Master of Education in Curriculum & Instruction

Program Objectives
At the Master's level, the Curriculum and Instruction program offers three options. The Professional Educator and Technology Education options are fully online and the Educational Researcher option is blended-online and onsite.

Professional Educator (http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/professional-educator-option)
Students in the Professional Educator online program will share strengths, develop new instructional strategies, study theory and best practice, as well as examine current issues in education and consider implications for teaching practice. Students who complete the Professional Educator option of the Curriculum & Instruction Master’s degree are expected to demonstrate the knowledge, skills, and dispositions of a master teacher. For the Professional Educator option, all courses are offered in a 100% online format.

There are four specializations available within the Professional Educator option:

- Elementary (K-8) Teachers
- Secondary (6-12) Teachers
- K-12 Music Teachers
- Library Media Certificate Core

Technology Education (http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/technology-education-option)
Students who complete the online Technology Education option of the Curriculum & Instruction Master’s degree are expected to demonstrate the knowledge, skills, and dispositions of a master teacher.

Educational Researcher (http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/educational-researcher-option)
Students who complete the blended-online and onsite Educational Researcher option of the Curriculum & Instruction Master’s degree are expected to demonstrate the knowledge, skills, and dispositions of a professional researcher. Most courses in the Educational Researcher option can be taken online.

Program Flow
The graduate faculty are committed to offering multiple avenues for students to fulfill their goals and expectations for advanced study in teaching, learning, and curriculum design. The program provides academic preparation for educators who seek higher education in order to become master teachers, scholars, researchers, or curriculum coordinators in schools, districts, and other educational agencies. The program is structured to allow full-time working professionals to continue their jobs while working toward an advanced degree.

Committees
Students in the Professional Educator and Technology Education options of the Curriculum and Instruction Master's program will be assigned an advisor. The advisor will guide the student's course selection and progress toward degree completion including the submission of the student's Graduate Program of Study form.

Students in the Educational Researcher option will be guided by a graduate committee. A minimum of three committee members will be included on the student's Program of Study at the discretion of the advisor/chair.

The Master's Capstone ~ Comprehensive Examinations

Capstone for the Professional Educator, Technology Education, and Library Media Certificate Core Options
As MEd students in the Professional Educator and Technology Education Options approach the end of their coursework (approximately 21 credits completed), they will contact their advisor/chair to discuss the content, format, and time frame for their Master's Capstone.

The Master’s Capstone for the Professional Educator, Technology Education, and Library Media Certificate Core Options is composed of two elements:

1. The Written Comprehensive Exam entails the completion of EDCI 575 Professional Paper/Project. The content and design of the Professional Paper/Project will be determined by consultation between the advisor/chair and the student. The Professional Paper/Project will be designed to most appropriately meet the professional growth and learning needs of the individual student. Students are required to use APA format. The completed Professional Paper/Project will be evaluated for written competency (quality, thoroughness, depth, and professionalism) as well as the student’s mastery of: pertinent literature, academic and theoretical underpinnings, development of professional skills, and the ability to conduct effective educational research.

2. The Oral Comprehensive Exam entails formal presentation of the findings from the Professional Paper/Project. The student will give a one (1) hour oral presentation of the Professional Paper/Project. Students can be queried about their research as well as all areas of program content during the oral presentation. The presentation will be evaluated for oral competency and mastery of: knowledge of pertinent literature, academic and theoretical grounding, development of professional skills, and the ability to conduct effective educational research.

Capstone for the Educational Researcher Option
The Master’s Capstone for the Educational Researcher Option is composed of a Written Comprehensive Exam and an Oral Comprehensive Exam. These are the major final academic examinations during a Master’s degree study that assure the student has attained sufficient mastery of a program of study. Through this Capstone experience, students will demonstrate mastery in: knowledge of pertinent literature, academic and theoretical grounding, development of professional skills, and the ability to conduct effective educational research.

1. Written Comprehensive Exam
As MEd students in the Educational Researcher Option approach the end of their first year of study, they will contact their Committee Chair to discuss the format, content, and time frame of their Master’s Thesis. The content of the Master’s Thesis will be an original
research project determined by consultation between the chair and the student and must be approved by the student’s Master’s Committee. Students are required to complete the Master’s Thesis using APA format. The completed Master’s Thesis will be submitted to the student’s Committee for evaluation. Committee members will have approximately two weeks to read and evaluate the content and written competency (quality, thoroughness, and completeness of the research) of the Thesis.

2. **Oral Comprehensive Exam**
   At the end of the two-week period, the student will give a 1-2 hour oral presentation and defense of the Thesis to the Master’s Committee. Students can be queried about all areas of program content during the oral presentation and Thesis defense. The presentation will be evaluated for research content and oral competency.

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**Contact Information**

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**Options**

- **Professional Educator Option** ([http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/professional-educator-option](http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/professional-educator-option))
- **Technology Education Option** ([http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/technology-education-option](http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/technology-education-option))
- **Educational Researcher Option** ([http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/educational-researcher-option](http://catalog.montana.edu/graduate/education-health-human-development/education/med-curriculum-leadership/educational-researcher-option))

**Application Process**

Applicants are required to submit the following documentation during the online application process through The Graduate School ([http://www.montana.edu/wwwdg/apply.html](http://www.montana.edu/wwwdg/apply.html)) (A nonrefundable $60 application fee must accompany the online application):

1. **Resume/Curriculum Vitae**
2. **Academic Transcripts:** Official transcripts verifying all Bachelor’s Degree course work should be sent to the Department of Education Graduate Programs Office, 215 Reid Hall, PO Box 172880, Montana State University, Bozeman, MT 59717. Electronic transcripts are also acceptable as long as they arrive directly from the applicants’ certifying university. Please have electronic transcripts sent to edgrad@montana.edu. Transcripts from a degree awarded through MSU do not need to be provided. **NOTE:** We require an undergraduate GPA of at least 3.00 (on a 4.00 scale). Applicants with post-baccalaureate experience must have a graduate GPA of at least 3.00. Transcripts will be evaluated for rigor and academic fit.
3. **Three (3) Personal Essays** – Each essay should be a maximum of 2 pages in length, typed, double spaced, and must respond to the following:
   a. **Essay 1:** Describe your career goals for the future and how you see the completion of a Master's degree in Curriculum & Instruction as helping you achieve your goals.
   b. **Essay 2:** Describe your personal strengths as an educator and identify the ways in which you believe you could use your strengths to contribute to the cohort of students with whom you will be studying.
   c. **Essay 3:** Describe the areas in which you want and need to grow as a professional educator/researcher.

4. **Three (3) Professional References – During the application process you will be asked to submit contact information for each recommender.** One of the recommenders should be from your current direct supervisor. Applicants who do not have a letter from a present supervisor must provide a written explanation identifying the specific reason(s) why they were unable to secure a letter of recommendation from their present supervisor.

5. **Official GRE scores – These scores are required ONLY for those applying to the Educational Researcher option.** The general test of the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is required. Official scores can be sent to Montana State University (code 4488). There is no minimum score requirement. Applications are reviewed holistically and take into account all elements.

6. **For International Applicants ONLY-** International applicants must submit an English proficiency exam (TOEFL ([https://www.ets.org/toefl](https://www.ets.org/toefl)) or ACE level 7 - Applicants who are not U.S. citizens and not from countries where English is the official language are required to take the Test of English as a Foreign Language and score a minimum 213 (paper version-550, 80 for the iBT). This requirement may be waived if the applicant has earned an undergraduate or graduate degree from an institution in the U.S.) and a International Student Financial Certificate ([http://www.montana.edu/international/admissions/graduatefinancialcertificate.pdf](http://www.montana.edu/international/admissions/graduatefinancialcertificate.pdf)).

**Application Deadlines**

Below are the deadlines by which all of the application materials for the M.Ed. program in Curriculum and Instruction must be submitted via the online application system. In order for a graduate degree application to be reviewed for admission, all required application documents must be submitted by the department’s posted deadline. Applications received after the deadline may be reviewed for acceptance on a case-by-case basis.

- **Fall Semester:** April 1st
- **Spring Semester:** November 1st
- **Summer Semester:** April 1st

*An early review deadline of February 1st has been set for those applicants wanting to be considered for Graduate Assistantships. Graduate Assistantships require students to work on campus 19 hours per week. Applications must be complete for an early review.*

**Admission to Curriculum & Instruction Programs**

Complete applications will be reviewed and rated by members of the Graduate Admissions Committee who then convene to make final admission decisions. Once applicants are accepted, their applications will be forwarded to The Graduate School for final administrative processing. Please note that the application review process will begin on the application deadline dates and not before.

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**Contact Information**

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Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Adobe Garamond Pro.

The editor may contact Leepfrog for a draft with the correct fonts in place.