

Montana Board of Public Education Executive Summary

Date: November 15-17, 2023

Presentation	Recommend Initial Approval of the Salish-Kootenai College (SKC) Request to Implement: K-12 Reading Endorsement for a Master of Education in Curriculum & Instruction Program.
Presenter	Crystal Andrews and Julie Murgel
Position Title	Accreditation and Licensure Director; Chief Program Officer Office of Public Instruction
Overview	<p>State Superintendent Arntzen recommends to the Board of Public Education the initial approval of the Salish Kootenai College's request to implement a K-12 Reading endorsement to be earned upon completion of a Master's Degree in Curriculum and Instruction with an emphasis in Literacy.</p> <p>The SKC Dean of Education, Douglas Ruhman, will provide an overview of the Master's Program and will address how the program is designed for educators who are actively teaching or working in an education-related field. The program includes two distinct strands: <i>Integrative Indigenous Education</i> and <i>Literacy, Equity, and Excellence</i>. The innovative degree employs a cohort model. It blends face-to-face intensive work with online and field or classroom-based experiences throughout the year.</p>
Requested Decision(s)	Action Item
Related Issue(s)	
Recommendation(s)	Initially Approve the SKC Request to Implement: K-12 Reading Endorsement for a Master of Education in Curriculum & Instruction Program.



Master's Degree in Education at Salish Kootenai College

Program Background

The Division of Education at SKC is ready to offer a Master's Degree in Curriculum and Instruction, independent of any other institution of higher education, aka a degree *conferred* by SKC. According to SKC Office of Institutional Effectiveness (Fast Facts 2020) 23% of SKC's full-time faculty have Doctoral Degrees, and several in the 57% with Master's strive toward their Doctoral Degree. The college is poised to move forward with plans to offer graduate level higher education programs. This ground was broken with the Masters in Natural Resources Management, which secured approval from the SKC Board of Directors and NWCCU and launched in Fall 2021.



The Division of Education has been formulating plans to offer a post-baccalaureate degree for many years now and has received numerous requests- from both our own graduates now teaching in the field, as well as from other educators- to offer high quality graduate programs focusing on the needs of learners in our region. The advent of easily accessed, fully online graduate degree offerings has become more prevalent, yet this trend has pulled prospective graduate students away from the place-based, community focused style of learning that is a hallmark of SKC's Division of Education. We know many educators in western Montana have been holding out for SKC to develop and offer its own master's degree program so they can better meet the needs of their learners with a focus on Indigenous ways of knowing and research-based best practice.

After many conversations among our faculty, staff, and Division leadership, our first step was to develop a survey to better comprehend the interest and needs of teaching professionals in our region. Our first survey focused on Master's in Education with a special emphasis on Indigenous research, tribal values and content across three potential areas of emphasis –Indigenous STEM, Culture and Language, and Literacy –all initially designed for practicing PreK-12th grade educators teaching on or near a reservation. 159 educators responded, most clustered on or near the Flathead or Blackfoot Reservations in Western Montana. 72.3% of respondents were teachers, 8.8% were administrators and the remaining 19% included support staff, parents, para-educators, and culture and language specialists. Of the respondents, 37% already had advanced degrees (either Master's -34% and in some cases Doctoral degrees 3%.) 44% of respondents identified as American Indian and an additional 6% indicated mixed heritage, including 1st generation descendants for roughly a 50/50 American Indian to Non-Indian split. Items below were selected as representative of the overall survey. Percentages may not add up to 100 due to rounding.

Question	Strongly Disagree 1		Disagree 2		Agree 4		Strongly Agree 5	
	#	%	#	%	#	%	#	%
Providing a master’s degree in education at Salish Kootenai College that increases teachers’ ability to provide culturally sustaining education to children is needed. (N=159)	3	2%	2	1%	31	19%	123	77%
I would be interested in a master’s degree in education at Salish Kootenai College that develops my knowledge and skills to advance students’ academic success in literacy leading to an endorsement in K-12 reading. (N=100 excluding those with advanced degrees already)	2	2%	8	8%	21	21%	69	69%
I would be interested in a master’s degree in education at Salish Kootenai College that develops my knowledge and skills to advance students’ academic success in Indigenous STEM within a place-based context. (N=100 excluding those with advanced degrees already)			7	7%	32	32%	61	61%
I would be interested in a Master’s degree in education at Salish Kootenai College that develops my knowledge and skills to integrate Indigenous languages and/or cultures with disciplinary content. (N=100 excluding those with advanced degrees already)	1	1%	16	16%	25	25%	58	58%
If SKC were to offer one of the master’s degrees described above in the coming years that was focused on my work in the classroom and was scheduled around my teaching obligations, I would be very likely to seek a master’s degree at SKC. (N=100 excluding those with advanced degrees already)			1	1%	23	23%	76	76%

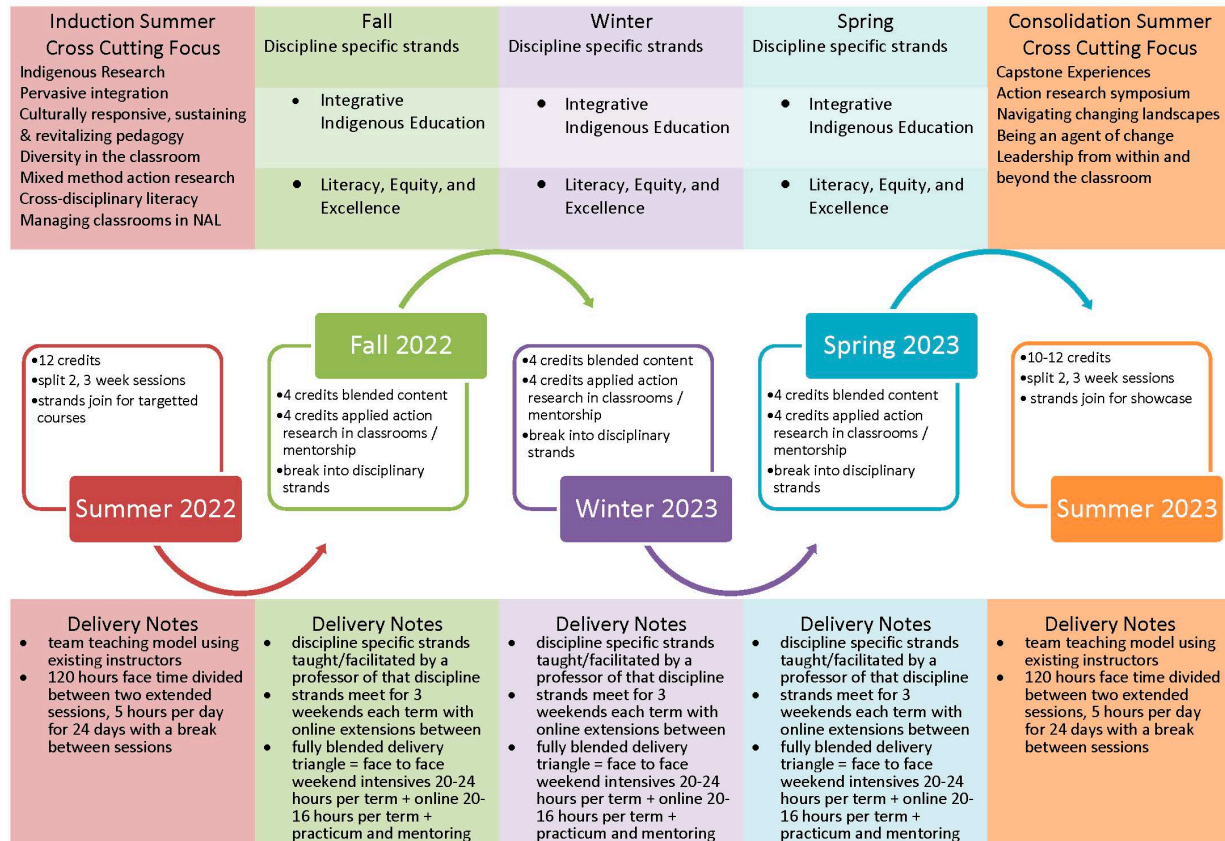
If only 1/3 of the individuals responding “strongly agree” to the last question enrolled in a Masters at SKC in the first cohort, and those 25 teachers continued to teach, averaging 20 children enrolled in their classrooms each year for 20 additional years of service, then those 25 teachers would impact 10,000 future students over their careers with higher quality, culturally sustaining pedagogy. This not only has implications for the immediate future of SKC by creating a new stream of potential students, and also potential future faculty, but also long-range implications, potentially reducing the future need for developmental courses, increasing the likelihood of college enrollment, persistence and graduation on the part of children who receive higher quality PreK-12 preparation for college or careers. With the model as designed in its current phase, a cohort could graduate every other year.

Master of Education in Curriculum and Instruction Program Structure

As development of the Division’s graduate program evolved, the lines between the culture and language emphasis and the Indigenous STEM strand became increasingly indistinct and these were combined to form the Integrative Indigenous Education (IIE) strand of the Division’s Master’s program. This IIE strand, along with the Literacy, Equity, and Excellence Specialization and K-12 Reading Endorsement strand now make up the distinct areas of emphasis for the Master of Education in Curriculum and Instruction.

The program layout, as well as some of its structures and proposed procedures are, by necessity, somewhat unique and unconventional when viewed alongside other graduate programs. A key feature of the master’s is the way it will support student cohorts. This program is structured around two 12-credit summer sessions (like “bookends”)- one at the very beginning and one at the end, one year later. During these sessions, there would be classes and combined work sessions that would involve cohorts in both strands working and learning together in June and July, when educators are available to meet in person and SKC facilities are available for use. In addition, the program strands would engage in focused

action research in their respective areas of emphasis during the nine-month academic year in between the two summers, with Fall, Winter, and Spring quarters each holding course sessions of 8 credits. During each of these three academic quarters, students would be involved in strand-specific courses that would incorporate on-campus class meetings (three weekend meetings per quarter), online extended learning, and field experiences directly tied to their educational settings. The second summer session would include a reconvening of both strands around the sharing of best practices in Indigenous research methodologies and a showcase of students’ action research. This proposed model is illustrated and clarified using the chart below:



With the 2 “bookend” six-week summer sessions (each totaling 12 credits), and the 3 eight-credit quarters in between, the total number of credits for this degree as currently proposed would be 48 quarter credits (equivalent to 32 semester credits).

Collective Goals - Master’s of Education in Curriculum and Instruction

The Master’s Degree in Curriculum and Instruction’s two strands share essential courses in Indigenous Educational Praxis, Integrated Perspectives in Mixed Method Action Research, and a Showcase capstone course. (Note that *praxis* as used here, is the merging of theory with reflection leading to action. It is a uniquely practical emphasis intended to positively impact the learning community through improved instructional practices.) While the strands have unique coursework and some distinct outcomes, as a Master’s in Curriculum and Instruction, they share a common cohort model, timeline and program

schedule, and hybrid course delivery model with an emphasis on community impact through praxis. They will share key benchmarks determining candidates progress by meeting milestones in the program. Following are the common goals of the Master's in Curriculum and Instruction focused on the Mission and Vision of SKC and the Central Principles and Beliefs held by the Division of Education. They aim to nurture master educators as educational leaders who:

1. **commit** to deliver a culturally sustaining and revitalizing curriculum that expands learning opportunities in their communities of impact, especially those of the Flathead Reservation.
2. **impact** learners and the learning community through reflective practice that artfully merges theory to action.
3. **celebrate** and appreciate each learner's uniqueness toward development of supportive learning communities.
4. **apply** critical thinking, mindful and transparent communication, and cultural transformation by conducting research and service with the community.
5. **exemplify** tribal values in their relationships, especially those of the Q̄ispé, Ksanka, and Séliš people.
6. **advocate** for research-based promising practices as they serve the local community as educational leaders.

The SKC Division of Education's Master's Degree in Curriculum and Instruction unites two distinct yet closely related pathways with a common purpose: to expand educators' knowledge, pedagogy, teaching practice, and capacity to make a difference in the lives of children and the landscape of education on the Flathead Reservation and beyond.

Strand #1: Integrative Indigenous Education (IIE)

The success of Indigenous children and youth depends on educators' abilities to create learning experiences that engage and grow students using Indigenous educational practices that integrate culture and language into the academic disciplines taught. These ideas are counter to the learning that normally occurs in most schools where Indigenous students experience trauma stemming from assimilationist teaching practices that marginalize their connections to their families, communities, languages, and cultures.

The Integrative Indigenous Education (IIE) strand of the Curriculum and Instruction (C&I) master's program develops master educators who lead by example utilizing educational practices that build connection to Indigenous students' worldview through Indigenous educational practices, especially those of our Séliš, Ksanka, and Q̄ispé peoples. Like the program overall, the IIE strand requires students to apply and evolve educational theory and practice as they work with learners to create educational experiences in the context of their current educational practice. The goal of this strand is nurturing master educators who utilize Indigenous educational practices that sustain and revitalize our communities' children by creating learning experiences that seamlessly integrate our languages, cultures, and values.

All candidates for a Master's in this strand will be required to be actively providing educational experiences for learners in the context of their professional practices. Throughout the academic year they will implement multiple action research projects working with learners and communities to develop and refine their skills as Master educators who can integrate language and culture into

disciplines or content they teach. One of these projects will be selected by each candidate as their focus project in the Spring and will be refined in preparation for sharing across both strands in the Showcase capstone of Summer #2. During their Master's program year, and each year of their careers after that, these educators will transform the educational experiences of hundreds of learners per year. Our goal is to recruit and retain 12 educators in cohort #1 into this strand.

The IIE Program is currently designed to be delivered according to the following general timeline:

Term		Credit
Summer 1 [2022]	<i>Indigenous Educational Praxis 1</i> (hybrid design) Walker Robbins, Munson, Others	4
	<i>Integrated Perspectives in Mixed Method Action Research</i> Walker Robbins, Munson, Elser, Others	2
	<i>Indigenous Educational Research Intensive</i>	2
	<i>Applied Indigenous Knowledge – Summer</i> Ryan, Walker Robbins, Munson	4
Total Credits		12
Term		Credit
Fall 2022-2023	<i>Applied Indigenous Knowledge – Fall</i> Ryan, Walker Robbins, Munson, Seliš Language Instructor	4
	<i>Research Writing Foundations</i>	2
	<i>Master's Project Design & Development</i> Walker Robbins, Munson, Others	2
	Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)	2
Total Credits		8- 10
Term		Credit
Winter 2022-2023	<i>Applied Indigenous Knowledge – Winter</i> Ryan, Walker Robbins, Munson, Language Instructor	4
	<i>Evaluating Integrative Indigenous Education</i> Walker Robbins, Munson, Others	2
	<i>Master's Project Design & Development</i> Walker Robbins, Munson, Others	2
	Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)	2
Total Credits		8-10
Term		Credit
Spring 2022-2023	<i>Applied Indigenous Knowledge – Spring</i> Ryan, Walker Robbins, Munson	4
	<i>Indigenous Educational Praxis 2</i>	2
	<i>Master's Project Design & Development</i> Walker Robbins, Munson, Others	2
	Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)	2
Total Credits		8-10
Term		Credit
Summer 2 [2023]	<i>Applied Indigenous Knowledge Seminar</i> Ryan, Walker Robbins, Munson [In this course students would be co-mentoring each other using IIE]	3
	<i>Master's Project Synthesis</i> Walker Robbins, Munson, Others	2
	<i>C&I Showcase</i>	3
Total Credits		8
Total Program Credits		48

Strand #2: Literacy, Equity, and Excellence

All teachers are teachers of literacy, whether they teach emerging readers in the early grades the foundations of decoding and encoding written language, or work with students in middle and high school on literacy within the disciplines of Science, Social Studies or Math. When reading is difficult, or seems out of reach for a child, they often experience distress, and may develop a negative self-image and aversion to school. Their joy and confidence suffer, along with their dreams of flourishing in future careers. When a child *thrives* in school, the source of their success is often driven by their ability to read.

The Literacy, Equity, and Excellence strand supports development of Master teachers of literacy who employ the current science of reading and writing to assure all learners become successful readers. SKC's unique approach to literacy learning also pervasively integrates knowledge of diversity, culture, history and sovereignty into the content and context of our program with an emphasis on Seliš, Ksanka, and Q'ispe' peoples, to best meet the needs of children in area schools. All candidates for a Master's in this strand will be actively teaching children, and they will be engaged throughout the academic year in as many as nine action research projects working with individual children, small groups and entire classes to develop and refine their skills as Master teachers of literacy. One of these projects will be selected by each candidate as their focus project in the Spring and will be refined in preparation for sharing across both strands in the Showcase capstone of Summer #2. During their Master's program year, and each year of their careers after that, these teachers will transform the academic lives of an estimated 480 children per year assuming we recruit and retain 24 teachers in cohort #1 into this strand.

The Literacy, Equity, and Excellence strand is currently designed to be delivered according to the following general timeline:

	Induction Summer 1 June 13– 30, 2022			Induction Summer 1 July 11 – 28, 2022			Credit
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
9:00 to 10:30	Indigenous Educational Praxis 1 hour 30 minutes (hybrid design) <ul style="list-style-type: none"> • Traditional and contemporary • Issues of race and social justice • Creating the third space Walker-Robbins, Munson, Others						4
10:45 to 12:15	Integrated Perspectives in Mixed Method Action Research 2 credit 1 hour 30 minutes Walker-Robbins, Munson, Elser, Others			Child Centered Research in Literacy Education 2 credit 1 hour 30 minutes (Introduce Research Brief format) Elser			4
1:15 to 2:45	Writer’s Workshop (Finding Voice) 2 credit (Includes 12 hours online learning via HuB) Elser			Literacy Assessment 2 credit 1 hour 30 minutes Elser			4
Summer Session 1 Total Credits							12

Advanced Integrated Literacy I – Fall – Know the Child		
Weekend Face to Face Intensive	Online Learning Extension	Field Experience and Practicum
9/16-17 Friday 5-8, Saturday 9-4 Launch longitudinal studies (3)	Using Assessment Hub Course Dr. Maria Murray	Design custom data management system Gather baseline data on all students
10/21-22 Friday 5-8, Saturday 9-4 Data collection system round table	Dr. Heidi Mesmer Heggerty	Gather relevant data in cumulative files Establish data collection routines by class
11/18-19 Friday 5-8, Saturday 9-4 Working/Not Working & dialing in success	Jan Richardson Tammy Tutorials	Describe routines in detail for replication Analyze efficacy routines-Research Briefs
3 credits	3 credits	2 credits
Practicing Reciprocity Through Mentorship / Leadership (2 credits, across Fall, Winter, and Spring)		2 credits
Advanced Integrated Literacy II – Winter – Responding to the Needs Children		
Weekend Face to Face Intensive	Online Learning Extension	Field Experience and Practicum
1/27-28 Friday 5-8, Saturday 9-4 Special Needs and Supportive Routines	Dyslexia Hub Course Explorations of Neurological Diversity	Short and Midterm Interventions Short term need based grouping
2/17-18 Friday 5-8, Saturday 9-4 Guest speaker – Rachael Stansberry SLP	Supporting children with difficulties in reading and writing University of London	Ongoing data management and mining Applied statistics - Research Briefs
3/10-11 Friday 5-8, Saturday 9-4 Difference vs. deficit orientation Why?	Open source online Mook Coursera 20 hours (online discussion sessions 6 hours)	Reporting findings -parents, colleagues All 9 action research projects in play!
3 credits	3 credits	2 credits
Advanced Integrated Literacy III – Spring – The Child in the Learning Community		
Weekend Face to Face Intensive	Online Learning Extension	Field Experience and Practicum
3/31-4/1 Friday 5-8, Saturday 9-4 Exposing hegemony in schools	IEFA HuB Courses including Framework	Applied statistics Drawing conclusions from pre/post data
4/21-22 Friday 5-8, Saturday 9-4 Interpretations of MTSS and RtI	Online course selection based on research project(s)	Reporting findings Research Briefs! Complete as finished!
5/19-20 Friday 5-8, Saturday 9-4 Analysis of Failure - Showcase	Tammy Tutorials (TBD)	Failure poster session development!
3 credits	3 credits	2 credits

Capstone Summer 2 – 2023 June 12-29 and July 10-27, Monday - Thursday						
Time	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
9:00 to 10:30	Professional Publications for Master Teachers (replication road map) (2 credits)					Showcase!!! (Both Cohorts Together) (3 credits)
10:45 to 12:15	Professional Presentations for Master Teachers (2 credits)					
1:15 to 2:45	Advanced Special Topics in Literacy (driven by research of participants) (3 credits)					
Summer Session 2 Total Credits						10

Master’s in Education-Curriculum and Instruction - Admissions Criteria

Aspiring candidates for the MECI graduate program would need to meet the following criteria to be eligible to apply:

Integrative Indigenous Perspectives	Literacy, Equity, and Excellence
Requirements	
Bachelor's Degree	Bachelor's Degree
2 years successful experience providing indigenous education in classrooms or community settings, or documented successful teaching experience	2 years of successful teaching experience or equivalent.
Currently committed to providing instruction, leadership, curriculum in indigenous education.	Current teaching contract (this is an applied Master’s requiring an actively teaching candidate to conduct action research in the context of a classroom, including the testing of individual, small group and whole class literacy innovations and interventions).
Support of supervisor or administration for participation in applied indigenous research and praxis.	Support of school administration for participation in action research applied model and leadership component collaborating with a pre-service teacher (student teaching or field experiences).
Have a strong desire and commitment to learn and then pass on the knowledge gained accurately and appropriately through service to others.	Have a strong desire and commitment to improve literacy instruction in their classroom, school and community.
Possess a desire and commitment to build and maintain relationships necessary to collaborate with the culture committees, Elders, other cultural knowledge keepers, reservation communities and community members.	Commitment to provide leadership in literacy learning and advance literacy education across systems.
Preferences	
1 st CSKT tribal members and descendants	1 st CSKT tribal members and descendants
2 nd Tribal members and descendants of other tribal nations serving in education	2 nd Tribal members and descendants of other tribes
3 rd Others serving tribal communities on the Flathead Reservation in education	3 rd Other teachers serving in schools on the Flathead Reservation
4 th Others serving significant AI student populations in education	4 th Other teachers serving significant AI student populations

Master's in Education-Curriculum and Instruction - Implementation Timeline

The current layout of tasks associated with the implementation of this graduate program is as follows:

Date	Action
8/2021	Finalize plans for approval of SKC Board (group meetings with individual assignments weekly) 8/9,16,24,31?
9/2/2021	Meeting with Dean of Graduate Studies in preparation for Board meeting
9/9/2021	Present to Graduate Curriculum Committee for approval
9/17/2021	Plans presented to SKC Board for approval to proceed
10/1/2021	Final elements to be dropped into JOT form for NWCCU Substantive Change Requirements
11/19/2021	Approval from NWCCU for the ME-CI (approval notice received 11/21/2021)
11/22-12/15/2021	Work sessions on application procedures and planning 11/22, 11/29, 12/1, 12/2 etc...
12/1/2021	Submission of Literacy Masters in format for MT. Admin Rule 10.58.802
12/1/2021	Develop applications forms and requirements, admissions procedures following policy
12/1/2021	Create outreach/ advertisement campaign and informational materials for potential candidates
12/15/2021	Applications launched via Google Forms with direct e-mail to Reservation teachers, community educators, and graduates of SKC (target goal early bird -allows more time)
1/3/2022	Applications open (official, second push)
1/31/2022	Applications due
2/28/2022	Application Review Complete
3/1/2022	Notification of candidates of acceptance into the program for cohort #1, or deferral to cohort #2
3/15/2022	Letters of commitment due from candidates linked to 15 month calendar / delivery plan
3/15/2022	Cohort #1 final roster in place (waiting list?)
4/1/2022	Cohort #1 informational packets, bibliography, pre-program planning and possible data capture (allows for time series research in literacy masters by gathering data from a prior comparable class group)
6/13-30, 2022	Induction Summer Session 1
7/1-10, 2022	Induction Summer Session Break
7/11-28, 2022	Induction Summer Session 1 continues
9/16-17, 2022	Fall Weekend Intensive #1
10/21-22, 2022	Fall Weekend Intensive #2
11/18-19, 2022	Fall Weekend Intensive #3
1/27-28, 2023	Winter Weekend Intensive #1
2/17-18, 2023	Winter Weekend Intensive #2
3/10-11, 2023	Winter Weekend Intensive #3
3/31 – 4/1, 2023	Spring Weekend Intensive #1
4/21-22, 2023	Spring Weekend Intensive #2
5/18-20, 2023	Spring Weekend Intensive #3
6/12-29, 2023	Summer Session 2
6/30 – 7/9, 2023	Summer Session Break
7/10-27, 2023	Summer Session 1 continues
7/24-27, 2023	Showcase Week!
8/15/2023	Degrees Conferred on Graduates (Completion Plans in Place for Non-Graduates)
11/2023	Cohort #1 Curriculum Review, Assessment, and Analysis (ongoing revision process)
1/ 2024	Begin recruitment for Cohort #2
6/ 2024	Cohort #2 program begins with revision

Master's in Education-Curriculum and Instruction Graduate Program Faculty

Dr. Tammy Elser

- Ed.D., Curriculum and Instruction (literacy and assessment emphasis), University of Montana
- M.Ed., Guidance and Counseling, University of Montana
- B.A., English (teacher training emphasis), University of Montana
- B.A., Drama, University of Montana
- A.A., University of Montana

Dr. Elser joined the SKC Education Division faculty full-time in 2016, focusing on literacy and Indian Education. Her 38 years' experience in K-12 education include three years teaching at Two Eagle River School and 22 in the Arlee Public Schools where she refined a successful approach to literacy instruction integrated with Salish language and culturally sustaining and revitalizing pedagogy. In 2005, she accepted teaching assignments at the University of Montana, including graduate level courses in literacy, multicultural education, and curriculum foundations. She continued intermittently in this capacity until 2016, while working actively across Montana schools on in-service teacher professional development in literacy and Indian Education for All.

Tammy has worked nationally providing professional development, program design and evaluation, and strategic planning and facilitation for schools and organizations. The author of *The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All*, and a dozen integrated Indian Education and Common Core aligned curricula, Tammy focuses on practical strategies supporting current and future teachers to achieve both equity and excellence for all students. Recent assignments include work for The Smithsonian Institution, the Montana Office of Public Instruction and dozens of K-12 schools including schools on the Blackfeet and Fort Peck Reservations where she provides instructional support services in collaboration with MT OPI and proudly promotes our programs in the Division of Education at SKC.

Dr. Michael Munson

- Ed.D Educational Leadership, Indian Leadership Education and Development (I LEAD) Project, Montana State University
- M.Ed Curriculum & Instruction, Curriculum Studies, Emphasis in Indian Education & Science, University of Montana, Jul. 2008
- B.A. Elementary Education, Emphasis in Science, Minor in Native American Studies, University of Montana, Dec. 2004

Michael was raised in Missoula and identifies with both her Sqelix^w (Salish & Pend d'Oreille) and White backgrounds. She currently serves her communities as Dean of the Native American Studies Division at Salish Kootenai College. Michael is honored to have the opportunity to collaborate closely with the Division of Education, and a number of community partners including both the Séliš-Ūlispé and Kootenai Culture Committees through two community-initiated projects aimed at reawakening our languages and cultures. The first is the Native Language Teacher Education (NLTE) Program and the current Salish Language Educator Development (SLED) option, which aims to provide a program that prepares individuals as highly skilled Salish language speakers and effective educators in Sqelix^w from birth through adulthood. The second is the community-guided Culture and Language Studies (CALs) program, which aims to encourage and support the development and implementation of a course of learning that uses Sqelix^w and/or Ksanka educational practices to revitalize, perpetuate, and pervasively integrate our cultural arts, worldviews, and languages; and, grow the number of highly skilled cultural artists, knowledge keepers, and/or language speakers. Michael's heart work is driven

by her beautiful preschool daughter and husband who shares her values, goals, and beliefs. They, our elders, and ancestors who have shared teachings inspire her to work harder for our children and community.

Dr. Wren Walker-Robbins

- Ph.D., The University of New Mexico
- M.S., The University of New Mexico
- B.S., Montana State University, Billings

Wren is a Two-spirit woman of Mohawk descent who has spent most of her career as a college faculty member working with underrepresented students from different cultural backgrounds in New Mexico, New York, Minnesota, Montana, and North Dakota. She holds a Ph.D. in Cell Biology from the University of New Mexico, and has completed research fellowships at Harvard Medical School and The University of New Mexico Medical School.

Wren has served as program director for secondary science education programs at two Tribal colleges. She has also served as a graduate faculty member in the Master of Science Teaching program at Iona College in New York state. In addition to this she co-developed the equity and access in STEM education teacher professional development program at the Science Museum of Minnesota where she worked with hundreds of schoolteachers to help them engage and grow students of color in public schools.

At SKC, Dr. Wren oversees both the Broadfield Science and Mathematics secondary education degree programs. Wren is fascinated by the process and art of science education itself. She works to help pre-service teachers and teachers explore and conceptualize the roles culture and gender play in science education in order to help students from diverse backgrounds excel in science.

Dr. Amy Burland

- Doctorate in Curriculum and Instruction with an emphasis in K-8 Mathematics Instruction (University of Montana, 2011)
- Masters in Elementary Education Administration (University of North Dakota, 1991)
- Bachelor of Science in Elementary Education (University of Minnesota Moorhead, 1983)

Amy began working at SKC in 2001 and currently teaches Early Childhood and Elementary Education health and mathematics, and PE courses. Her other responsibilities include collecting the Division of Education's accreditation data and the implementation of the Increasing Capacity for Native Educators in Montana (ICNEM) Professional Development program which assists Indian students preparing to be elementary teachers. Currently, Amy is project director for programs that help early childhood educators to acquire professional development and complete college degrees in their field. She is also involved in promoting the local reintroduction of Traditional Indian Games throughout the Flathead Reservation by working with local schools and youth groups.

Amy grew up in North Dakota where she spent the first 10 years of her career teaching K-8 students in the western part of the state. After completing her master's degree, she moved to Montana and worked in Dixon, MT for 5 years. In 3 of these, she served as the school's principal. As Director of Early Childhood partnership Programs, Dr. Burland currently oversees several initiatives and programs within the Division of Education that connect the College to its partners in early learning centers throughout the Flathead Reservation and beyond.

Other Key Personnel

- Dr. Elaine Frank, Dean of Graduate Studies
- Mr. Douglas Ruhman, Dean of the Division of Education
- Mr. Tim Ryan, Chair of Cultural and Language Studies in NAS Division

Master's in Education - Implications for Faculty & Resources

The proposed program is structured around two 12-credit summer sessions (like “bookends”)- one at the very beginning and one at the end, one year later. During these sessions, there would be classes and combined work sessions that would involve cohorts in both strands working and learning together in June and July when educators are available to meet in person and SKC facilities are available for use. Likewise, during the academic year (between the bookends), the program would provide strand-specific courses that meet on weekends and evenings, again when educators are available to meet in person and SKC facilities are available for use.

We propose to recruit and accept candidates into our first Master's cohort in the current 2021 academic year (see timeline above) and begin courses in summer session #1 in June of 2022. This cohort would continue their coursework during the 2022 academic year and then finish up their degrees in July of 2023 after completing the second set of summer sessions. Degrees would be conferred to successful candidates by the middle of August 2023. The second cohort would be recruited and then accepted into the program during the winter and spring terms of the following academic year. In this scenario, consecutive cohorts would be separated by nine calendar months (September to May).

Faculty Requirements

Faculty from the Division of Education will form the core group that will oversee the ongoing development of the Master's program. Dr. Tammy Elser will serve as the Principal Graduate Coordinator for the program and lead instructor in the Literacy, Equity, and Excellence Strand. Dr. Wren Walker Robbins will serve as Graduate Co-coordinator and Lead Instructor for the IIE Strand. Elser and Walker Robbins [with help from other faculty in the Division] will oversee the ongoing assessment and development of the program, recruitment, applicant review and notification, advising and teaching graduate courses. Additional support from faculty in SKC's Culture & Language Studies [CALs] program will be needed to support the inclusion of language and culture into the graduate curriculum throughout the program.

The proposed program would provide 38 graduate credits, with both strands combined, during two summer sessions when faculty are normally not teaching. Currently the Division has grant funding for four years allowing faculty who are developing and will be teaching in the program to shift to 12-month contracts. This means these faculty would be supported to teach during the summer sessions. An additional 52 graduate credits (26 per strand) would be delivered during the academic year as weekend/evening intensives with online extensions and field experiences. Faculty who teach these courses and oversee graduate students' projects would require release time from courses they normally teach during the academic year.

We also foresee the need to hire a half-time Salish language instructor [likely a graduate of the SLED program] to support faculty as they endeavor to integrate Indigenous language and culture into the graduate curriculum.

Staff Requirements

Administrative capacity to support [potentially] 30 graduate students will need to be provided by staff within the Division of Education with additional capacity provided by other student service departments on campus. The unique timing of our proposed master's means students will apply to and be accepted into the program during the winter term rather than the fall and graduate in August instead of June. This means that the additional administrative capacity will be needed during non-peak periods. This could lessen the demands on student service capacity required to serve this population of students.

Administrative capacity within the Division of Education would need to be expanded to support 30 additional students. The program would serve professional educators with full-time jobs, so the program needs to provide services and courses during summers and weekend intensives during the academic year. For this reason, we will require a half-time facilitator with the capacity to work on weekends and evenings to support program activities.

Additional College Resources and Services

Library resources necessary to support graduate students in both strands are estimated at \$5,000 for cohort #1 diminishing with subsequent cohorts resulting from capacity building in collections and database subscriptions. This is an estimate that may change as we consult with library staff about how to best support students in the program. Initial meetings with Library staff regarding the Master's in Education and its unique needs have occurred and will be ongoing as planning continues.

Technical writing support will also be required either through the program or the Writing Center.

Student Support Services may be provided by the Division of Education Student Support Specialist, as well as the College's existing Success Coaches to graduate students in a similar manner as they are currently provided to undergraduates, although some accommodations would need to be made considering the differences in instructional timelines. It is worth noting that the Division of Education's Student Support Specialist is a 12-month position and is available to assist students throughout the year.

Admissions, Financial Aid, and Registration have all gone through processing of Graduate Student applications and the setting up of database graduate division fields. A graduate admissions application has been established, admissions applications are being processed, financial aid has received approval from the Department of Education for SKC to offer graduate level loans this summer, and the registrar is set to accept student registrations for Fall quarter. At this time, the current personnel in these offices have been successful in processing graduate level materials alongside undergraduate level materials. There may be a need for some extra support with Admissions during high volume periods, but full-time support is not anticipated.

Housing considerations may exist with the Master's in Education (especially given its distinct program schedule), although it is anticipated that the large majority of graduate candidates will reside in the local area; therefore, housing should not be a limitation to participation. For those students who do not reside in the area, there may be need for temporary lodging during summer sessions and selected dates during the weekend intensive sessions. Coordination with SKC Housing and other entities about these accommodations is required.

Cost of Degree by Demographics

Below are estimated costs for an individual without scholarships based on demographics. The cost of an M.Ed. at the University of Montana is \$13,360. The cost for a Tribal Member to complete this degree is \$8,699 excluding books, for a savings of \$4,661.

Term	Cost per credit for Tribal Members	Credits	Fees	Total
Summer 1, 2022	143	12	415	2,131
Fall, 2022	143	8	335	1,479
Winter, 2023	143	8	335	1,479
Spring, 2023	143	8	335	1,479
Summer 2, 2023	143	12	415	2,131
Total Cost		48		8,699

Term	Cost per credit for Tribal Descendants	Credits	Fees	Total
Summer 1, 2022	163	12	415	2,371
Fall, 2022	163	8	335	1,639
Winter, 2023	163	8	335	1,639
Spring, 2023	163	8	335	1,639
Summer 2, 2023	163	12	415	2,371
Total Cost		48		9,659

Term	Cost per credit for non-Indian MT Residents	Credits	Fees	Total
Summer 1, 2022	183	12	415	2,611
Fall, 2022	183	8	335	1,799
Winter, 2023	183	8	335	1,799
Spring, 2023	183	8	335	1,799
Summer 2, 2023	183	12	415	2,611
Total Cost		48		10,619

Funding Options and Futures

The following is a partial list of future funding ideas for the Master's program.

1. Schools and colleges have been profoundly impacted by Covid19, and the need for teachers with advanced training to support more meaningful, effective and engaging instruction is a lingering problem. This proposed Master's is one possible solution to mitigating the damage that has been done to children during the last 18 months of pervasive disruption. Recovery Act funds could launch and complete Cohort 1.
2. Direct grant writing to create support for long-term implementation. Sources could vary however OIE funds used to support the needs of American Indian Children in Schools (Demonstration Projects) are one emerging possibility, as is continued funding from private foundations.
3. Collaboration with Montana OPI for provision of Professional Development to American Indian majority schools located on or near a Montana reservation. The possibilities to collaborate with the State on meeting the needs of Indian children in schools through the School Support structures in place are high and the partnerships are ongoing since 2017. Provision of tuition, books and travel costs for a Master's degree in exchange for commitment contracts serving in schools that are currently struggling to hire and retain teachers is a real possibility to explore. BRAIDS set SKC in a prime position to partner on such a project.
4. Actively pursue scholarship opportunities for our graduate students through the American Indian Graduate Center and other philanthropic organization

APPROVAL OF NEW CURRICULAR PROGRAMS
APPLICATION GUIDELINES

Salish Kootenai College- Master of Curriculum and Instruction
Reading Endorsement

Administrative Rules of Montana 10.58.802

Step 1: Initial Approval	Date Submitted
Educator Preparation Provider (EPP) curriculum process and procedures.	June 29, 2021
Institutional body implements policy to add new programs.	February 2021
Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.	September 17, 2021
Verification of regional accreditation.	November 21, 2021

Step 2: Application Process	Date Submitted
EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.	October 30, 2023
EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315	October 30, 2023
EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program (i.e., ARM 10.58.523 Social Studies; ARM 10.58.518 Mathematics).	October 30, 2023
EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.	October 30, 2023

Step 3: Application Submission	Date Submitted
EPP submits completed ISSR electronically to the OPI.	October 30, 2023

Step 4: Office Audit/Review	Date Submitted
OPI conducts the audit/review of the application materials.	November 2023
OPI provides an electronic report to EPP with comments and specific requests for additional documentation.	November 2023
EPP submits a follow-up report to OPI, as necessary.	November 2023

Step 5: Site Visit	Date Submitted
If the EPP is scheduled for a regular site review, the new program is included in the regular review.	Spring 2024
If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.	N/A
OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.	Spring 2024
Site Visits follow the approved state protocol based on the PEPP Standards.	Spring 2024

Step 6: Final Approval Process	Date Submitted
Site visitor team submits the state exist report to the state superintendent.	July 2024
State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.	September 2024
BPE takes final action on the Superintendent's recommendation.	September 2024

APPROVAL OF NEW CURRICULAR PROGRAMS
APPLICATION GUIDELINES

Administrative Rules of Montana 10.58.802

Montana Educator Preparation Providers (EPPs) may seek approval from the Board of Public Education (BPE) to propose a new curricular program to its curriculum. New program guidelines are implemented by the office of the Superintendent of Public Instruction. Application guidelines are outlined below. Following the authorization granted by the institution's curriculum approval process, and formal approval by the institution's governance board, and a letter of approval of a regional accreditor, the EPP submits the proposal to the Office of Public Instruction (OPI) including evidence that verify the EPP's new program meets the 2023 Professional Educator Preparation Program Standards (PEPPS). The program application includes documentation of the following steps, as appropriate:

Step 1: Initial Approval

- Educator Preparation Provider (EPP) curriculum process and procedures.
- Institutional body implements policy to add new programs.
- Institutional governing body, i.e., board of directors, institutional leadership, or Board of Regents, as applicable, approves new program application.
- Verification of regional accreditation.

Step 2: Application Process

- EPP completes the Institutional Self-Study Report (ISSR) to address Administrative Rules of Montana (ARM)10.58.802 Approval of New Curricular Programs.
- EPP completes sections of the ISSR unit standards addressing how the new curricular program is aligned with ARM 10.58.311 – 315
- EPP completes sections of the ISSR: ARM 10.58.501 Teaching Standards for endorsement subject areas; and specific sections of ARM related to the new program (i.e., ARM 10.58.523 Social Studies; ARM 10.58.518 Mathematics).
- EPP provides support material and resources as needed to respond to the Specific ISSR Sections – use electronic links as applicable, e.g., online Web links containing additional resources and support material, catalogs, programs of studies, assessment system information, surveys of need.

Step 3: Application Submission

- EPP submits completed ISSR electronically to the OPI.

Step 4: Office Audit/Review

- OPI conducts the audit/review of the application materials.
- OPI provides an electronic report to EPP with comments and specific requests for additional documentation.
- EPP submits follow-up report to OPI, as necessary.

Step 5: Site Visit

- If the EPP is scheduled for a regular site review, the new program is included in the regular review.
- If the EPP is not scheduled for a regular review within the next two years, the OPI will conduct a site review to verify the ISSR of the new curricular program meets the PEPP Standards.
- OPI facilitates the site review to verify the ISSR meets the PEPP Standards of the new program.
- Site Visits follow the approved state protocol based on the PEPP Standards.

Step 6: Final Approval Process

- Site visitor team submits the state exist report to the state superintendent.
- State Superintendent of Public Instruction makes recommendation to approve/disapprove the proposed new curricular program to the BPE based upon the site team report.
- BPE takes final action on the Superintendent's recommendation.

For additional information contact Crystal Andrews at (406) 444-6325 or by email at crystal.andrews@mt.gov.