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University of Jamestown  
Master of Education in Curriculum and Instruction

**Graduate Student BULLETIN**  
June 2017-December 2020

June 2017 cohort  
June 2018 cohort  
June 2019 cohort



Prepared by the  
University of Jamestown  
Teacher Education Department  
April, 2019

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**PLEASE NOTE:** Various policies located in the University of Jamestown Catalog may also apply to graduate students. We therefore encourage graduate students to be familiar with policies in that publication.

**MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION  
PROGRAM CONTACT INFORMATION**

The University of Jamestown campus mailing address and phone number for the Program:

University of Jamestown  
Master of Education in Curriculum and Instruction Program  
6037 College Lane  
Jamestown, ND 58405

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21<sup>st</sup> Century Education Leader & Consultant

## **NONDISCRIMINATION POLICY**

### **Nondiscrimination**

The University of Jamestown confirms its support of the principles and practices of nondiscrimination and equality of races and sexes in its employment and in all of its programs, activities, and opportunities available to students. The University of Jamestown also affirms a commitment to nondiscrimination and reasonable accommodation of those students who are disabled. It is the expressed intent of the University of Jamestown to be in conformity with all laws relating to higher education which are consistent with our commitment to the Christian ethic, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students who believe they may have a qualifying disability may request a complete copy of policies and procedures from the Office of Admissions, the Learning and Academic Advising Center, the Dean of Engagement and Student Affairs, the Associate Dean for Student Success, and the Vice President Finance and Business Affairs.

### **Guidelines for Student Requests for Reasonable Accommodation**

Students with a disability or academic learning concern are encouraged to make an appointment with Mike Woodley, Associate Dean for Student Success, [woodley@uj.edu](mailto:woodley@uj.edu)

Students must inform the University that they have a disability and needs an academic adjustment. Documentation prepared by an appropriate professional, such as a medical doctor, psychologist, or other qualified diagnostician is required. The documentation may include one or more of the following: a diagnosis of the current disability, as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosis professional; information on how the disability affects a major life activity and for the students and the school to decide what is an appropriate academic adjustment. If students have requested a specific academic adjustment, the University may offer that academic adjustment, or it may offer an effective alternative.

### **Reservation of the Right to Modify**

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between students and the University. The University reserves the right to make changes that seem necessary or desirable, including course cancellations. The Master of Education in Curriculum and Instruction Program closely follows the timeline below. Updated Master of Education in Curriculum and Instruction schedule of courses can be obtained from the Program Director and will be posted on the Master of Education in Curriculum and Instruction website.

## UNIVERSITY OF JAMESTOWN ACADEMIC CALENDARS

### 2017-18

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#### Semester I (Fall)

|                  |                 |                               |
|------------------|-----------------|-------------------------------|
| Tuesday          | August 22       | New Faculty Orientation       |
| Wednesday-Friday | August 23-25    | Faculty Workshops             |
| Thursday-Friday  | August 24-27    | New Student Orientation       |
| Monday           | August 28       | Classes Begin                 |
| Monday           | September 4     | Labor Day—No Classes          |
| Friday           | October 20      | End of Midterm, first 8-weeks |
| Monday           | October 23      | Fall Break—No Classes         |
| Tuesday          | October 24      | Classes Resume                |
| Saturday-Sunday  | November 18-26  | Thanksgiving Break            |
| Friday           | December 15     | Last Day of Classes           |
| Monday-Thursday  | December 18- 21 | Finals                        |
| Friday           | December 21     | Semester I Ends               |

#### Semester II (Spring)

|                 |             |                                |
|-----------------|-------------|--------------------------------|
| Monday          | January 15  | Semester II Begins             |
| Friday          | March 9     | End of Midterm, first 8-weeks  |
| Saturday-Sunday | March 10-18 | Spring Break                   |
| Monday          | March 19    | Classes Resume                 |
| Friday          | March 30    | Good Friday—No Classes         |
| Monday          | April 2     | Easter Monday—No Classes       |
| Tuesday         | April 17    | Assessment Day                 |
| Friday          | May 4       | Last Day of Classes            |
| Monday-Thursday | May 7-10    | Finals                         |
| Thursday        | May 10      | Semester II Ends               |
| Saturday        | May 12      | Baccalaureate and Commencement |

#### Semester III (Summer)

|           |                            |
|-----------|----------------------------|
| Session A | May 14 - Aug.3 (12 weeks)  |
| Session B | May 14 - June 16 (6 weeks) |
| Session C | June 25 - Aug.3 (6 weeks)  |
| Session D | June 11 - Aug.3 (8 weeks)  |

## 2018-19

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### Semester I (Fall)

|                  |                 |                               |
|------------------|-----------------|-------------------------------|
| Tuesday          | August 21       | New Faculty Orientation       |
| Wednesday-Friday | August 22-24    | Faculty Workshops             |
| Friday-Sunday    | August 24-26    | New Student Orientation       |
| Monday           | August 27       | Classes Begin                 |
| Monday           | September 3     | Labor Day—No Classes          |
| Friday           | October 19      | End of Midterm, first 8-weeks |
| Monday           | October 22      | Fall Break—No Classes         |
| Tuesday          | October 23      | Classes Resume                |
| Saturday-Sunday  | November 17-25  | Thanksgiving Break            |
| Friday           | December 14     | Last Day of Classes           |
| Monday-Thursday  | December 17- 20 | Finals                        |
| Friday           | December 20     | Semester I Ends               |

### Semester II (Spring)

|                 |                |                                |
|-----------------|----------------|--------------------------------|
| Monday          | January 7      | Semester II Begins             |
| Friday          | March 1        | End of Midterm, first 8-weeks  |
| Saturday-Sunday | March 2-10     | Spring Break                   |
| Monday          | March 11       | Classes Resume                 |
| Tuesday         | April 16       | Assessment Day                 |
| Friday          | April 19       | Good Friday—No Classes         |
| Monday          | April 22       | Easter Monday—No Classes       |
| Friday          | April 26       | Last Day of Classes            |
| Monday-Thursday | April 29-May 2 | Finals                         |
| Thursday        | May 2          | Semester II Ends               |
| Saturday        | May 4          | Baccalaureate and Commencement |

### Semester III (Summer)

|           |                             |
|-----------|-----------------------------|
| Session A | May 6 - July 26 (12 weeks)  |
| Session B | May 6 - June 14 (6 weeks)   |
| Session C | June 17 – July 26 (6 weeks) |
| Session D | June 3 – July 26 (8 weeks)  |

## 2019-20

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### Semester I (Fall)

|                  |                |                               |
|------------------|----------------|-------------------------------|
| Tuesday          | August 20      | New Faculty Orientation       |
| Wednesday-Friday | August 21-23   | Faculty Workshops             |
| Thursday-Friday  | August 22-25   | New Student Orientation       |
| Monday           | August 26      | Classes Begin                 |
| Monday           | September 2    | Labor Day—No Classes          |
| Friday           | October 18     | End of Midterm, first 8-weeks |
| Monday           | October 21     | Fall Break—No Classes         |
| Tuesday          | October 22     | Classes Resume                |
| Saturday-Sunday  | Nov/Dec 22-1   | Thanksgiving Break            |
| Friday           | December 13    | Last Day of Classes           |
| Monday-Thursday  | December 16-19 | Finals                        |
| Friday           | December 19    | Semester I Ends               |

### Semester II (Spring)

|                 |            |                                |
|-----------------|------------|--------------------------------|
| Monday          | January 13 | Semester II Begins             |
| Friday          | March 6    | End of Midterm, first 8-weeks  |
| Saturday-Sunday | March 7-15 | Spring Break                   |
| Monday          | March 16   | Classes Resume                 |
| Tuesday         | March 31   | Assessment Day                 |
| Friday          | April 10   | Good Friday—No Classes         |
| Monday          | April 13   | Easter Monday—No Classes       |
| Friday          | May 1      | Last Day of Classes            |
| Monday-Thursday | May 4-7    | Finals                         |
| Thursday        | May 7      | Semester II Ends               |
| Saturday        | May 9      | Baccalaureate and Commencement |

### Semester III (Summer)

TBA

## ACCREDITATION, MEMBERSHIPS, AND AFFILIATIONS

The University of Jamestown is accredited by the Higher Learning Commission and is a member of the North Central Association. The University of Jamestown has been continuously accredited since 1920. The University holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

The Master of Education in Curriculum and Instruction Program has maintained continuous accreditation by the North Dakota Education Standards and Practices Board. The Teacher Education Department holds membership in the North Dakota affiliate of the American Association for Colleges of Teacher Education.



### **Complaints about the University or Program**

Any complaint that would fall out of the realm of due process regarding the Master of Education in Curriculum and Instruction Program and/or University may be addressed to the University of Jamestown, Master of Education in Curriculum and Instruction Program, 6037 College Lane, Jamestown, ND 58405. If students have concerns about sending the complaint to Program personnel, they may send it to the Provost at the same address. The Program and University take all complaints seriously and will review any complaint in an expedient manner and take any appropriate action that is warranted.

Once a complaint is made, the Program Director or Provost will be directly involved in contacting the complainant and gathering any available information (within 15 business days). The Provost will be notified of all complaints. If the matter is resolved, the Program Director or the Provost will write a letter to the complainant acknowledging resolution of the matter. A copy of the letter will be kept on file in the Program Director's office and the Provost's office for five years.

If the matter is not resolved to the satisfaction of the complainant or the complaint is about the Program Director, the complainant may submit a written complaint directly to the Provost 6037 College Lane, Jamestown, ND 58405. The Provost will meet with each party separately and may schedule a combined meeting with the two parties in order to resolve the complaint. A letter outlining the resolution by the Provost will be filed with the complaint in the Provost's office for five years. A copy of the resolution may be sent to the complainant with the discretion of the Provost.

### **Process for Filing a Complaint with NC-SARA (National Council for State Authorization and Reciprocity Agreements)**

Students whose complaints not resolved through University procedures as described in this Bulletin may file a complaint with the National Council for State Authorization and Reciprocity Agreements. These complaints may be mailed or emailed to:

Tanya Spoilovoy  
North Dakota University System  
Distance Education and State Authorization  
1815 Schafer St., Ste. 202  
Bismarck, ND 58501  
Tanya.spilovoy@ndus.edu

## **GENERAL INFORMATION**

### **The University and the Law**

The University upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action. As part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequences of illegal acts.

### **University of Jamestown Mission Statement**

University of Jamestown is a community dedicated to the development of wholeness in our students. We adhere to a curriculum of academic excellence which balances the ideals of the liberal arts tradition and sound professional preparation. Our Christian tradition encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

The mission of graduate studies at the University of Jamestown is a subset of the university mission above. Graduate study will by its nature be more focused and therefore have less breadth than the liberal arts focus of the undergraduate programs. Nonetheless, the ideal of maintaining broad connections to the wider scope of human learning remains, and graduate education will certainly uphold the goal of “sound professional preparation within a Christian environment.”

### **Mission Statement for Graduate Education at University of Jamestown**

Through graduate curricula of academic excellence, University of Jamestown seeks to prepare post baccalaureate students to be knowledgeable practitioners and leaders of character in their respective professional or academic fields and/or to be soundly prepared for further graduate study.

### **Mission Statement for Teacher Education at University of Jamestown**

Teachers as reflective decision makers

## **ADMISSION, COSTS, AND FINANCIAL AID**

### **University of Jamestown General Admission Policy**

Consideration for admission to the University of Jamestown programs is available to all students who meet University admissions requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law. The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicants or students whose personal history and background indicate that her/his presence at the University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University’s functions.

### **Admission Requirements for the Master of Education in Curriculum and Instruction**

Applicants must complete the Master of Education in Curriculum and Instruction application that may be found online at [www.uj.edu](http://www.uj.edu). Additional requirements for applicants include the following:

1. An undergraduate degree in education from an accredited institution of higher education (U.S. institutions must be accredited by one of the six federally approved regional accrediting agencies; non-U.S. institutions will be evaluated on a case-by-case basis).

2. A copy of a valid teaching license.
  - a. Although applicants may be approved to teach, the types of teaching licenses that are acceptable for admission to the Master of Education in Curriculum and Instruction include the following:

**Acceptable Teaching Licenses**

- Initial In-State License (Two-Year)
- First Five Year License (Five-Year)
- Five Year Renewal License (Five-Year)
- Other State Educator License
- 30-Year Life License
- 40-Day Provisional License (may be accepted on a case by case basis)
- Two Year Renewal (Two-Year)
- Re-Entry License (may be accepted on a case by case basis)

**Unacceptable Teaching Licenses**

- Alternate Access License
- Interim Substitute License
- Probationary License
- Out-of-State Reciprocal License

For more information See North Dakota Standards and Practices Board  
<https://www.nd.gov/espb/>

- b. Applicants who have recently graduated from an accredited institution of higher education and have met the requirements for a state teaching license may be provisionally admitted while awaiting the official issuance of their teaching license.
    - c. International applicants must hold the equivalent certification of a teaching license and will be evaluated on a case-by-case basis.
    - d. Applicants admitted on a case-by-case basis may be provisionally admitted with a deadline for completing licensure requirements to maintain good standing in the program.
3. A 2.75 grade point average in undergraduate work.
  - a. If an applicant has less than 2.75 GPA in undergraduate work, the University at its discretion may give more weight in its consideration to the specific coursework in education.
  - b. The University at its discretion may admit a student provisionally who does not have a 2.75 GPA, with full admission contingent upon success in coursework.
4. It is recommended that applicants should have at least one year of teaching experience.
  - a. Applicants employed in an education position, have a valid teaching license, and have less than a one year of experience may be admitted into the Program.
  - b. Applicants with less than one year of teaching experience but who have a valid teaching license may be admitted into the Program.
5. Two recommendations: one recommendation from an administrator or supervisor and one recommendation from a professional colleague that can address the ability to complete a graduate level academic program.
6. An essay summarizing their professional background in teaching and their reasons for pursuing a graduate degree. The essay should be approximately 500 words.

7. International applicants must present a minimum TOEFL score of 70 (Internet version), 197 (computer version), or 525 (paper version) and a Financial Guarantee Statement.

**Determination of Acceptance**

Applications are processed on a first-come-first-served basis determined by the date and time of receipt of all application materials. Those applicants who meet the requirements for admission will receive notification of their acceptance within a week of receipt of all application materials. Each MED cohort is capped at 25 students. If more than 25 applications are received, the first 25 applicants who meet the admission requirements will be admitted. If any admitted applicants withdraw or decline admission from the cohort within the first two weeks of the first course, the next applicant in line will receive an offer of admission until the cohort reaches 25 students.

Late applications and applications that are received after the cohort is full will be stored and processed for the next MED cohort.

The University of Jamestown protects applicants’ rights, including due process. If applicants feel they have been treated unfairly in the admissions process, they may file a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Master of Education in Curriculum and Instruction Program Director and Provost.

**Master of Education in Curriculum and Instruction Estimated Cost of Attendance**

Total Credits: 30

Time to completion: 5 sequential semesters or 1.5 years

|                                    | <b>Fall</b>       | <b>Spring</b>     | <b>Summer</b>     |
|------------------------------------|-------------------|-------------------|-------------------|
| <b>Tuition (Full Time)</b>         |                   |                   |                   |
| With North Dakota teaching license | \$1650 (\$275/cr) | \$1650 (\$275/cr) | \$1650 (\$275/cr) |
| With other state teaching license  | \$2628 (438/cr)   | \$2628 (438/cr)   | \$2628 (438/cr)   |
| <b>Fees (Tech/Activities)</b>      | 0                 | 0                 | 0                 |
| <b>Room and Board*</b>             | \$6000            | \$6000            | \$3000            |
| <b>Books and Supplies*</b>         | \$400             | \$400             | \$400             |
| <b>Transportation*</b>             | \$500             | \$500             | \$250             |
| <b>Miscellaneous*</b>              | \$500             | \$500             | \$250             |
| <b>Subtotal</b>                    |                   |                   |                   |
| With North Dakota teaching license | <b>\$9050</b>     | <b>\$9050</b>     | <b>\$5550</b>     |
| With other state teaching license  | <b>\$10,028</b>   | <b>\$10,028</b>   | <b>\$6,528</b>    |
| <b>Annual Total</b>                |                   |                   |                   |
| With North Dakota teaching license | <b>\$23,650</b>   |                   |                   |
| With other state teaching license  | <b>\$26,584</b>   |                   |                   |

\*Estimated costs based on student surveys

## Financial Aid for Master of Education in Curriculum and Instruction

Students...

- must not be receiving aid as an undergraduate for same period of enrollment
- must be enrolled in a program above the bachelor's level or one leading to a first professional degree; and
- must have completed equivalent of at least three academic years of full time study either before entrance into the program or as part of it.
- must file Free Application for Federal Student Aid (FAFSA) if Stafford loan is desired.

The website for FAFSA information is [www.fafsa.ed.gov](http://www.fafsa.ed.gov); the website to obtain a pin number in order to complete an online FAFSA is [www.pin.ed.gov](http://www.pin.ed.gov)

## U.S. Department of Education

The William D. Ford Federal *Direct Loan* Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your *lender*. There are two types of Direct Loans available to graduate students.

- Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students. Students do not have to demonstrate financial need to be eligible for the loan but must complete the *Free Application for Federal Student Aid (FAFSA)* each year.

Annual limit: \$20,000 Direct Unsubsidized Loan

Aggregate Limit: \$138,500 Direct Loan

(No more than \$65,000 of this amount may be in Direct Subsidized Loans. The graduate debt limit includes all federal loans received in undergraduate study.)

- Direct Grad PLUS Loans are loans made to graduate or professional students to help pay education expenses not covered by other financial aid.

## Alternate of Private Education Loan Programs

Students have the right to select any eligible lender under the Alternative/Private Education Loan Program and the University of Jamestown will process the request in compliance with federal and institutional packaging guidelines. It is, however, crucial that students consider options when choosing an alternative student loan. Students should choose a lender that demonstrates a strong commitment to students and their education. Students should be sure to check the lender's value and benefits, fees, interest rates, repayment options, and customer service. Students will find a list of lenders used by the University of Jamestown for Alternate/Private Education Loans on the University website under financial aid.

The University of Jamestown does not endorse or accept incentives from any lender nor does it promote any specific lender. The Alternate/Private Education Loan lender list is provided as a courtesy and should not be interpreted as a requirement to use any of the lenders listed. The University of Jamestown will process and Alternate/Private Education Loan from any participating lender that requires school certification.

### **Assistance for Financial Aid**

Students accepted for the Master of Education in Curriculum and Instruction Program may apply for financial aid through the University of Jamestown. All students must complete FAFSA every year to be considered for federal financial aid, including student loans. The FAFSA and renewal FAFSA can be completed at [www.FAFSA.gov](http://www.FAFSA.gov). Students will be notified of their financial aid awards through email or postal mail.

Students may contact the Financial Aid Office with questions regarding financial aid. Questions may be directed to 701.252.3467, ext. 5556 or by emailing a member of the Financial Aid staff. Contact information can be found at [www.uj.edu](http://www.uj.edu) on the Financial Aid page.

### **Return of Title IV Funds Policy**

#### **Definition**

Federal Title IV Funds include Pell Grants, Supplemental Education Opportunity Grants, Direct Loans (Subsidized, Unsubsidized, Grad PLUS and Parent PLUS) and Federal Work Study.

#### **Enrollment**

For Return of Title IV Funds and institutional purposes, a student is considered enrolled until he or she has completed and submitted an official University of Jamestown Withdrawal Form or until the end of the semester has been reached, whichever is first. Official withdrawal forms are available in the Registrar's Office. Non-attendance of classes does not constitute an official withdrawal.

A limited number of standard term courses are offered in modules (e.g., two 8-week sessions within a 16 week semester; summer school sessions). Should a student complete an 8-week session only, s/he may still be considered withdrawn from the University of Jamestown for Return of Title IV purposes. [Reference: 34 CFR 668.22]

#### **Return of Title IV Fund Calculation**

The amount of federal Title IV aid earned is based upon the percentage of a period of enrollment completed. The percentage is computed by dividing the number of days completed (as of the date the student discontinues enrollment) by the total number of days in the term as determined by the Financial Aid Office in compliance with federal guidelines. The percentage is then applied to the aid received to determine earned and unearned aid. If and when any aid is determined to be unearned, it must be returned to the appropriate financial aid program(s). The amount returned cannot exceed the amount the student received from that program. Returns to the federal financial aid programs must be made in the following order: PLUS loan, Unsubsidized Direct Loan, Subsidized Direct Loan, Pell Grant, SEOG. A student withdrawing after the 60% point is considered to have earned 100% of his/her aid and no adjustment to charges or aid is made. Additional details may be obtained from the Financial Aid Office.

#### **Application of Repayments to Title IV Funds**

For the payment period in which the student withdrew, it will be determined whether the student received an overpayment of financial aid funds. The overpayment is the difference between the amount received by the student as cash disbursements and the amount earned during the portion of the payment period that the student was actually enrolled. The Federal Pell Grant and the

Federal SEOG programs must be repaid within 30 days. The overpayment will be calculated according to the federal Return of Title IV Funds Policy. The University of Jamestown is NOT liable for the amount of repayment owed by the student. A student who owes a repayment on federal funding is ineligible for further Title IV assistance until the repayment is complete.

### **INSTITUTIONAL FUNDS POLICY**

The University of Jamestown has adopted a refund policy for its institutional charges and aid that uses the same methodology as the Return of Title IV Funds Policy.

Both policies refer to withdrawal from the University of Jamestown, not to withdrawal from an individual course.

### **Financial Aid Disclosure Statement**

1. Students must be officially admitted to a degree-granting program at the University of Jamestown and making *Satisfactory Academic Progress* (as defined by the U.S. Department of Education) to receive federal financial aid through the University of Jamestown. (*Satisfactory Academic Progress* details are available in the University catalog, on the University website, and from the Financial Aid Office).
2. No aid may be disbursed to students if they are in default on any federal/state aid program.
3. All financial aid is awarded based upon application documents, verification of information, anticipated cost of attendance, university enrollment, grad level, academic progress, and other known resources. Any changes in these items may result in an award revision.
4. Funds must be used solely for education related expenses as defined by the U.S. Department of Education.
5. All male students applying for any federal and/or state financial aid must attest to Selective Service status before funds will be disbursed.
6. In general, financial aid will be awarded to students on a pro-rated basis of one third each term (fall, spring, sum accounts will be credited accordingly).
7. Any balance due on students' accounts after applying all anticipated financial aid and other credits is payable by the first day of the semester (unless prior arrangements have been made with the Business Office).
8. Students must report all outside scholarships, grants, work stipends, or other education benefits to the Financial Aid Office. Certain military benefits are not considered resources in determining students' financial aid eligibility.
9. The Financial Aid Office is required to make adjustments to ensure that aid does not exceed the University approved student budget (cost of attendance).
10. No federal or state aid will be disbursed to students' accounts until all necessary documents have been submitted to the Financial Aid Office by the stated deadline. If selected for the verification process, recipients of any federal aid must submit students (and spouse, if applicable) prior year's U.S. IRS tax transcript. If no tax return was filed, students must mark and sign the non-file affidavit on the Verification Worksheet. In addition, no federal or state aid will be disbursed to students' accounts if selected for verification and students refuse to complete the verification process.

11. To be eligible for full-time financial aid, graduate students must carry a minimum of 6 credits per semester. Students taking fewer than 6 credits may be eligible for some federal aid programs on a prorated basis.
12. All Direct, Perkins, Grad PLUS, and Alternative loan funds are first applied to outstanding direct education costs, such as tuition and fees at date of receipt.
13. If students withdraw from the University of Jamestown or drops below full-time status prior to the end of the semester, they may be required to repay federal grant and/or loans to the associated programs in accordance with the Return of Title IV Fund Policy.
14. All students have the right to review and amend their *Family Educational Rights and Privacy Act (FERPA)* information at any time. The most common changes are those necessary on the *Student Authorization to Release Information* form. Details are available in the Financial Aid Office.
15. Additional *Consumer Information* is available on the University of Jamestown website.

**Required Notification Regarding Federal Student Aid Relating to Drug Conviction**

The Higher Education Opportunity Act (HEOA) requires all institutions of higher education to provide enrolled students information on the penalties associated with drug-related offenses. A federal or state drug conviction (but not a local or municipal conviction) can disqualify a student for federal student aid (Federal Pell Grant, Supplemental Education Opportunities Grant, Direct Subsidized or Unsubsidized Loan, Direct PLUS Loan, Perkins Loan or Federal Work Study), during a period of enrollment. The periods of ineligibility, which begin as of the date of the conviction, are as follows:

If convicted of the possession of illegal drugs, the ineligibility period is:

- First offense ..... 1 year
- Second offense..... 2 years
- Third offense..... Indefinite

If convicted of the sale of illegal drugs, the ineligibility period is:

- First offense ..... 2 years
- Second offense..... Indefinite

If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period. If a student is convicted of possessing or selling illegal drugs, s/he must notify the financial aid office immediately. If the student has received federal student aid, s/he must pay back all of the federal student aid received following his or her conviction.

Any student who has questions regarding this notification is welcome to contact either the Student Services Office or the Financial Aid Office.

**Satisfactory Academic Progress – Guidelines for Financial Aid Purposes**

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also relate to



programs funded by the institution (with the exception of tuition waivers) or as determined by the University of Jamestown.

To demonstrate SAP for financial aid purposes, all students must comply with the following three components:

1. **QUALITATIVE** Students must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. **PACE OR QUANTITATIVE** Students must successfully complete (grade of 'D' or higher) at least 67% of all attempted credits.
3. **MAXIMUM TIMEFRAME OR 150% RULE** Students must complete their program within 150% of the total credits required for completion.

### **Monitoring Procedure**

The University of Jamestown monitors student progress after every payment period (semester). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses are GOOD STANDING, WARNING, PROBATION, ACADEMIC PLAN or SUSPENSION, as described in the glossary below.

Students will be notified of changes in status by email to their University of Jamestown email address and by postal letter. If appropriate, requirements necessary to regain eligibility for financial aid will be included.

To be considered, appeals must be submitted to the Financial Aid Office on an official *Financial Aid Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial Aid*) by the stated deadline.

### **Additional Information**

- Only official forms will be accepted for appeals. They may be found on the University of Jamestown website and are available in the Financial Aid Office.
- The Financial Aid Committee will strictly adhere to the stated deadline for appeal.
- Limited funding may be available through private sources explicitly stating that SAP is not required.
- The Financial Aid Office reserves the right to adjust SAP verbiage as deemed appropriate and necessary at any time.

### **Glossary for Financial Aid**

*Academic Plan.* The status of ACADEMIC PLAN is assigned when a student's APPEAL has been granted. An ACADEMIC PLAN will be created by the Director of Financial Aid and the Registrar to determine how many semesters it would reasonably take any student to regain compliance both quantitatively and qualitatively. There is no set length for an ACADEMIC PLAN. Once a student is in compliance, s/he is again considered to be in GOOD STANDING. The personalized ACADEMIC PLAN will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

*Appeal.* Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official *Financial Aid Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial Aid*). Students have the right to appeal action taken with regard to the University's Satisfactory Academic Progress policies. However, for any given circumstance, a student may only appeal once.

*Appeal Denied.* If a student's appeal is denied, s/he is no longer eligible to receive financial aid until compliance has been regained.

*Appeal Granted.* If a student's appeal is granted, s/he is eligible to receive financial aid for the following semester, after which the transcript will be reviewed.

*Attempted Credits.* All courses taken for which a student receives a 'W' or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into the University of Jamestown from other institutions.

*Good Standing.* All three compliance factors are being met or surpassed. Student is eligible for financial aid.

*Incompletes.* Courses for which a student receives an incomplete must be finished in a timely manner as determined by the Registrar. Action will be held until the prescribed period has elapsed (unless the course would have no impact on the decision).

*Pace.* The quantitative component for all grade levels, calculated to ensure that the students successfully complete (grade of 'D' or higher) at least 67% of all (cumulative) attempted credits.

*Probation.* The status of PROBATION is assigned when a student has appealed SUSPENSION, the APPEAL has been granted, and the student is placed on an ACADEMIC PLAN.

*Repeated Credits.* Credits earned from a repeated course will be counted only once for total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest course grade will be used in determining GPA compliance.

*Warning.* The first semester that a student fails to make satisfactory academic progress by either qualitative or pace calculation, s/he is assigned the status of WARNING. This is an automatic action and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

*Suspension.* Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.

## **ACADEMIC POLICIES**

### **Academic Credit for the MED**

A unit of credit (one credit hour) is defined as the equivalent of one fifty minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class. Hence, a three credit course would require the equivalent of forty-five hours of class time and ninety hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside class work may make up the equivalency referred to above.

### **Academic Standards**

Students are considered in good standing in the Program if they maintain a cumulative GPA of 3.00.

### **Academic Probation and Suspension**

Students who has received a grade of C or lower in any course will be placed on Academic Probation until that course is retaken and passed at the B level or replaced with a course of equal credit at the B level as noted above. Students who receives a second grade of C or lower will be suspended from the program. Suspended students may not reapply to the program until they have been out of the program for one semester. Readmission to the program after academic probation is not guaranteed.

Students are placed on Program Probation when the cumulative GPA drops below a 3.00. Students will have one semester to raise their cumulative GPA to a 3.00. If cumulative GPA is still below 3.00 after that semester, students are subject to dismissal from the program.

## **ACADEMIC INTEGRITY POLICY**

At University of Jamestown, we operate in an atmosphere of mutual trust between and among instructors and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: cheating, inappropriate collaboration, and plagiarism.

**Cheating** involves the misrepresentation of knowledge or experience. For example, if students use unauthorized materials during an examination (for instance, by using crib sheets, looking at other students' exams, obtaining the questions in advance, and so on) they are falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If students fake the data in a laboratory experiment, they are falsely suggesting that they acquired information in accordance with prescribed procedures.

**Inappropriate collaboration** involves presenting academic work as one's independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for students to write some or all of another student's paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held

accountable.

**Plagiarism** involves both theft and cheating. When someone appropriates, for use in formal course to work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from their professor/instructor and refer to appropriate handbooks.

### **Disciplinary Process**

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system, anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, a member of the university staff or administration, or the Provost.

All cases of academic dishonesty must be reported to the Provost, who will maintain records on each student who has committed a violation of the policy. Students who violate the Academic Integrity Policy of University of Jamestown will be subject to disciplinary action.

A course professor/instructor who suspects a violation of the Academic Integrity Policy should inform students of her/his suspicion and present him/her with the evidence, allowing students an opportunity for rebuttal.

Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending upon the severity of the infraction, this may involve a requirement to complete the assignment again, failing students for the assignment, or failing students for the course. If a dispute arises between a course professor/instructor and students about whether a violation has been committed, it is referred to the Provost for resolution. If the Provost determines that no question exists, the appeal process is terminated. If any question remains, the Provost may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

If students involved in a violation of the Academic Integrity Policy are not enrolled in a particular professor/instructor's course, as in a case of inappropriate collaboration, the professor/instructor should inform the Provost of the case for appropriate disciplinary action.

In the case of multiple violations of the Academic Integrity Policy by students, the Vice Provost may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or expulsion. If any question remains, the Provost may refer it to the Executive Committee of the Faculty Senate for a hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

## **Attendance Policy**

Regular attendance and punctuality is essential and expected of all students. The sequential nature of the curriculum, the compacted time of eight-week courses, and the interactive portions of courses do not permit multiple absences. Enrollment into a Master's Degree requires a professional commitment to setting priorities that support academic success.

The participation of students in all regularly scheduled classes is considered an important part of the academic procedure. It is assumed that students will conscientiously fulfill this responsibility when classes are scheduled and will contribute to class activities. An instructor may consider irregular attendance in his/her evaluation of students' educational achievement. Students are responsible for ascertaining requirements for each course in which they are enrolled.

The responsibility for meeting academic obligations rests on students. If students are ill, will be late for class meetings, or there are extraordinary personal situations, students must notify the instructor/professor as soon as possible. Attendance issues may have academic repercussions including an Incomplete grade for the course or dismissal from the course.

## **Online Program Attendance**

Through participation in academic related activities in the Master of Education Curriculum and Instruction Program, students will demonstrate they are in attendance. Instructors/Professors will define how students will participate in each course. Examples of participation include but are not limited to attending an online class meeting, contributing to a posted discussion thread or text chat, submitting assignments, viewing or exploring multimedia resources, and contacting instructors/professors with course-related questions. Simply logging onto the online course webpage and logging off will not be sufficient to count as attendance.

## **Grading System**

The Master of Education in Curriculum and Instruction will use competency-based grading in each course. Each course syllabus will outline graded tasks and scoring rubrics will be provided to students prior to any graded task. Grades will be ascertained through successful completion of each graded assessment task. A holistic system will be used to translate competency acquisition to a grade for each assessment task in the following manner:

- A = performance meets all of the expectations with 1-2 grammatical errors and is completed on time. (4.0)
- B = performance generally meets expectations but requires 1-2 revisions before competence has been achieved OR task is 1-2 days late OR contains 3-5 grammatical errors. (3.0)
- C = performance shows a developmental level of competence and requires 3-5 revisions before competence has been achieved OR task is 3-5 days late OR contains 6-8 grammatical errors. (2.0)
- D = performance shows a limited level of competence and requires significant revision before competence has been achieved OR task is 6-7 days late OR contains significant grammatical errors that impede evaluation. (1.0)
- F = performance has not occurred OR task is beyond one week late.

Each assessment will receive a score from 1-4 according to the performance. The final letter grade will be based on competency reached, not on a percentage of points earned. Students who

complete all assignments and reach competency will receive an A. Students are welcome to work ahead of assessment deadlines, but a final grade will not be issued until 7 days from the last day of the course. There are no mid-term or final exams in the Master of Education in Curriculum and Instruction program.

The grading system at University of Jamestown (both graduate and undergraduate) is the following:

### **Letter Grade and Grade Points**

|    |      |                    |
|----|------|--------------------|
| A+ | 4.00 |                    |
| A  | 4.00 | S = Satisfactory   |
| A- | 3.67 | U = Unsatisfactory |
| B+ | 3.33 | I = Incomplete     |
| B  | 3.00 | W = Withdrawal     |
| B- | 2.67 |                    |
| C+ | 2.33 |                    |
| C  | 2.00 |                    |
| C- | 1.67 |                    |
| D+ | 1.33 |                    |
| D  | 1.00 |                    |
| D- | .67  |                    |
| F  | .00  |                    |

At the graduate level, students are expected to perform at the B level or better. Students who receive a grade of B- or lower in a course must repeat that course and pass with a B or better, or if the course is an elective or a directed study, must replace that course with another course of equal credit in which the students receives a B or better.

### **Incomplete Policy**

A grade of Incomplete may be submitted to the Registrar when a professor/instructor believes that for an acceptable reason students are not able to complete the required work of the course within the normal timeframe. In this case, the grade of Incomplete (I) will be submitted to the Registrar's Office through the normal grading procedure.

At the time that the grade of Incomplete is submitted the professor/instructor will also submit the grade that will be assigned should students not complete the required work. Students will be given four weeks after the last day of the course to complete the required work. Once the required work is submitted, the professor/instructor will evaluate the work and submit a final grade to the Registrar. If students do not finish the work by the four-week deadline, they may only extend that deadline through a petition to the Provost.

## **GRADUATION**

### **Awarding of Degrees**

Degrees are awarded three times a year (May, August, and December) to graduates who have completed all degree requirements. The formal conferring of degrees for the year occurs at the

Commencement Ceremony in May. All graduating students are expected to participate in the Commencement Ceremony.

### **Deadline for Program Completion**

The Master of Education in Curriculum and Instruction Degree must be completed within five years from the time of program acceptance. If students believe they have special circumstances that warrant an exception, an exception must be requested through the Appeals Process described above.

### **Application for Graduation**

An Application for Graduation form must be filed with the Registrar's Office one semester before the expected date of graduation. Forms are available at the Registrar's Office or online at [www.uj.edu](http://www.uj.edu). After the application is filed, a degree audit is sent to students indicating the remaining requirements to be completed for graduation.

## **OTHER POLICIES**

### **Leave of Absence**

If students need to withdraw from the University of Jamestown for extenuating circumstances (medical issues, death in the family, etc.) and they find it difficult to be successful in the Program; students may request a Leave of Absence from the Program. Poor academic performance alone does not qualify for a Leave of Absence. Typically this leave of absence would be for one year in length. Students contemplating taking a Leave of Absence should discuss this with their faculty advisor. The advisor will work with students to ensure they are receiving all appropriate support services from the University.

Students who request a Leave of Absence must submit a letter to the Program Director. The request letter must include:

- The reason for the Leave of Absence
- The length of leave being requested
- A proposed plan for remediation of the situation which necessitated withdrawal

Each case will be handled individually and respectfully. Students will be notified in writing of the decision, the length of leave granted, and any conditions that must be met by students, and an outline of options regarding potential consequences for taking a Leave of Absence.

### **Medical or Personal Leave**

If students must be absent from the Master of Education in Curriculum and Instruction Program for an extended period of time for medical or personal reasons or jury duty, written notice requesting such absence must be given to the Program Director. The Program Director will provide written approval or denial.

### **Official Withdrawal**

Students who must withdraw from the Master of Education in Curriculum and Instruction Program should obtain an Official Withdrawal form from the Registrar's Office. This form must be completed for official withdrawal from the University. An unofficial withdrawal will result in

failure in all courses in which students are currently enrolled.

### **Adding/Dropping Courses**

Courses in the Master of Education in Curriculum and Instruction Program are eight weeks in length. Students may drop and/or add classes within the first five class days without receiving a grade, charge, or a (W) on their transcript. Students may withdraw from classes without receiving a grade until the end of the fifth week of class; however, withdrawal at any point after the first five class days will result in a (W) on students' transcripts. A five dollar fee is also charged for a change made after this deadline.

After the end of the fifth week of class, students may not withdraw from a course unless there exist reasons clearly beyond the control of students, and students have petitioned the office of the Provost for approval to withdraw. Students who do withdraw by the end of the fifth week of class will receive a grade for the course in accordance with their performance in the course. Students who stop attending a class without officially dropping will receive a failing (F) grade.

### **Transfer Credit Policy**

The Master of Education in Curriculum and Instruction is a 30-hour graduate program and will allow up to half of the credits (15 credits) to be transferred into the program. Any exception to this policy must be requested through the Appeals Process. A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below.

1. The institution must be accredited by a CHEA approved regional accrediting association of schools and colleges.
2. The institution must offer a Bachelor of Arts, Bachelor of Science, or Master's Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.

The Program Director in consultation with the Registrar will approve transfer credits based on whether a course corresponds to one of the courses described in this publication. Course descriptions and syllabi must be provided by students requesting transfer of credits.

Only courses in which students have earned a B (3.0) or better are eligible for graduate transfer credit. Courses graded on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements.

University of Jamestown accepts credit from foreign institutions. The required official academic transcript should be translated into English. In the event that a transcript cannot be translated into English, the chair of the Foreign Language Department at University of Jamestown will interpret the transcript or locate another faculty member who can interpret the transcript. If the transcript cannot be interpreted by someone at University of Jamestown, the transcript will be evaluated by World Education Services or a similar professional service. The fee for the service will be paid



by students.

### **Payment of Charges**

Payment of students' bills is due the day classes begin each semester. Bills not paid in full, with the exception of those on the installment plan, will be charged interest at the rate of 1.5% per month. An installment plan that is administered by Tuition Management Services is available. More information may be obtained through the Business Office.

One third of financial aid awarded to students will generally be applied to each semester. Students will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Offices.

### **Miscellaneous Fees**

Graduation Fee: \$100

Transcripts:

- First Copy: No Charge
- Additional Copies: \$5.00

### **Appeal Process**

Any exceptions to policies in this *Bulletin* must be requested through the petition process. Petitions are available in the Registrar's Office or at the office of the Program Director. Petitions should be filled out completely with any supporting information attached and returned to the Registrar's Office. Decisions regarding appeal petitions will be made by the Provost in consultation with the Program Director. The Provost may consult with the Executive Committee of the Faculty Senate. The decision of the Provost will be final in all cases.

## **ALIGNMENT OF PROGRAM OUTCOMES TO PROFESSIONAL STANDARDS**

### **Master of Education in Curriculum and Instruction Program Outcomes**

1. Model Visionary Leadership
2. Foster results-oriented continuous
3. Engage in personal professional growth
4. Implement research-based practices
5. Commit to collaborative teacher development

### **Educator Standards and Practices Board (ESPB) Standards for Program Approval**

1. Program reflects consideration
2. Program requires candidates
4. Program requires advanced study of teaching strategies and models
5. Program requires use of current, appropriate instructional technologies
- 7B2. Program requires advanced study of curriculum theory, design, and delivery
- 7B3. Program requires advanced study of multiple means of assessing and evaluating diverse student learning

## **Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0**

1. *Learner Development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. *Learning Differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. *Learning Environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
4. *Content Knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. *Application of Content.* The teacher understands 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.
6. *Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. *Planning for Instruction.* The teacher plans instruction that supports every student 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.
8. *Instructional Strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. *Professional Learning and Ethical Practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. *Leadership and Collaboration.* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## **National Board for Professional Teaching Standards Core Propositions (NBPTS)**

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach & how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

### **NBPTS Teacher Leadership Competencies**

- *Overarching Competencies.* Reflective Practice, Personal Effectiveness, Interpersonal Effectiveness, Communication, Continuing Learning, Group Processes, Adult Learning, Technological Facility
- *Instructional Leadership Competencies.* Coaching/Mentoring, Collaborative Relationships, Community
- *Policy Leadership Competencies.* Implementation, Advocacy, Policy Making, Engagement
- *Association Leadership Competencies.* Leading with Vision, Leading with Skill, Organizing/Advocacy, Building Capacity, Community/Culture

### **National Education Association (NEA) Teacher Leader Model Standards**

- Domain I. Fostering a collaborative culture to support educator development and student learning
- Domain II. Accessing and using research to improve practice and student learning
- Domain III. Promoting professional learning for continuous improvement
- Domain IV. Facilitating improvements in instruction and student learning
- Domain V. Promoting the use of assessments and data for school and district improvement
- Domain VI. Improving outreach and collaboration with families and community
- Domain VII. Advocating for student learning and the profession

### **Learning Forward Standards for Professional Learning**

- *Learning Communities.* Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- *Leadership.* Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- *Resources.* Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- *Data.* Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- *Learning Designs.* Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- *Implementation.* Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

## **REQUIREMENTS FOR THE MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

Students must successfully complete 30 graduate credit hours in order to graduate from the Program. All students will take all ten courses in sequence. Students who transfer credits will skip that course in the sequence, and the Program Director will ensure students have any content, process, or assessment information necessary to maintain success in the program.

Students who need a course to maintain full-time status may make arrangements for a directed study course with the Program Director.

Courses are offered online, one at a time. Each course will include assignments tailored to students' individual teaching situations along with face-to-face online conversations with the class. An action research project and a field-based practicum are embedded into coursework.

### **Technology Requirements**

The Master of Education in Curriculum and Instruction will be offered completely online. To access course materials, participate in class meetings, and contact instructors/professors, students must have a laptop or desktop computer with reliable access to the Internet. Using only a phone or tablet may limit your ability to complete and submit assignments or open course resources. Students who choose to access the Internet through their school-based system may be blocked from University of Jamestown resources and have to use other options such as the public library.

The online courses will work with the majority of current browsers: Chrome, Firefox, IE, Edge, Safari (Mac). Some instructors/professors may use Google Docs but will walk students through gaining authorization as part of the course. Students may need to add plug-ins like Java in order to view videos or other information. WebEx, the platform used for online class meetings works best with Chrome and Internet Explorer.

Upon admission to the program students will be given a user name and password. All course materials will be available on MYUJ, the student portal for email, University information, and course content.

## Schedule of Courses

| Semester | Course                                                         | Credits |
|----------|----------------------------------------------------------------|---------|
| Summer   | EDUC 523: Art and Science/Educational Leadership               | 3       |
|          | EDUC 526: Introduction to Research and Evaluation in Education | 3       |
| Fall     | EDUC 522: Principles of Curriculum Development                 | 3       |
|          | EDUC 527: 21st Century Curriculum                              | 3       |
| Spring   | EDUC 519: Understanding Diverse Learners                       | 3       |
|          | EDUC 521: Integrating Technology into Teaching and Learning    | 3       |
| Summer   | EDUC 524: Models of Learning and Instruction                   | 3       |
|          | EDUC 528: Instructional Coaching and Mentoring                 | 3       |
| Fall     | EDUC 529: Collaboration and Professional Development           | 3       |
|          | EDUC 530: Leading Organizational Change                        | 3       |

**Total Required Credits = 30**

## Course Descriptions

### **EDUC 519: Understanding Diverse Learners (3 credits)**

This course examines various issues concerning school, community, and student diversity. Interrelated concepts of culture, language, race, demography, and ethnicity are also covered. A recap of educational psychological theory will also be included.

### **EDUC 521: Integrating Technology into Teaching and Learning (3 credits)**

The course focuses upon current and emerging technologies and how they impact student learning. User experiences, computer awareness, family and societal impact, classroom applications, hardware and software, and curriculum development are topics to be covered. Copyright, selection, utilization, design, and evaluation of educational software are important aspects of this course.

### **EDUC 522: Principles of Curriculum Development and Assessment (3 credits)**

The course is an introduction to the development of instructional systems. Topics surveyed include needs assessment, learner analysis, instructional analysis, specification of instructional objectives, selection of instructional strategies, and media. The course will survey theoretical positions in learning and cognition with emphasis on their relevance to the design of classroom learning environments. Contemporary curriculum theories and Curriculum as an interrelated agent of conceiving and effecting change will be stressed. Trends and practices, instructional and resource materials, and methods and techniques in education will be covered.

**EDUC 523: The Art and Science of Educational Leadership (3 credits)**

The course defines the foundation of modern leadership with emphasis placed on what it takes to be effective leaders. Students will explore leadership theory, examine the roles and responsibilities of teacher leaders, and apply ethical practices of process-oriented leadership in school improvement efforts.

**EDUC 524: Models of Learning and Instruction (3 credits)**

This course looks at the effective principles and models of teaching and learning as they relate to classroom practices in elementary and secondary schools. Curriculum components of philosophy, principles, practices, problems, and evaluation in an integrated educational program are central to this courses. The related topics of organization, planning, and implementing developmentally appropriate educational practices are also covered.

**EDUC 526: Introduction to Research and Evaluation in Education (3 credits)**

Students will be introduced to the vocabulary, theory, principles, methods, and techniques of educational research and evaluation. Students will read and review a variety of research articles related to qualitative and quantitative methods. Topics of study include student assessment and program evaluation related to state and federal legislation, technical writing, and software used in data collection, analysis, and reporting. An individual action research project is required.

**EDUC 527: 21st Century Curriculum (3 credits)**

The classroom experience is adjusting to a rapidly changing world. Teaching and assessment strategies with a learner-centric focus, incorporating students in developing learning goals, as well as focusing on the knowledge and skills for success in the 21st century are the new realities of education. Students in this course will explore trends in learning experiences including literacy across all content areas, standards-based grading, STEAM, and the 4C's of 21st century thinking.

**EDUC 528: Instructional Coaching and Mentoring (3 credits)**

Teacher collaboration and peer-based coaching are new expectations in teacher evaluation. Teacher leaders have essential responsibilities in the support of instructional improvement of teachers across the continuum. Students will explore and practice models of coaching and mentoring, the ethics of instructional leadership, along with fostering a support system for continuous improvement of all teachers. The course will include a 15 hour practicum.

**EDUC 529: Collaboration and Professional Development (3 credits)**

A growing body of evidence shows professional collaboration of teachers is a significant factor in school improvement. Teachers, learners, and school systems benefit in a variety of ways when teachers are able to collaborate on matters of curriculum, instruction, and professional development. Students will examine the unique aspects of creating, facilitating, and assessing the professional development of teachers as leaders.

**EDUC 530: Leading Organizational Change (3 credits)**

Educational research recognizes that schools are complex organizational systems. Understanding how systems operate as well as the roles and responsibilities of teacher leaders are central to shaping and influencing the learning progression of schools. Students will study the contexts,

structures, and processes of school organizations to make connections between leadership theory, school improvement, and system-wide change.