 8). Please cite any quotes using APA (2009) style. If you have any questions related to this code, please ask.

Accommodations

Please let me know at the beginning of the semester if you need accommodations for learning in our online course or through Disability Services for Students (DSS). I am happy to help facilitate these needs.

VI Department Summary (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

VII Copies and Electronic Submission. After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.boos@mso.umt.edu.