Dear Incoming Class:

Congratulations on your acceptance into this new and exciting interdisciplinary course of study. We extend our warmest welcome to you.

We hope our time together will be a journey of increased knowledge, development of important skills, and self-discovery. This, of course, is a life-long journey, but the next few years of your life will intensively focus on the learning and skill development necessary to work thoughtfully and effectively across cultures, nationalities, races, and social class.

The faculty and staff are eager to play a central role in your education. In addition, you are joining a community of learners in which your fellow members have much to offer you. Also, your fellow members will be eager to learn from you, so regular participation and contribution to the cohort are enriching and essential ingredients in your program. Graduate school is an important time for establishing personal and professional friendships that may last a lifetime.

Please read the attached Handbook thoroughly. You will find a Statement of Acknowledgement that requires your signature as evidence that you’ve read this handbook. You will be responsible for understanding, applying and following the guidelines contained herein. Be sure to keep this copy. It constitutes our agreement with you concerning your academic training. We would also appreciate your input about how to make the Handbook more user-friendly, clear, and helpful.

With best regards,

The GYD Team
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1.1 MISSION STATEMENTS

“We will prepare students for success by creating an environment of ideas and excellence that nurtures intellectual, social, economic, and cultural development.” (From Board of Regents Mission Statement)

“The University of Montana-Missoula dedicates itself and its resources to the search for truth and new knowledge, the responsibility to disseminate knowledge, and the obligation to provide service to the people of the state, nation, and world. The University strives for excellence in all its endeavors...to assist the people of Montana to achieve their fullest cultural, professional, and personal potential.”

(From The University of Montana-Missoula Mission Statement)

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Policy on Student Diversity

The Global Youth Development degree program is committed to recruiting and retaining qualified students who represent a multi-culturally diverse society.

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MASTER OF ARTS IN GLOBAL YOUTH DEVELOPMENT

The Interdisciplinary Master’s Degree in Global Youth Development (GYD) trains students in critical thinking and applied skills necessary to effectively and sensitively offer basic helping skills for youth and families across cultures. In the context of a facilitated learning community, this program addresses individual interests and educational needs necessary for students to work at the grassroots and with systems and cultures very different than their own. Direct supervised engagement is a central component of this degree program. The GYD Program is a Master’s International Partner school with the United States Peace Corps, and it is therefore expected that most of our students will do their internship with this organization. Other internships are also possible but must be equivalent in nature, well supervised, and must be approved by the program faculty.

One of the questions that arise concerning this program is, “What exactly do you mean by “youth development”? Our answer is: The GYD Program uses the word “youth” to refer to young people from infancy and early childhood through adolescence & young adulthood. The first definitions of “youth” found in the dictionary (Random House, etc.) are “the condition of
being young… the time of being young; early life”. We realize that in much of the current professional literature “youth” refers to people from puberty to full adulthood and is used to delineate a separation from childhood. In this program we are using the word more broadly defined.

“Development”, as we use the word, means to grow, to evolve, and to expand. This refers to the natural development of children, as they mature over time. The study of “Child Development” refers to the natural maturational process which all children and young people experience. The phrases “Youth Development” or “Family Development” are also currently used to refer to specific programs designed to intentionally enhance, support, and facilitate the optimal development of young people or of families. In the GYD Program, we consider both meanings. We look at developmental processes as they occur in cross-cultural contexts, and we look at programs that are designed and implemented to enhance development.

The Peace Corps considers the following to be essential qualities for successful cross-cultural work as interns and volunteers. Our experience is that these also describe the characteristics needed for success in the GYD program, and in other internship situations:

- **Flexibility:** This includes a willingness to see things from multiple perspectives, and sometimes letting go of prior expectations; your plans and goals may change as you progress through the program, so it’s important to be receptive to this and willing to allow changes to occur.
- **Adaptability:** Our students need to adjust to many new and changing situations, and to accept the uncertainties that often come with being part of a relatively new and still-evolving program, planning internships, and working across cultures.
- **Patience:** There are few if any easy solutions to the problems you will be investigating and working on, and the gratification from doing a job well may be quite delayed. It is important to be as committed to the process as to the outcome of your undertakings.
- **Skill:** Most of your courses on campus will not provide cook-book approaches to working with youth, families and communities, but will contribute to your thinking skills and help you develop ways of analyzing situations and coming to informed ideas about possible solutions.
- **Self-Reliance:** You may often feel very much “on your own” as a graduate student and afterward as a volunteer intern. We hope to help you develop skills that allow you to function well in a community, as well as becoming more centered and self-reliant.
- **Resourcefulness:** GYD students typically come into the program with strong evidence of both curiosity and commitment, but sometimes have to rely on their own ingenuity and creativity to solve the problems often encountered when working across cultures.
- **Positive Attitude:** The normal ebb and flow of a semester or an internship may mean that there will be times of intensity and heavy workloads, but also times when the load is lessened; these fluctuations can be managed more easily if you try to maintain a positive attitude.
- **Responsibility:** As an interdisciplinary degree, your GYD curriculum allows room for you to shape what you take and what you learn. You are responsible for seeking the
information you need to make these decisions and solidifying a plan. As adult learners you are expected to be internally motivated, the drive to success coming from within.

- **Sense of Humor:** At times, it is hard to be exposed to all that is “wrong” in the world, and to contemplate your role in being of help. It is wise not to take yourself or the world so seriously that you lose sight of the joy and humor in it all!

The GYD Program faculty has a strong commitment to relevant and self-directed learning. We steer away from what Paolo Friere (1981) referred to as “the banking method” of education (facts deposited and withdrawn) and believe that people learn best when they are actively engaged in co-creating their learning. We give students maximum latitude in designing their own programs, subject to general GYD requirements and policies. We provide a core of foundational courses, with occasionally substitutions as necessary: COUN 560, Formerly 501 (now merged and taken with Counselor Education students, focusing on human development across cultures), 510, 520, and COUN 511 and COUN 575. In these courses you will become part of an active, self-reflective and hopefully cohesive learning community. Beyond that we encourage you to build a program that best suits your particular academic and professional interests and needs. For some this may involve more work in child development or special education. Others may want to take advantage of available coursework in counseling, health and human performance, social work, the arts, anthropology, non-profit management, or any of the wide variety of programs offered at The University of Montana. Please be aware that graduate courses are not necessarily open to all graduate students, and permission from the instructor, or the department might be required. When core courses are offered, they take precedent over an scheduling conflicts with a potential elective, since there are a wide variety of electives, but the core is required.

**1.2 PROGRAM GOALS**

**Graduates of the GYD program will:**

- Understand and be able to apply common concepts of developmental theory cross-culturally (including the work of people such as Vygotsky, Erikson, Maslow, Ainsworth, Bronfenbrenner, etc.)

- Understand and be able to apply the broad spectrum of theories of helping as applied to people from diverse cultural, economic and social backgrounds.

- Be conversant with and able to discuss the UNCRC (Convention on the Rights of the Child) both historically and in its present application.

- Understand and be able to explain the limitations of western theories of human development when applied to non-western peoples.

- Show familiarity with and some proficiency in applied skills such as:
  
  a. Researching and writing grants
  b. Mediation / conflict resolution
  c. Appreciative Inquiry
  d. Participatory needs assessment
  e. Ability to work with groups
  f. Curriculum development
  g. Formal/Informal education
h. Community organizing
- Demonstrate familiarity with and practice the core values of social justice, respect for all peoples, and respect for human rights.
- Recognize the importance of continued personal growth and exploration of self as socio-cultural beings, as well as personal biases and assumptions that interfere with multicultural competence.
- Demonstrate understanding of key social, political and economic issues as they affect cross-cultural youth and family development efforts.
- Demonstrate knowledge of the following areas:
  i. Trauma
  j. Child Soldiering
  k. Child prostitution
  l. Immigration
  m. HIV-AIDS
  n. Orphans and international adoption
  o. Women’s development and gender issues
  p. Other areas of relevance to GYD
- Apply knowledge of specific programs to new situations. For example, if you have learned about programs for dealing with childhood trauma in Uganda, how might you have to adapt it to fit if you were going to be working in Tibet?

CORE PROGRAM ADMINISTRATORS AND FACULTY:

John Sommers-Flanagan, Ph.D. – john.sf@mso.umt.edu
John Sommers-Flanagan, Professor in Counselor Education at the University of Montana, is also a clinical psychologist in independent practice, and a mental health consultant with Trapper Creek Job Corps. He served as executive director of Families First Parenting Programs in Missoula, Montana from 1995 to 2003. He received his doctorate in 1986, from the University of Montana. John primarily specializes in working with children, parents, and families. He is a former columnist for the Missoulian newspaper, former local public radio show co-host of “What Is It With Men?” and coauthor of over 30 professional publications and five books, including “Tough Kids, Cool Counseling” (American Counseling Association, 1997) and “Clinical Interviewing” (John Wiley & Sons, 2003).

Kirsten Murray, Ph.D. – kirsten.murray@mso.umt.edu
Kirsten Murray is an Assistant Professor in Counselor Education. Her education background began with a Bachelor’s in Psychology and Interpersonal Communication, then a Master’s in Couple and Family Counseling, and later a Doctorate in Counselor Education and Counseling. Her work experiences include counseling and advocacy work for homeless adolescents and children impacted by sexual abuse, as well as time working with couples and families in a private practice setting. Kirsten’s scholarly interests involve the personal impacts of education, couple and family relationships, social justice, and advocacy practices. She joined the faculty at The University of Montana in 2011 and has found a rich environment to teach her passions for social justice, advocacy, and multicultural considerations from a systemic perspective. After spending time abroad in South America and Europe, her next endeavor will be navigating these adventures with a young family!

Lindsey Nichols, Ph.D. – lindsey.nichols@mso.umt.edu
Lindsey Nichols has been co-directing the now GYD department since her arrival to UM in 2012. She has a B.S. in History, an M.A. in Education (Secondary History and Social Studies) and completed her Ph.D. in Counselor Education & Supervision after working as a school counselor in North Carolina. She has worked in K-12 and post-secondary academic settings. Her interests are focused on school counseling and international collaboration. Traveling throughout her life, she helped to develop an international program focused on culture and counseling in Turkey and more recently participated in professional institutes in Italy and Argentina. She is excited to develop more opportunities for international collaboration and immersion, but she also enjoys exploring the mountains, lakes and rivers of Montana. In her treasured downtime, she can typically be found watching a documentary and is always looking for good recommendations.

Cathy Jenni, Ph.D. – cathy.jenni@mso.umt.edu
Cathy has been a faculty member in the Department of Counselor Education since 1990. Prior to her faculty position at The University of Montana she was on the professional staff at Counseling and Psychological Services at UM and earlier was an instructor in Early Childhood Education at Solano College in California. Cathy's international activities include being an exchange student through the American Field Service in Istanbul, Turkey; a student at the University of Poitiers (through Stanford University) in France; a Peace Corps Volunteer in
Liberia, West Africa; a Fulbright scholar for a summer in Southeast China; and a short term instructor in Existential-Humanistic Psychotherapy at Moscow State University. Cathy is trained in coding the Adult Attachment Interview, but not yet certified. She is trained in Sensorimotor Psychotherapy and currently serves as a consultant to Ravalli Early Head Start. Cathy teaches a movement practice called Nia and is trying to play the piano at least as well as she did when she was 13!

**Veronica Johnson, Ed.D. – veronica.johnson@mso.umt.edu**

Roni Johnson received her B.A. in Psychology from the University of Montana, her M.A. in Mental Health Counseling from the University of Montana, and her Ed.D. in Counselor Education and Supervision, also from the University of Montana. After teaching for five years at Winona State University in Minnesota, Roni returned home to join the Department of Counselor Education at the University of Montana. Roni's clinical experiences include group home work, college counseling, adult mental health, and couples counseling. Her teaching and research interests include clinical supervision and supervision training, development and maintenance of intimate relationships, and professional ethics.

Roni's favorite extracurricular activities include playing Scrabble, floating the river, and spending time with friends and family. She enjoys traveling, being outdoors, and watching her family grow.

**Nick Griffin – GYD Graduate Teaching Assistant - iyfdta@mso.umt.edu**

Nick Griffin is the TA for GYD and a returned Peace Corps Volunteer from Malawi. In Malawi, Nick spent his time working in rural schools to improve teaching practices and facilitated regular workshops for teachers in both teaching methodology and management. A graduate from the University of Wyoming in secondary education, Nick spent the first 6 years of his career teaching social sciences in both high school and middle school in Colorado. During his teaching career he was actively involved as a sponsor of student leadership programs, coaching various sports, and served as a member of his faculty leadership team. Nick has helped organize educational trips for his high school students through several European countries and has traveled extensively in Central America and Southern Africa. During his leisure time, Nick enjoys riding his mountain bike and drinking too much coffee.

**Contact Information** - The following are campus offices and phone extensions you may need. All are (406) area codes:

- Kirsten Murray (243-2650)
- Lindsey Nichols (243-5820)
- John Sommers-Flanagan (243-4263)
- Cathy Jenni (243-2608)
- GYD/IYFD Office – Schreiber Gym (243-4863)
- Counselor Education Office (243-5252)
1.4 GRADUATE STUDENT PROGRAM INFORMATION

Posting of GYD Program Announcements and Information

Please check your student mailboxes in the Counselor Education suite (it’s the fancy top file drawer where you each have a file) and use your university email account to keep in direct touch with events and information pertaining to your studies. The University requires that we use University emails for security reasons. Faculty and staff frequently use email to contact students, so please make sure to check yours regularly. **Whenever you change your address, phone number or e-mail address, please notify us immediately or you may miss important information about the program.**

Student Accommodations

If you have any kind of disability that requires – or may reasonably be expected to require later on – any accommodations in terms of physical access or academic functioning, please contact the UM office of Disability Services for Students (DSS) at 243-2243 regarding your needs as soon as possible. It is also important that you keep the IYFD program faculty informed of any accommodations that should be made in this regard.

APA Manual

The most current version of the *Publication Manual of the American Psychological Association* contains the writing and manuscript preparation guidelines GYD students and is available in the Mansfield Library, the GYD office, or the University Bookstore ([http://www.montanabookstore.com/](http://www.montanabookstore.com/)). There is also excellent APA guidance available on-line through [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). **Students need to use APA format in all formal written work.**

Use of Faculty Advising and Progress through the Program

Graduate students are expected to move toward independent but collaborative learning, consulting with faculty as necessary while maintaining a clear and focused professional direction. This master’s degree requires significant self-direction, and has the latitude and flexibility to allow students to tailor much of the coursework to their own particular needs and interests. **YOUR GYD ADVISOR MUST APPROVE ALL ELECTIVE COURSEWORK AHEAD OF TIME.** Students must demonstrate improvement and development in academic, applied, and critical thinking skills, and make timely progress through the program. Please use faculty office hours and/or email for extended conversations.

Please Come Prepared for Advising

During the August Orientation there will be time for students’ first individual advising appointments. Program advisors will assist you with filling out your proposed course of study and with registering for classes. New students will submit their preliminary Program of Study to their advisors before the first week of classes. Additional advising appointments will take place throughout the year. Please keep up with program or Graduate School policy changes by checking your student mailbox and official UM email account regularly.
Exceptions Policy
Students may request exceptions to the set program of study (such as replacing a core
requirement if they have already completed a similar course elsewhere); the faculty will review
such requests. When exceptions are approved, these will be noted in the student's file.
Requests for exceptions to rules established by the Graduate School of the University of
Montana must be made in writing to the Graduate School after approval by the faculty.
Decisions of the Graduate School Dean are final.

Writing and Research
- We expect all written coursework to be of graduate level and professional quality. This
  applies to the Final Student Report as well. Please be aware that substandard writing
  may adversely affect your grade in all coursework. Faculty may ask students to seek
campus assistance for development and remediation of writing skills as needed. This
includes grammar and syntax, cogency of argument, clarity of expression, and the
ability to seek, integrate and reference academic sources. Students may be asked to
rewrite papers that fail to meet graduate level writing standards. There is a free
Writing Center available to all students; call 243-2266 for more information.
- The Mansfield Library has a faculty librarian available to students. We encourage you
to seek assistance to develop resources, electronic searching skills and other library-
based support.

Graduation Filing Policy
You must file necessary forms in a timely fashion along with the necessary supporting
documents in the manner prescribed by the Graduate School rules. It is the student’s
responsibility to be aware of current deadlines. Check the university website,
www.umt.edu/grad for forms and specific procedures and deadlines. This will be particularly
important if you will be filing for graduation while on internship; filing is done approximately one
semester before the desired date of graduation (i.e., a student will file in December for a May
graduation). Be aware that your Faculty are on 10 month contracts. Although students may use
summer months to write their Final Report or do other academic work, faculty are most likely not
consistently available. Do not plan to graduate in the summer unless you have finished or
mostly finished your Final Report by the end of the previous Spring Semester.

Maintaining Continuous Enrollment during the Graduate Program
Continuous enrollment must be maintained at all times (excluding summers and Internship).
Should the student, together with her/his advisor, determine that a Leave of Absence is
necessary or desirable, this request must be brought to the program faculty for review. If the
faculty supports the leave, the student must write a formal request for a leave on the form
available on the Grad School website: www.umt.edu/grad. Generally, Leaves of Absence are
granted primarily for health reasons, though other reasons or hardships may qualify. The
Graduate Dean makes the final decision to allow or not allow a Leave of Absence. Should the
faculty approve the leave, students may wish to visit with the Graduate Dean prior to making the
formal request.
While on Internship, GYD students are typically granted Affiliate Status rather than an official Leave of Absence. The Program Director will submit a list to the Graduate School of all students as they leave for Internship, so that the Dean will be aware of your status. This will also include a request for “student affiliate” status for each of you, allowing continued access to UM resources such as email and library services during your Internship. Prior to the semester of graduate, students must inform their advisor of their intent to graduate so they can inform the program director and a list of students can be sent to the Graduate School and Curry Health Center to remove holds as a result of affiliate status.

Any student who does not either maintain continuous enrollment or request Affiliate Status or Leave of Absence during internship will automatically be dropped from the program by the Graduate School; should this occur, the student must re-activate their standing in the program and pay a fee to the Graduate School prior to registering for any further credits. Remember that students must be registered for at least one credit during their graduation term (see below).

In addition to following the GYD Handbook in regards to the process for graduating, there is a Petition to the Graduate Dean, see [http://www.umt.edu/grad/Forms/default.php](http://www.umt.edu/grad/Forms/default.php), that you could be needed; complete and return to your advisor or department administrative assistant. Since you are likely not on campus and using minimal resources and per agreement with the Graduate School, requesting to register for one credit to complete your degree should be granted. This MUST BE COMPLETED AND APPROVED BEFORE THE SEMESTER YOU WANT TO GRADUATE BEGINS so if you are planning on graduating in December, this form must be sent in by MAY so it can be signed and to the Dean before the start of the fall semester (as faculty are not on contract over the summer) – this applies to the above contact related to intent to graduate.

**Grading Standards**

Students must maintain a B average in courses taken for graduate credit at The University of Montana; no grade below C will be accepted toward any graduate degree requirement. The student is automatically on academic probation if the cumulative grade point average falls below 3.0, and the program or the Graduate School may place limits on the time for the student to remediate the academic problem.

In 400-level courses designated as **UG** (undergraduate or graduate), students will be evaluated in a manner different from that of undergraduates. This involves completing an additional increment of graduate-level work as assigned by the instructor.

- **Incompletes** will be granted by mutual agreement between the faculty and the student, and only when the student has completed more than two-thirds of coursework. Incompletes generally revert to an “F” after one year. Students find Incompletes difficult to finish once the energy from class attendance is lost. You will always be busy, so make every effort to finish your courses on time.

- Grades of **N** (Continuation) mean that work is ongoing (e.g. internship, thesis, professional project, cooperative education, etc.) and a grade will be granted when the work has been successfully completed.
"A" = exceptional work; "B" = very good work; "C" = deficiencies present.

**PASS** grades (Credit only) are not included in grade point calculations, but may apply toward degree requirements when earned in courses offered only on a Credit/No Credit basis. Graduate students may retake up to 6 semester credits, upon approval of the Program Director.

- Only **N** (Continuing or Ongoing Progress), **NCR** (No Credit Received) and **CR** (Credit) grades are awarded for internships, professional projects or portfolios. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate courses, but indicate whether the student completed the required work or not.

**PROFESSIONAL CONDUCT**

As a graduate student at The University of Montana, we expect professional conduct from you. Timeliness, respectful behavior, being prepared, and present at scheduled meetings are all considered part of normal professional behavior. Unexplained absences, lateness, discourteous behavior, or other "unprofessional conduct" will result in lowered grades, less satisfactory student evaluations, and can significantly impede or end your progress through the program.
Degree Prerequisites

Chapter 2

MASTER OF ARTS IN INTERCULTURAL YOUTH AND FAMILY DEVELOPMENT

2.1 PRE-REQUISITES

- **Undergraduate level:** The GYD program does not require a specific undergraduate degree for admission. However, a course in Developmental Psychology, Child/Adolescent Development, or related topic **must be completed prior** to enrollment. *(This may be done online, or audited.)* Please check the UM website for possible courses.

**Additional pre-requisite suggestions:**
- Some background in the social sciences is strongly recommended.
- A Research Design or Applied Research class should be taken at the graduate level, if not already completed.
3.1 COURSEWORK  

34 – 36 credits total

Core Courses (required when offered):

3 credits: COUN 560  Lifespan development (fall)
2 credits: IYFD/GYD 520  Critical Issues in helping (fall)
2 credits: IYFD/GYD 510  Applied intercultural skills development (spring)
1-4 credits: IYFD/GYD 695  Intercultural internship (1-2 years)
1-2 credits: IYFD/GYD 599  Professional project  
(credits taken for Final Student Report)
3 credits: COUN 511  Counseling theories in context (fall)  
(Or approved alternative: HHP 485)
3 credits: COUN 575  Multicultural counseling (fall) or approved alternative*

In addition, if you have not already taken a research course, please consult with your academic advisor and select one from those available.

Total Core: minimum 15 credits (up to 19, depending on internship, etc.)

Elective Courses: Students will take elective coursework, to be selected with and approved by the advisor. Choice of electives will be tailored to each student’s own background, needs, language proficiency, and experiences. Faculty in related disciplines will be consulted regarding appropriate courses as part of this process, particularly since admission to a given course may require permission by the professor. It is anticipated that most electives will be chosen from disciplines such as Anthropology, Counselor Education, Communication Studies, Geography, Curriculum and Instruction, Health and Human Performance, History, Native American Studies, Political Science, Psychology, Social Work, Women’s Studies, Forestry and Conservation, Environmental Studies, and Sociology.

Possible Secondary Concentrations:

Since GYD is an interdisciplinary program, students may select widely from the available courses at UM. Many GYD students have found added benefit in having a clearly defined “secondary focus” relevant to their particular interests. There are related programs that lead to certification in a given field and must be applied to separately:

- **Non Profit Administration** offers excellent training in what it takes to run a successful non-profit. Many of our students have completed this program and found it tremendously useful:  
  [http://umonline.umt.edu/umonlineprograms1/programsfolder/nonprofitadmin.aspx](http://umonline.umt.edu/umonlineprograms1/programsfolder/nonprofitadmin.aspx)
• **Public Health Certification** – (on-line) coursework in epidemiology and other health-related fields. This is an excellent option for those with an interest in Public Health.  
  http://www.health.umt.edu/schools/pch/default.php

• **Community Health** (Health and Human Performance Dept.) – offers excellent training in Community-Based Participatory Research (CBPR), theories of behavioral change, and other topics our students have found particularly helpful when they are in the field.

**Examples of Possible Electives:**  
*Note that a designation of U/G behind the course number of 400-level or above means it can be taken for either undergrad/graduate credit; graduate students are required to do extra work.*

Other Electives students have found pertinent (check online catalogue for current information):

**Anthropology**  
426 Culture Health & Healing  
522 Medical Anthropology  
494 Seminar: Central Asia

**Art**  
402 Teaching Art K-12

**Counselor Education**  
520 Group Counseling  
566 Counseling in the schools  
610 Ethics and Professional Development

**Environmental Studies**  
594 Politics of Food

**Geography**  
492 Geography of East African Religions  
596 Global Mountain Environments

**Health and Human Performance**  
485 Theories of Health Behavior & Counseling  
540 Health Promotion Strategies  
545 Community-Based Participatory Research

**History**  
437 Latin Amer. Relations

**Political Science**  
432 Inter-American Relations  
460 Grant Writing (required for Non-Profit Administration Certification)  
463 Development Administration  
466 Non-Profit Administration (required for Non-Profit Administration Certification)  
530 International Relations
Social Work
450 Child/Youth at Risk
495 Mental Health in Rural Areas
495 Traumatic Stress & Social Work

Sociology
488 Disasters & Social Change

Remember that these are only a few examples of possible electives, and admission into a graduate course, especially a graduate course, is not guaranteed. Check the online course catalogs each semester, as some classes are offered only intermittently or through non-academic units such as the Mansfield Center. It is up to each student to identify courses that will best enhance their curriculum and learning experiences while at UM; the program faculty are available to assist and guide you in this process, but students are also expected to be quite self-directed. In selecting courses and individual faculty with whom you would like to work, keep in mind the kind of internship assignment (and location) that you anticipate after the year of coursework. Note that 300 level courses (or below) will not count toward graduate credit.

An individualized program MUST be developed in consultation with the student’s advisor during the first semester of coursework. Elective courses undertaken without prior approval of your faculty advisor may not count toward the degree.

3.2 INTERCULTURAL INTERNSHIP

This is a Peace Corps Master’s International Program. The Intercultural Internship is at the heart of the degree program. The Peace Corps service allows you to integrate theory with practice. It is your best opportunity to gain supervised experience in an approved intercultural setting. Please discuss your internship goals and needs with your advisor and other GYD faculty. Peace Corps is our only established internship partner program. If you have not already done so, you should apply to the Peace Corps as soon as possible after being accepted into the program. Remember, admission into the GYD program does not guarantee acceptance into the Peace Corps. Although we understand that there are reasons to do non-Peace Corps internships, please understand that Peace Corps is the only Intercultural Internship that:

- Provides intensive language training.
- Provides all volunteers with 3 months of pre-service training.
- Pays all transportation to and from the country of service.
- Has excellent in-country training, supervision and health care.
- Arranges and covers cost of medical or emergency evacuation if necessary.
- Pays over $6,000 to volunteers upon completion of service.

If you are not planning on going into Peace Corps and instead are going on an independently designed internship, be aware that the University will not approve internships where State Department travel restrictions currently exist. Finding a Peace Corps alternative is YOUR responsibility. There are no established NGO internships at this time. Many Non-PC internships are costly. All non-PC internship planning must be done with the approval of the GYD faculty and must last for
a minimum of a full academic year, with two years being strongly encouraged. Under no circumstances can you simply arrange your own internship without faculty approval. The purpose of this internship is to gain professional experience doing youth development work in an international setting, or in a culture different from your own. Some level of training and supervision must be available in your internship setting. **Throughout the internship, students and GYD program faculty should remain in close and regular contact by mail or email to whatever extent possible.**

**Note:** Apart from Intercultural Internships, many of our students have found that doing a local internship while completing coursework is also an excellent learning experience. There are many opportunities to serve in local community organizations, and some of these opportunities also pay, making life as a graduate student somewhat easier financially. If you sign up for local internship (IYFD/GYD 598) credit, you may be asked to meet on a regular basis with the other GYD students doing local internships, and with the Internship Coordinator.

### 3.3 IYFD FINAL STUDENT REPORT:

**REFLECTIONS ON INTERNSHIP, PROJECTS, AND ACCOMPLISHMENTS**

All GYD students are required to write an extensive **Final Student Report** at the end of their Intercultural Internship. This Report is an opportunity for you to reflect upon your service and integrate academic learning with your practical experience. Our GYD students have found this to be a very valuable integrative learning experience. **Be sure to save your GYD readings and other resources from your year on campus, and take these with you on a thumb drive, CD, or in a Dropbox file; you will need these for writing your Final report while you’re away!**

This document will be passed back and forth with your Advisor, (and sometimes a second faculty member) toward the end of your program, prior to being approved for graduation. Depending on your writing skills, you may need to seek editorial assistance or work with someone in the UM Writing Center; this can be done electronically if necessary. It is not unusual for this to take the better part of a semester, so please plan accordingly. GYD and COUN faculty are on 10-month contracts and thus are not available in most cases during the summer months. You should **not** plan to graduate during the summer unless you have done the better part of your Final Report during the school year, and you and your Advisor have agreed that you can do the last bit after the end of Spring semester. Your faculty Advisor will “meet” with you via Skype, email, or some similar manner to give final approval of your Report. In order to receive credit for this requirement, please enroll in the GYD Professional Project (IYFD/GYD 599) course under your Advisor’s name.

*(Remember that you need to be enrolled for at least 1 credit during the semester in which you graduate, and that you need to file an application for graduation and pay a $25 fee EARLY in that semester if not before. Check the UM Graduate School website for details and deadlines.)*
The purpose of the **Final Student Report** is to provide a general overview of your Intercultural Internship experience, its connections to the content of the GYD program, personal reflections about your accomplishments and growth during these past few years, as well as a glimpse into the future in terms of your own plans — e.g., have your “dreams” stayed the same, been solidified, been re-written, or been abandoned altogether? The Final Report is where you wrap it all up, and synthesize your academic or theoretical work with your practical, “hands-on” experience.

The intended audience for this work is varied: your faculty, other GYD students, potential employers, and possibly others you cannot imagine including publication! It is important therefore that it be carefully written, scholarly yet accessible, professional and yet also personal. It should also be written using APA style, particularly for headings, citations, and references.

It might be helpful to think in terms of what we have referred to in the program as “praxis”:

**Praxis** is the process by which a theory, lesson, or skill is enacted, practiced, embodied, or realized. "Praxis" may also refer to the act of engaging, applying, exercising, realizing, or practicing ideas. This has been a recurrent topic in the field of philosophy, discussed in the writings of Plato, Aristotle, St. Augustine, Immanuel Kant, Søren Kierkegaard, Karl Marx, Martin Heidegger, Hannah Arendt, Paulo Freire, and many others. It has meaning in political, educational, and spiritual realms.

The **Final Student Report** consists of two main parts: 1) an **Internship Report**; and 2) a **Directed Essay** in which several specific questions are to be addressed. In addition, you should include a **Title Page** (see example under “Required Forms” at the end of this Handbook) and a **Table of Contents**.

Please refer to the following pages for an outline and detailed instructions. These represent the format used most recently, and the outline that students currently on Internship are being expected to follow. However, please talk with your advisor about other ideas you might have depending on your professional goals that might be considered as a replacement.
GYD FINAL STUDENT REPORT

NOTE: THIS IS INTENDED AS A TEMPLATE OR OUTLINE TO GUIDE YOUR REFLECTIONS AND RESPONSES; PLEASE ELABORATE ON EACH TOPIC AND SEND THE ENTIRE DOCUMENT TO YOUR ADVISOR AS AN EMAIL ATTACHMENT.

TITLE PAGE (see template at the end of this Handbook for correct format)

TABLE OF CONTENTS

SECTION A: INTERNSHIP REPORT

1. Year of Academic Course Work:
2. Internship Location(s) and Brief Background (culture, language, demographics, etc.): 
3. Duration (dates of service):
4. Organization(s) or Affiliation(s) involved:
5. Supervisor(s):
6. Description of Training:
7. Focus of Work Activities:
8. Major Accomplishments:
9. Obstacles Encountered:
10. Major Collaborators:
11. Secondary Projects (if applicable):

SECTION B: DIRECTED ESSAY

(15-25 double-spaced 12 font 1-inch margin pages plus Table of Contents, References and Appendices)

1. Discuss four major ideas or topics covered in your GYD/IYFD course work (including electives) and relate them to practical experiences encountered in your internship; cite sources where appropriate.
2. What were some of the problems/challenges/issues that you expected to encounter regarding:
   a) Youth and family development
   b) Intercultural work
3. Did you in fact experience these problems/challenges/issues or not?
4. What conclusions do you draw about 2a) and 2b) respectively, in light of this experience?
5. What have you learned about yourself as a youth and family development worker through your GYD experiences – both on campus and during your Internship?
6. Finally, please compose a 2-page letter that you might send to future IYFD students or youth/family development workers in general. Include any words of wisdom (insights, advice, support, cautions) you can now offer, or ones you wish you had understood better before venturing out to work in another culture.

APA-STYLE REFERENCES AND APPENDICES -- at the end of your document.

NOTE: You should expect your Final Report to be something you will look back on with pride and interest. Expect many revisions along the way. The Final Report will often be shared with future students and others.
3.4 STUDENT EVALUATIONS

All students will be evaluated on a regular basis by the faculty for timely and satisfactory progress through the program (see pages 33-34 for examples of the forms used for this purpose). Primary evaluation areas include: academic performance, professional conduct, participation as a cohort member, and personal growth or development. The faculty's evaluation is based on observations of academic, applied, professional and interpersonal behavior in all contexts in which these occur, including both formal and informal contact.

As a result of the evaluations, students may be asked to remediate deficiencies, explore personal issues, or take additional courses related to their stated professional goals. In cases where special difficulties are noted, the student may be asked by the faculty to take a leave from the program or to terminate graduate study. In all cases, students will be involved as early as possible and the least disruptive course of action will be pursued.

After reading the faculty-generated evaluation, students should sign the form provided and return it to the faculty advisor. If students have any concerns regarding their evaluation, they may respond in writing and/or in person. Signing the evaluation indicates that the student has received and read the evaluation and does not signify that the student necessarily agrees with it in its entirety. All completed evaluation forms will be placed in the student’s confidential program file. A student’s program file is open to the student and to program faculty only, and is maintained by the student’s advisor in a central location. The student has the right to examine it at any time and to copy any and all contents. (Note that this does not include prior admissions files, which may contain confidential materials such as letters of recommendation.)

The evaluation committee consists of the program faculty, although this may change slightly from year to year. During the last month of Spring semester, on-campus students will participate in a self-evaluation (see Chapter 5) in addition to an end-of-year evaluation meeting with their faculty advisor; (the latter may be incorporated into internship planning meetings with the advisor).
4.1 INSTRUCTIONS FOR COMPLETING DEGREE APPLICATION FORMS FOR GRADUATION

It is your responsibility to be aware of filing dates for graduation. Filing dates are normally at the beginning of the semester prior to proposed graduation (about 6-8 months in advance of expected graduation date). The Application for Graduation form is available from the Graduate School or online at www.umt.edu/grad. Submit this to your advisor, who will sign and file it with the Graduate School; be sure to include a check for the graduation filing fee.

The Graduate School form must be reviewed and signed by your advisor at least ten days prior to the filing date deadline. It is your responsibility to review your transcripts to be sure you have met all requirements and have no outstanding “N”s, “I”s, or missing grades. Forms are subject to change. Contact the Graduate School to ensure the form you have is still current. Filing for Fall semester graduation often has a July deadline. Faculty may be out of town at mid-summer, so take care of this well in advance of the July deadline. This may be particularly applicable to students who are on internships and plan to complete their degree requirements the summer or fall thereafter.

Graduate School rules that apply to your degree application:

- Transfer credits are accepted only from institutions offering graduate degrees in the discipline of the courses taken. Credits must be identified as graduate credits on your transcript from that institution and these must have been for a letter grade of A or B. Your advisor and the Graduate School reserve the right to reject courses that are inappropriate for a graduate degree in GYD. Transfer credits are limited to nine for the IYFD degree.
- All requirements for the degree must have been completed within six years of the date you complete your Master of Art's degree.
- At least half the credits required for your degree must be at the 500 to 600 level. You must have a graduate G.P.A. of 3.0 or higher to graduate.

4.2 STUDENT CONDUCT CODE AND COMPLAINT PROCEDURES IN THE FACULTY COLLECTIVE BARGAINING AGREEMENT

Students are referred to the website where this process is described in detail (http://life.umt.edu/SA/documents/fromWeb/StudentConductCode1.pdf). The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect graduate students. Such problems will usually concern a disagreement between you, the student, and a University of Montana faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, Graduate School, departmental, or program rule, regulation, policy or
procedure; course offerings, and other non-personal issues. Appeals are kept as informal as possible at each level of the process.

4.3 English Language Requirements of International Students

According to The Graduate School at The University of Montana, the English language requirements have changed as a result of the growing problem students are having with taking the TOEFL test in their home countries. The Graduate School will also accept scores from the IELTS and MELAB:

Applicants whose native language is not English, must submit TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), or MELAB (Michigan English Language Assessment Battery) scores. If the TOEFL score is below 580 (paper-based test), 237 (computer-based test), or 93 (internet-based test); the IELTS score is below 7.0; or the MELAB score is below 82, applicants may be admitted provisionally into a graduate program or as a graduate non-degree student and be required to complete English as a Second Language course(s) before they can take courses in their major.

Applicants who are graduates of English-speaking universities are not required to take the TOEFL, IELTS, or MELAB, however, applicants must submit scores for the graduate administration test required by the program (i.e. GRE/GMAT). In some programs, the TOEFL, IELTS, or MELAB scores may be substituted for GRE scores.

4.4 Western Interstate Commission for Higher Education (WICHE)

The GYD program has been a member of the Western Interstate Commission for Higher Education (WICHE) Western Regional Graduate Programs (WRGP) since April 2006. Students from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming will be offered in-state tuition once accepted into IYFD/GYD. After being admitted into the GYD program, names and residency information of all eligible students will be sent to the Graduate School by the GYD Director. For additional information see the WICHE website at [http://wiche.edu/sep/wrgp](http://wiche.edu/sep/wrgp).

FREQUENTLY ASKED QUESTIONS

Does my undergraduate work count towards my graduate degree?

The only undergraduate work that applies is completion of pre-requisites. Pre-requisites cannot substitute for graduate program requirements. No undergraduate course can substitute for graduate course work. However, some courses may be listed as U-G (meaning they can be taken for Undergraduate or Graduate credits) and involve additional tasks or competencies in order to be counted toward graduate degrees. (See The Graduate School website for more information.)

I have already completed some graduate work elsewhere. What can I transfer in?

Courses that are transferred must receive the approval of the student’s advisor (during the first semester of enrollment), and may not exceed 9 semester credits, by University policy. These courses cannot be in the workshop or continuing professional education
format. They must have been taken for a letter grade and a grade of A or B must have been received. These courses must have been taken at an institution that offers a graduate degree in a very closely related field and must be less than six years old at the time of the student’s graduation from the UM GYD program.

What about non-degree course work at The University of Montana? Though graduate students can bring in 9 semester credits of non-degree work, these credits need to be specific to the goals of the GYD program in order to count towards your degree.

Does the program offer teaching assistantships? The program has one M.A. level teaching assistantship that is reserved for an advanced student. There are occasionally other teaching assistantships on campus, available through a competitive application process. Certain schools and community agencies pay for advanced graduate student work too, although this compensation may not be adequate for complete support. There are sometimes a limited number of assistantships available to Native American or foreign students through other UM graduate school programs. Students interested in teaching assistantships should be aware that these positions are considered a major commitment to the program. Therefore, significant employment responsibilities in addition to a teaching assistantship are simply not possible.

What about financial aid and tuition and fees for graduate study? Where can I get information? For financial aid information, visit www.umt.edu/finaid/ or call (406) 243-5373. For information on tuition and fees (accessible with Adobe Acrobat) visit http://www.umt.edu/bussrvcs/studacctserv.htm. Information is also available on the Graduate School website at http://life.umt.edu/grad/name/tuitionandfees.

I am an out-of-state applicant. How soon after I enter the State of Montana can I get “in state” status for tuition and fees? These rules and designations change over time and are applied system-wide. Students are encouraged to contact the Graduate School (www.umt.edu/grad/), (406) 243-2572 for assistance and additional information. (See also Section 4.4 regarding WICHE students.)

What constitutes full time graduate study and continuous enrollment? Full time graduate study is 12 credits per semester, although GYD students take several more than this (typically between 14-18 credits per semester). Continuous enrollment is one credit or more. Please check with the Financial Aid Office as noted above for more information. Check with the Graduate School website on timelines and policies.

Can I attend graduate school part time? A full-time load is normally four courses (12 credits), but most GYD students will be taking an average of 14-18 credits per semester while on campus. Although most GYD students are full-time, a few have chosen to go part time and extend the number of years in the program. If the faculty agrees to this arrangement, you will be expected to enroll in at least six credits (usually two courses per term) and to take the GYD courses all in one year, so you can feel you are a part of the program and make steady progress. This can make for a hectic life if you are employed full time and/or have a young family. We
encourage students to cut down on employment where possible, and to carefully consider the implications of being a part-time student who will therefore not feel as much a part of a specific cohort. Your graduate degree is a major life commitment.

What about Summer School?
Certain UM courses are offered during the winter and summer sessions, but the number offered at the graduate level is quite limited. None of the GYD core courses are available in summer sessions. It is not possible to complete this degree by attending only in the summer. Again, remember that most faculty are on 10-month contracts and will not be available during the summer. Therefore, you should not expect to be able to complete your Final Report during the summer months.

Once I have been admitted to the program, when can I start taking courses?
Students are admitted during the Spring or Summer, and can commence their core graduate courses in the Fall Semester. If you wish to begin study during the Summer, such as to make up for pre-requisites still needed, please notify the advisor first. Courses that will be offered during the summer will be listed in the Summer Session catalog, available from Continuing Education. Please be aware that there will be no GYD core courses offered in the Summer session, although some electives may be available in various departments.

What accreditation does the program hold?
The University of Montana is nationally accredited by the Northwest Association of Schools and Colleges (NWASC).

During the internship I may be going overseas and do not have a passport. Where can I go to get one?
The Peace Corps will issue you an official passport for use while you serve in the Peace Corps, but it is only valid for 90 days after your Close of Service date. To obtain a personal passport you can get all the application materials (application and photos) and information at the Kent Street Post Office in Missoula. Look on the USPS website (www.usps.com/passport) for the most up-to-date information and costs. Be sure to initiate this process as soon as possible—passports take a minimum of 6-8 weeks to be processed (longer in the summers) and you will need an original birth certificate (which can take 4 weeks to obtain, depending on what state you are from).

Do I need to secure my own visas while on internship?
Peace Corps will provide you with all of the necessary information regarding travel to and stay in your country of service, but it is still prudent to be familiar with visa requirements. Most of this information can be found on the State Department website at www.state.gov. If your internship is not through Peace Corps, you must check the visa requirements, embassy locations, and other relevant information such as travel advisories either directly with the State Department and/or with your sponsoring agency.

What about vaccinations and medical insurance?
Again, the Peace Corps will take care of all of this and will be certain you know what vaccinations and prophylaxis are needed. Peace Corps will also provide full medical coverage and insurance for the duration of your time in Peace Corps, and you will be provided with the option of receiving up to 18 months of coverage after your service is completed. If you are not going through Peace Corps, information about vaccinations
and insurance should be provided by your sponsoring agency. You can also find information about vaccines on the CDC website (www.cdc.gov) and about medical insurance through companies like International SOS (www.internationalsos.com), Clements International (www.clements.com), and Sirius International (www.travel-ins.net).

How do I register for credits to graduate while on my internship, especially if I am overseas?

There are several ways to handle this, all with their own pros and cons. It is imperative you begin a discussion with your advisor early in the first year as to which path is most suitable for your given situation. All registration can be done online (Cyberbear), even from abroad. The options include, but are not limited to:

1) Take a lapse in continuous enrollment while on internship, i.e., by being put on Affiliate Status before departure. You must later indicate your intent to be reinstated, and register for either Internship or Professional Project credits in the semester when you plan to graduate.

2) Maintain continuous enrollment by taking the required number of credits per semester while you are away; this way you also maintain eligibility for student loans and health insurance. This policy is set by the Graduate School and is often reviewed for possible changes.

3) You will also need to contact Curry Health Center to determine what medical clearances might need to be satisfied, particularly if you participated in a non-Peace Corps internship.
5.1 VERIFYING YOUR OFFICIAL UNIVERSITY EMAIL ADDRESS
The University of Montana assigns an official University Email Address to each student. This address is an “alias” that points to your official e-mail account. By default, email addresses are in the form of firstname.lastname@umconnect.umt.edu. To check on your email address, login to Cyberbear (http://cyberbear.umt.edu/) and click Personal Information. This is the only email address we will be using and must be checked often to keep up with GYD communications.

5.2 COMPUTERS, PRINTING, AND COPYING
The Mansfield Library has computers for general use and you can print there for a fee. Information Technology maintains numerous computer labs around campus for students’ use. Check their schedules at http://www.umt.edu/it/learning/computerlabs.aspx. Information Technology, in general, is a good source for any assistance one might need regarding IT facilities, services, or applications (www.umt.edu/it/default.htm).

Copying can be done in the Mansfield Library or at Campus Quick Copy, which is located in the University Center in the Southeast corner of the first floor.

5.3 LOAN DEFERMENTS
The general policy is that students must carry at least a half-time credit load before payments can be deferred. To gain an exception to this policy (e.g., during internship), the student needs to provide a letter from the academic program that includes the following information:

1. Verification that the individual is a full-time student even though they are registered for only one credit. This is because s/he is doing a 1-to-2 year internship that’s a requirement for the academic program and must be completed in order to receive the master’s degree.
2. Reference should be made to other UM programs that, as a matter of policy, require such an internship, such as the clinical program in the Department of Psychology.

The letter should be signed by the GYD Director and is primarily used for students during their internship year(s). These letters are available only upon request from the student as they are not automatically distributed to all students.
5.4 HEALTH RESOURCES
Curry Health Center (across from the Law School and next to the Gallagher Business School) provides comprehensive student health services for all enrolled UM students. Curry is open 24 hours/7 days per week (when school is in session); for urgent medical care call 243-2122, then press “0.”

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<thead>
<tr>
<th>Urgent medical care (24 hours)</th>
<th>Medical Services</th>
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<tbody>
<tr>
<td>Routine medical care</td>
<td>243-2122 press “0”</td>
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<tr>
<td>Alcohol/drug use problems</td>
<td>Counseling and Psychological Services 243-4711</td>
</tr>
<tr>
<td>Depression/anxiety</td>
<td>After hours crises 243-2122</td>
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<tr>
<td>Relationship/academic problems</td>
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<td>Food/eating issues</td>
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<td>Crisis counseling</td>
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<td>Someone to talk to</td>
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<tr>
<td>Info/Support/Advocacy</td>
<td>Student Assault Recovery Service 243-6559</td>
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<tr>
<td>Sexual/Relationship Violence</td>
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<tr>
<td>Stalking/Harassment</td>
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<tr>
<td>Dental care</td>
<td>Dental Clinic 243-5445</td>
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<tr>
<td>Tooth ache, urgent (24 hours)</td>
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<tr>
<td>Insurance Questions?</td>
<td>Student Insurance 243-2844</td>
</tr>
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</table>

5.5 PARK-N-RIDE AND LOCAL BUSES-
During fall and spring semesters, the Park-n-Ride buses run from the Lewis & Clark Apartments (Graduate and upperclassmen housing on SW Higgins) to campus via Dornblaser Parking (on corner of South Ave and Higgins Ave), east along South Ave and north along Arthur Ave, making a 20 minute loop. Stops are around the outer edge of campus—on Arthur at Miller Hall and Corbin Hall, at the Music Building/Gallagher Building, in front of the Campus Recreation Center and the Adams Center, behind the University Center, and on Beckwith Ave at the Science Complex. Two buses run (so buses stop every 10 minutes) and it is **free**.

The Mountain Line, the local bus system, runs along Arthur Ave and is **free** to UM students with a valid Griz Card. Schedule and routes are available at [www.mountainline.com](http://www.mountainline.com).

5.6 EMPLOYMENT AROUND UM AND MISSOULA
UM provides a great resource for job searching both on campus and in Missoula at [http://www.umt.edu/informationabout/Employment](http://www.umt.edu/informationabout/Employment). Another resource is the Career Center, which is located in the basement of the Lommasson Center (LS 154).

5.7 HOUSING INFORMATION
Two websites that you might find helpful are; [www.umt.edu/housingfinder](http://www.umt.edu/housingfinder)  [www.umt.edu/rentercenter](http://www.umt.edu/rentercenter)
In addition, [Craigslist](http://www.craigslist.org) and local rental agencies are excellent resources.
Included in this section are samples of forms that will be required during the program. Hard copies of all forms are available in the program office. Copies are also available electronically.

INDEX OF FORMS

6.1 Program of Study Planning Form
6.2 Internship Planning Form
6.3 Graduate Student Performance Evaluation Form
6.4 Annual Spring Student Self-Evaluation Form
6.5 Pre-Departure Internship Forms
6.6 Non-Peace Corps Internship Form
6.7 Student Final Report Cover Page Template
6.8 Statement of Acknowledgement of Handbook Policies
**6.1 PROGRAM OF STUDY: PLANNING FORM for (your name):**

Make at least 3 copies of this page and the following page. They make excellent working documents. You should **work on this form in conjunction with your advisor** (who will keep one copy of each updated version of your academic planning). List the anticipated courses and/or program requirements to be completed during each semester:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Summer</th>
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<tr>
<td>First Fall Semester</td>
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<td>Summer</td>
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<td>First Spring Semester</td>
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<td>Second Fall Semester</td>
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<td>Second Spring Semester</td>
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<td>Third Fall Semester</td>
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<td>Third Spring Semester</td>
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<td>Fourth Fall Semester</td>
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<td>Fourth Spring Semester</td>
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</tbody>
</table>
6.2 INTERNSHIP PLANNING FORM

Name: _________________________________ Date: ____________

INTERNSHIP:

What are your plans? (Where? When? For how long? What will you do? How? With what organization will you work? Please include all contact information for that organization.)

________________________________________________________________________
________________________________________________________________________
6.3 GRADUATE STUDENT PERFORMANCE EVALUATION

THIS FORM WILL BE FILLED OUT BY YOUR ADVISOR IN CONSULTATION WITH GYD FACULTY AFTER YOUR FIRST SEMESTER, AND WILL THEN BE SHARED WITH YOU AT A MID-YEAR ADVISING MEETING.

Student: _______________________ Cohort: _____ Date: _______________
Semester started in program: ______ Evaluation period: ___________

Academic coursework performance:

Internship plans & progress:

Professional comportment: (interaction with peers & faculty, openness to supervision, ability to work with others, etc.)

Progress through IYFD program (timely completion of requirements, etc.):

Summary comments & elaboration:

I have read this evaluation and discussed it with my faculty advisor. I am aware that I can also add my own comments to my file on a separate page, and that I can review my file in the Counselor Education office.

_____ I agree with this evaluation.
_____ I disagree with this evaluation.

Student’s signature________________________________________ Date________________________

Advisor’s signature________________________________________ Date________________________
6.4 ANNUAL SPRING STUDENT SELF-EVALUATION

Name____________________________________ Date__________________

Please respond to the questions below and return your response to your faculty advisor. You advisor will meet with you to review your thoughts and provide feedback on your progress, talents, and challenges.

ACADEMIC DEVELOPMENT

Progress through the program: Does your pace through the program satisfy you? What challenges have you faced in maintaining the program schedule as outlined in the student handbook?

When will you graduate? What do you need from the program or yourself so this occurs when you want it to? If you have incompletes or “N” grades, what are your plans to complete these?

Conceptual skills development and intellectual curiosity: How do you evaluate your academic development thus far? Are you becoming able to integrate academic knowledge with understanding of real people in a variety of cultural contexts? In what ways do you notice your own growth both in academic and applied areas?
PROFESSIONAL SKILL AND PERSONAL DEVELOPMENT

What accomplishments and challenges have you experienced in the IYFD program?

How would you evaluate your progress in handling your personal and professional development?

Describe any academic, counseling, or personal development areas you would like to focus on in the future.

Recommendations to the Program:

What did you like best and least thus far?

What changes would you suggest for future cohorts?
6.5 PRE-DEPARTURE INTERNSHIP FORMS

For students planning overseas internships, the following information must be submitted to your advisor before departure:

- FAMILY INFORMATION
- HEALTH INFORMATION
- INSURANCE COVERAGE
- RELEASE AND AGREEMENT
- RESPONSIBILITIES OF INTERNSHIP PARTICIPANT
- STUDENT INFORMATION
- WAIVER OF CLAIM AND RELEASE
6.6 Non-Peace Corps Internship Form
Standards and Expectations for Non-Peace Corps GYD Internship Placements:

The GYD program was established as a Peace Corps Masters International program with the specific dual intentions of providing prospective Peace Corps volunteers with training in cross cultural youth development, and providing the Peace Corps with skilled and aware volunteers. One of the many advantages of working through the Peace Corps is their high level of training, supervision and support in the field. At times students decide for some reason that Peace Corps is not for them, or there may be extenuating circumstances that prohibit Peace Corps service. People accepted into the GYD program are also sometimes not accepted for Peace Corps for a variety of reasons. Students who do not do Peace Corps are presented with the challenge of finding other acceptable internships. This can be tricky as there are few paid internships available internationally, and the competition for such positions is stiff. Please keep in mind that faculty approval of non-Peace Corps Internships is required in all cases.

The following questions will help you in considering alternatives to the Peace Corps:

1. Does the organization you are considering have a good reputation in international aid circles? Is it well-established?
2. Do they provide training before (including language training) and on-site?
3. Will there be people to mentor you on site?
4. What is the level of accountability between you and the parent organization? (Will there be supervision of your work?)
5. Does the organization provide health care, insurance, and med-evac?
6. Does the organization provide for your travel costs?
7. Does the organization provide a living stipend and housing arrangements?

In working to create a non-Peace Corps intercultural internship you will need to keep in mind the following GYD requirements:

1. The Intercultural Internship must be a minimum of a full academic year of intensive immersion and involvement in a culture other than your own, doing work in the field of youth or family development. Two years, as with Peace Corps, is preferable as most experts acknowledge that it takes at least a year to really get “into” a new culture and start to be working effectively. [Please note: As with Peace Corps “immersion” does not mean living in the suburbs and commuting to a job in the inner city. This is of course not something we can or want to monitor but it would be hard to understand why this would not also be your goal in doing this particular masters program.]
2. There must be an identifiable organization with which you are working – usually an NGO but sometimes a state, national or local agency. This organization must be approved by the GYD faculty, and follow the International Red Cross policy banning proselytizing.
3. There must be an identifiable person or persons whom you are working under or who will provide and be available to you for training information, support, and supervision. He or she will sign time-tracking sheets confirming your hours and activities (see advisor for a sample form or organization forms okay)
4. The person or people identified in #3 must be willing to provide feedback to GYD faculty regarding your progress in the Internship.

Please sign below, submit to your advisor and keep a copy for your records.

I have read and understand the Standards and Expectations for Non Peace Corps Internships.

_________________________________________  ______________________________________
(Student’s name)                  (Faculty advisor’s name)
_________________________________________  ______________________________________
(Date)                           (Date)
6.7 STUDENT FINAL REPORT COVER PAGE TEMPLATE

TITLE – ALL CAPS AND DOUBLE SPACED

By

Your full legal name

Previous Degree, College or University, City, State or Country, Year

Previous Degree, College or University, City, State or Country, Year

Presented in partial fulfillment of the requirements for the degree of

Master of Arts

Global Youth Development

The University of Montana

Missoula, MT

Approved by:

Advisor: ______________________________________

Date: ____________________
6.8 STATEMENT OF ACKNOWLEDGMENT OF HANDBOOK POLICIES

THE UNIVERSITY OF MONTANA

MASTER OF ARTS IN GLOBAL YOUTH DEVELOPMENT

This page is to be filed with your advisor during your first semester of enrollment. Please sign below and make two copies, one to give to your advisor to put in your file, and one to keep. Thanks.

I, (please print your name) ________________________________, have read the GYD Handbook in its entirety. I understand and accept the policies and information contained in the Handbook. I have discussed matters that are unclear to me with my Advisor. My first semester of enrollment in the GYD Program was ____________ (Cohort __).

_________________________________________________ _____________
Student Signature      Date