



Department of Teaching & Learning Graduate Handbook

**University of Montana
Phyllis J. Washington College of Education**

The Department of Teaching & Learning is fully accredited by the Council for Accreditation of Educator Preparation and the Montana Board of Public Education, and approved by the Northwest Commission on Colleges and Universities.

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University of Montana
Phyllis J. Washington College of Education
Graduate Degree Programs in Teaching & Learning

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 Phyllis J. Washington College of Education 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 30 or 40 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 backgrounds 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 Teaching & Learning Department at the Phyllis J. Washington College of Education at the University of Montana help prepare school personnel for elementary, middle and secondary schools, 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:

- ❖ competence in their subject matter and an understanding of the integration of knowledge;
- ❖ intellectual skills that lead to reflection, creativity, leadership and risk-taking in their professional lives;
- ❖ a sense of self-worth and a respect for the uniqueness and dignity of others;

- ❖ a variety of communication skills;
- ❖ a spirit of cooperation and the ability to solve problems as citizens in a democratic society; and
- ❖ a commitment to lifelong learning.

Program Components

Candidates in the advanced programs in Teaching & Learning experience the following components:

- ❖ active and positive cooperation and collaboration among the University of Montana faculty and the schools of Montana;
- ❖ a program of core classes that includes curriculum studies, research and statistics, foundations of education, learners with diverse abilities, multicultural education, and technology;
- ❖ a learning community of faculty, students and mentors that includes diversity in culture, ethnicity, religion, age, gender, socio-economic level, sexual orientation and life experience; and
- ❖ a culminating scholarship 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 Teaching & Learning are prepared to:

- ❖ collaborate with other professionals to identify and design strategies and interventions that support learning for all students;
- ❖ develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences;
- ❖ critique research and theories related to pedagogy and learning;
- ❖ demonstrate their knowledge through inquiry, critical analysis and synthesis of subject matter;
- ❖ contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent;
- ❖ present content to students in challenging, clear and compelling ways, using real-world contexts and integrating technology appropriately; and
- ❖ 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 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 graduate students must meet the requirements of the Graduate School as set out in the current Graduate Catalog. Information and forms regarding graduation requirements, taking a leave of absence or readmission to our program are available on the Graduate School website, umt.edu/grad. The Graduate School is located in the Lommasson Center, Griz Central, Room 224.

The dean of the Phyllis J. Washington College of Education is responsible for all graduate programs within the college. The Dean's Suite is located on the third floor of PJWEC. The telephone number is 406-243-4911.

The Teaching & Learning Graduate Committee 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 Teacher Education Services Suite is located on the second floor of PJWEC, telephone 406-243-4841. The web page is <http://www.coehs.umt.edu/departments/currinst/default.php>.

III. Overview of Degrees and Options Offered

Master's Degree

Licensure Programs

[M.Ed. With Initial K-8 Elementary Licensure](#)

This program is designed for students seeking both a master's degree and elementary education licensure. Core content coursework is required.

[M.Ed. With Initial K-12 or 5-12 Secondary Licensure](#)

This program is designed for students seeking both a master's degree and secondary education licensure. A K-12 or 5-12 teaching major in the subject to be taught is required.

Non-Licensure Programs

[M.A. in Education](#)

This program has flexible options in each of four key areas: Educational Research, Learning and Assessment, Critical Social Issues, and Diversity, for 12 credits; a three-credit thesis or professional project; and an additional 15 credits from electives in education: 30 credits total. This degree can be completed entirely online.

Endorsement Programs

[M.Ed. - Early Childhood Education Option](#)

This 36-credit program is designed for currently licensed elementary teachers seeking a master's degree and a P-3 teaching endorsement. Individuals who do not hold current educator licensure can complete the program for professional development, but this would not lead to a P-3 endorsement required to teach in public preschools in Montana. This degree is available fully online.

[M.Ed. - Teacher Librarian Option](#)

This program is designed for currently licensed teachers seeking a master's degree and a K-12 library endorsement. This program is offered jointly by the Department of Teaching & Learning and the Lucy Carson Library at the University of Montana - Western.

[M.Ed. - Special Education Option](#)

This program is designed for currently licensed teachers seeking a master's degree and a P-12 special education endorsement.

Certificates

[Early Childhood Education Endorsement Certificate](#)

This 21-credit endorsement program is for currently licensed teachers who already hold a graduate degree in education or another field. The program leads to a P-3 endorsement without an additional advanced degree.

[Gifted and Talented Education](#)

This 12-credit professional certificate complements students' academic qualifications by providing them with the specialized skills necessary to teach gifted and high-ability students, and to plan and deliver appropriate programs to meet their unique needs.

[Environmental Education](#)

This 12-credit, post-baccalaureate professional development program is designed for those seeking the skills and knowledge to successfully implement environmental education programs and curriculum. The certificate is grounded in the North American Association for Environmental Education's Guidelines for the Preparation and Professional Development of Environmental Educators and can be completed as an emphasis in a master's degree in environmental studies or within the Department of Teaching & Learning.

Doctoral Degree

[The Doctor of Education \(Ed.D\)](#)

This terminal degree emphasizes the following:

- A focus on educational administration and scholarly practice
- Courses related to educational administration and policy of practice
- Dissertation research focused on particular practices or policies that affect state or regional schools or school systems.

[Ed.D. Program of Study](#)

IV. Admission to Graduate Study in the Department of Teaching & Learning

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://www.umt.edu/grad>. The \$60 application fee is also paid online.

It is the responsibility of the applicant to ensure that the application is complete. The Department of Teaching & Learning office is located in the Teacher Education Services Suite on the second floor of PJWEC, and the telephone number is 406-243-4841. The Graduate Committee reviews complete applications twice a year: September 15 and February 15.

Applications received after these review periods are discouraged but may be accepted and reviewed based on availability of space within the program. Please contact teaching.learning@mso.umt.edu regarding space availability if you are applying beyond the dates listed above. Incomplete applications will not be considered for admission.

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 Graduate 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.

Disability Accommodation

The University of Montana, in general, and the Department of Teaching & Learning, 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:

- at least half the credits required for your degree (excluding a combined total of 10 semester credits for thesis and research) will be at the 500 or 600 level;
- 300 UG (Undergraduate/Graduate) courses will not count toward graduate degrees;
- complete all requirements within six years of continuous enrollment, with at least three credits earned each term (fall and spring, or summers only);
- apply no more than nine 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 one credit of coursework 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);
- complete the master's core courses and electives (specific degree plans below); and
- complete thesis or comprehensive exam.

Specific Requirements for Licensure Programs

- complete a minimum of 36 graduate credits
- complete the 18-credit masters core course sequence
- pass the comprehensive exam

Specific Requirements for Non-Licensure Programs

- complete a minimum of 30 graduate credits
- complete a three-credit thesis or professional project

Comprehensive Examination for M.Ed. Programs

There are three components to the master's degree comprehensive examination:

a) a Showcase Poster Session, b) a Written Portfolio, and c) a 15-minute Oral Presentation/Defense to the candidate's graduate committee demonstrating how the candidate met the seven learning outcomes in the program, followed by a 15- minute question/answer session with the committee.

Showcase Poster Session: Candidates will prepare a poster (on paper or via computer projection) sharing an overview of the applied research project completed during the master's degree program. This sharing session will be held the last Thursday or Friday of the semester before final exam week and is open to the public. Posters should include the required five chapters of the project with attention to the literature review, the methodology, and the implications for future research based upon the results. Digital posters should be submitted to your advisor no later than two weeks before the Showcase Poster Session.

Written Portfolio: Candidates will prepare a Google Slide Presentation that documents the seven learner outcomes in the master's degree program. The template for this written portfolio is included in the Moodle course shell. Each of the seven outcomes should be documented on one

slide with a brief summary of the artifact and/or with a link to additional information. It is recommended that students start by completing the Objectives Analysis sheet below that can help organize the learner outcomes and what artifacts will be using to address each learner outcome. Sample artifacts may include, among others, the Applied Research and Reflective Practice portfolio, papers from classes, videos of teaching, and any other artifacts from their course of study and field experiences while in their graduate degree program. The overall portfolio will have eight slides (one slide with the presentation title and one for each of the outcomes). Digital written portfolios are due to your advisor no later than two weeks before the Showcase Poster Session.

Oral Presentation/Defense: Candidates will leave the Showcase Poster Session to meet with their committee in half-hour segments, first to orally share their Written Portfolio and then to respond to questions from the committee. The first half of these sessions is open to the public; the final minutes are for the committee deliberation on the results of the overall three components of the comprehensive examination.

M.Ed. Learner Outcomes Check Sheet

Objective	Artifact(s) that measure the objective
1. Student will collaborate with other professionals to identify and design strategies and interventions that support learning for all students.	
2. Student will develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.	
3. Student will critique research and theories related to pedagogy and learning.	
4. Student will demonstrate knowledge through inquiry, critical analysis, and synthesis of subject matter.	
5. Student will contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent.	

6. Student will present content in challenging, clear and compelling ways, using real-world contexts and integrating technology appropriately.	
7. Student will demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.	

M.Ed. Teaching & Learning Comprehensive Exam Rubric

M.Ed. Teaching & Learning Comprehensive Exam Rubric				
Student: _____ Date: _____ Evaluator: _____ Committee Chair: _____ (Provide a copy to Chair)				
<ul style="list-style-type: none"> ▪ Following an oral presentation and review of the student portfolio, evaluators evaluate and score each objective as 0, 1, or 2. ▪ A candidate must earn a minimum of 7 points on each evaluator's rubric to pass the exam without further review. ▪ If the candidate scores below 7 points from two or more evaluators they fail the exam. ▪ If the candidate receives a 0 score from only one evaluator on any objective, that evaluator may ask the committee to require revisions to be made regarding the evaluator's artifacts chosen and how they align with the objective. ▪ If the candidate receives a 0 score from more than one evaluator, the committee may require the candidate to make revisions and repeat the presentation process. ▪ In order to pass the rewrite, the candidate must earn a minimum of 1 point per question from all evaluators. ▪ A candidate has only one chance to pass the revised presentation. If the candidate fails the second presentation, the candidate's graduate degree cannot be conferred. 				
<u>Objective</u>	<u>0 – Unacceptable</u>	<u>1 – Acceptable</u>	<u>2 – Target</u>	<u>Score</u>
1. Student will collaborate with other professionals to <u>identify and design specific</u> strategies and interventions that support learning for all students.	Identifies a limited number of strategies and interventions.	Describes in-depth strategies and/or multiple examples.	Analyzes and critiques the influences of design strategies and provides specific supporting examples.	

2. Student will develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.	Identifies a limited range of pedagogical knowledge and participation in dialogues based on research and experiences	Describes the processes, assumptions, and appropriate uses of pedagogical knowledge. Applies this knowledge in active dialogues based on research and experiences.	Analyzes thoroughly the processes, assumptions and uses of pedagogical knowledge. Applies and transfers knowledge through engaging, active dialogue. Uses technology appropriately. Transfers knowledge and skills to novel situations.	
3. Student will critique research and theories related to pedagogy and learning.	Defines and applies few theories of learning.	Differentiates among theories and explains their relation to educational practice. Applies appropriate theories that positively impact diverse students' learning	Thoroughly analyzes major theories from a variety of perspectives and provides specific examples. Transfers in-depth knowledge to novel contexts. Positively impacts learning through student-responsive and developmentally appropriate instruction.	
4. Student will demonstrate knowledge through inquiry, critical analysis, and synthesis of subject matter.	Demonstrates a limited range of knowledge and use of methods of inquiry.	Describes multiple methods of inquiry required for literacy. Applies inquiry skills and uses technology for information collection, analysis and communication.	Analyzes a broad range of inquiry methods and describes how each contributes to literacy. Engages in active learning using multiple, appropriate methods of inquiry. Uses technology for information collection, analysis and communication. Transfers knowledge and skills to novel situations.	
5. Student will contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent.	Differentiates for a few students.	Differentiates and adapts appropriately for all students using pre-assessment. Creates a positive climate for learning for all students.	Differentiates learning and designs culturally responsive and developmentally appropriate instruction for all students. Uses pre-assessment to plan and improve instruction. Creates a positive climate for learning for all students.	
6. Student will present content to students in challenging, clear and compelling ways, using real world contexts and integrating technology appropriately	Identifies a limited number of instructional materials, resources, technologies, or settings for use in teaching. Review of materials employs few, if any, criteria such as content standards and state and national standards.	Describes in-depth the characteristics of effective instructional materials, resources, technologies, and settings. Critically reviews materials, employing criteria such as state and local content standards.	Thoroughly analyzes and critiques a wide range of instruction materials, resources, technologies, and settings, employing criteria such as national, state and local content standards. Uses that analysis to develop comprehensive lessons and curricula.	

7. Student will demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.	Demonstrates a limited number of behaviors and instructional plans that encourage self-directed learning by all students.	Demonstrates behaviors and develops instructional plans that encourage self-directed learning by all students	Demonstrate behaviors and develops, sequences, and analyzes lesson and unit plans that thoroughly encourage self-directed learning by all students.	
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Master's Degree Program Student Checklist

The graduate student bears the responsibility to ensure 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 T&L Graduate Committee. *	September 15 and February 15 for students beginning classes the next semester
	2. Upon admission, be assigned a faculty 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. *	Deadlines on Grad School website.
	7. Meet with faculty advisor. Select Comprehensive Exam Committee for M.Ed. or thesis/project committee for M.A.	Semester prior to graduation; Advisor sends committee members' names to Teacher Education Services to be forwarded to Graduate School.
	8. Pass comprehensive exam or thesis defense; advisor re-files Application for Graduation to certify completion.	Mid-way through final semester.
*These tasks require the use of standard forms available 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 an 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 10 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. The advisor must specifically approve this coursework;
- 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 coursework within and outside the Phyllis J. Washington College of Education; and
- a minimum of two-thirds of all coursework 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 Teaching & Learning must:

- complete the Teaching & Learning doctoral program core curriculum;
- satisfy any additional requirements that may be set for the student by the Teaching & Learning 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 Teaching & Learning Graduate Committee chair.

Specific Degree Requirements for the [Doctoral Program Ed.D. in Curriculum and Instruction](#)

Doctoral Comprehensive Exam Requirements

For students admitted after Fall 2018:

Following the completion of required coursework and prior to defending the dissertation proposal, the student completes a written comprehensive examination.

The student and advisor together select a comprehensive examining committee. The committee will determine whether there will be separate or single advisor serving as 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 Teaching & Learning.

Prior to the beginning of the comprehensive exam semester, the advisor — after consultation with the student and comprehensive examining committee — identifies the themes for four written products aimed at synthesizing student's prior academic work and preparing them for the dissertation research process. The four written products should include:

- research methods response. Based on academic interests, students develop a plan of study using quantitative and/or qualitative research methodology;
- publishing. The committee, along with the student, identify selected journals that are appropriate for submission of an academic article in the student's academic area. The student prepares a journal article for publication;
- review of literature. Students complete a review of literature in an area of educational significance chosen by the student; and
- position paper. Write a position paper focusing on a critical issue in education using relevant data and research. The paper should include a position statement and supporting empirical evidence from multiple sources.

Students are given one semester to complete all four written sections. After the completion of the written exam, students formally make an oral presentation of each artifact before the committee. The presentation should last no more than 30 minutes, followed by an hour of questions and discussion about student's artifacts. The student then will leave the room, and each committee member will vote on whether the student successfully passed each section. The student may pass each section with one negative vote and must pass all four sections to successfully complete the exam. In the event the student does not pass a section(s) of the exam, only one repeat exam for the section(s) is permitted. This repeat exam must be presented before the same committee. The Teaching & Learning Graduate Committee reserves the right to suggest other action based on the recommendations of the exam committee. Students must pass this written and oral exam before starting their dissertation research.

For students admitted before Fall 2018:

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 fourth Thursday and Friday in October, the second Thursday and Friday in March, and the second Thursday and Friday in July. The exam lasts 12 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 Teaching & Learning 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.

Doctoral Comprehensive Exam Rubric

Doctoral Comprehensive Exam Rubric				
Student: _____ Date: _____ Evaluator: _____ Committee Chair: _____ (Provide a copy to Chair)				
<ul style="list-style-type: none"> ▪ Five 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 a 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, the candidate fails the exam. ▪ If the candidate earns below 12 points from only one evaluator, that evaluator may ask the committee to require 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 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 Teaching & Learning 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 an advisor for a thesis, professional paper or dissertation. 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.

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. 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 chair 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 Education Center 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. 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.

Ed.D. Student Checklist

The graduate student bears the responsibility to ensure 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 Graduate School through T&L Graduate Committee. *	September 15 and February 15 for students beginning classes the next semester
	2. Upon admission, be assigned a faculty 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 for full admission.	End of first semester.
	5. Complete course requirements.	Note: ten-year limit on entire degree, including defense of dissertation.
	6. Comprehensive Examining Committee; advisor forwards committee names to Teacher Education Services (TES), and TES sends to graduate school.	Semester prior to conclusion of coursework.
	7. Pass comprehensive exam.	At the conclusion of coursework or during the last semester of coursework.
	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 five 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 for autumn, May 31 for spring, and August 31 for summer semester.
*These tasks require the use of standard forms available online.		

VII. Department of Teaching & Learning 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 Teaching & Learning 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 a Request for Leave of Absence form available on the Graduate School website.

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 residency 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 coursework 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 EDU 555.

Application for Graduation

Master's: The student submits the Application for Graduation form to the Graduate School for approval before the deadline.

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 the exam, the student and advisor form a comprehensive exam committee. The committee is composed 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. By the end of the semester prior to the exam, the student informs Teacher Education Services that the student plans to take the exam.

Doctorate: Following the completion of required coursework 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 Teaching & Learning.

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 \$9,000 (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 Feb. 15.

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 prior to the end of spring semester.

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 candidates and advanced 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 candidate will be notified regarding the behavioral concern in a verifiable manner.
2. If the professional education unit faculty member, in consultation with the candidate's advisor and/or department chair of Teaching & Learning, 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 Teaching & Learning 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. The student may then follow the appeal process if desired.

Professional Behavior 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.

Teacher Candidate Signature: _____ Date: _____

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

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

*The candidate may attach a written response to this alert, if desired.

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 Teaching & Learning 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 of Montana, Graduate School, Phyllis J. Washington College of Education, 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 Department of Teaching & Learning.

Teaching & Learning Graduate Program Admissions Appeals

Students may appeal a decision by the Graduate 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 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 Committee denies the appeal, within one academic calendar week the student may write an appeal letter to the chair of the Department of Teaching & Learning. 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 Committee. The student may request a meeting with the department chair.
3. If the chair of the Department of Teaching & Learning 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. 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 Committee. The student may request a meeting with the dean. The dean of the Phyllis J. Washington College of Education makes the final decision regarding an admissions appeal.

VIII. List of Graduate Forms

Available on the [Graduate School](#) website, and on the [Department of Teaching & Learning](#) website.

Graduate Degree Programs: Master's and Doctoral forms

- Application for Graduate Assistantships
- Application for Graduation
- Change of Graduate Advisor
- Comprehensive Exam Rubric
- Degree Program Plans
- Graduation Amendment Form
- Guidelines for Doctoral Dissertation Proposals
- Institutional Review Board Form
- Preparing Your Dissertation, Thesis or Professional Paper
- Request for Leave of Absence
- Professional Behavior Form
- Degree Program Plans