

CURRICULUM AND INSTRUCTION TEACHER LICENSURE OPTION MASTER OF EDUCATION

This program is designed for persons with baccalaureate degrees from accredited institutions who wish to become secondary, K-12, and elementary education teachers. The additional required teaching major content core coursework can be located in the undergraduate advising worksheets under the content area teaching option. The master licensure program offers many evening and some online courses.

All students seeking a degree or post baccalaureate program through the Department of Educational Theory & Practice must obtain criminal background reports by submitting fingerprints to the Licensure Office upon application to Graduate Studies.

Admission Requirements

The following criteria are considered for program admission decisions for the Master of Education (M.Ed.):

- Undergraduate GPA of at least 3.0.
- Graduate GPA of at least 3.0
- The Master of Education Curriculum and Instruction Licensure Option and Post Baccalaureate Endorsement Plans of Study do not require the GRE, but do require PRAXIS II Content Exams for exit and licensure.

Provisional admission may be considered for students who do not meet these criteria.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
- use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
- work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
- demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
- demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
- use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;

- plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
- use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
- engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
- interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
- engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
- demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

Required Courses

Elementary Specialization

Code	Title	Credits
Advanced Professional Core		
EDCI 610	Curr Theory: Analysis & Pract	3
EDCI 697	Critical Issues in Education	3
EDF 501	Research Dsgn & Interpretation	3
Subtotal		9
Licensure Professional Core		
EDCI 500	Curriculum Development	2
EDCI 519	Graduate Practicum	2
EDCI 572	Intro Educational Technology	3
EDCI 584	Student Teaching (K-12)	6
or EDCI 585	Student Teaching (Elementary)	
or EDCI 586	Student Teaching (Secondary)	
EDF 515	Social & Phil Issues in Educ	3
EDF 530	Adv Human Dev & Learning	3
SPED 540	Educ of Exceptional Learners	3
Subtotal		22
Elementary Specialization		
EDCI 511	Inst Strtgs Lang Arts/Chld Lit	2
EDCI 512	Inst Strtgs in Social Studies	2
EDCI 513	Inst Strtgs in Mathematics	2
EDCI 514	Inst Strtgs in Science	2
EDCI 517	Intgrtnng Arts Across Elem Curr	4
HTH 412	Drugs and Alcohol	1
HHP 518	Hlth Enhncmnt Mthd & Mtrls K-8	2
RD 510	Instructional Practices	2
Subtotal		17
Total Minimum Credits		48

The additional required teaching major content core coursework can be located in the undergraduate catalog under the content area teaching option. In addition, Indian Education for All requirements must be met prior to licensure.

Secondary and K-12 Specialization

Code	Title	Credits
Advanced Professional Core		
EDCI 610	Curr Theory: Analysis & Pract	3
EDCI 697	Critical Issues in Education	3
EDF 501	Research Dsgn & Interpretation	3
Subtotal		9
Licensure Professional Core		
EDCI 500	Curriculum Development	2
EDCI 519	Graduate Practicum	2
EDCI 572	Intro Educational Technology	3
EDCI 584	Student Teaching (K-12)	6
or EDCI 585	Student Teaching (Elementary)	
or EDCI 586	Student Teaching (Secondary)	
EDF 515	Social & Phil Issues in Educ	3
EDF 530	Adv Human Dev & Learning	3
SPED 540	Educ of Exceptional Learners	3
Subtotal		22
Secondary and K-12 Specialization		
Content Area Methods (dependent upon discipline)		3-6
HTH 412	Drugs and Alcohol	1
RD 520	Content Area Rd & Writing	3
Subtotal		7-10
Total Minimum Credits		38-41

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