



The College of *St. Scholastica*

School of Education & Social Work
Graduate Education Programs

Student Handbook



Updated February 2021.

This handbook was designed to be helpful and useful. Please provide feedback to your advisor on the utility of the handbook and identify additional information that would be helpful.

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Introduction

The purpose of the graduate programs in education is to facilitate the improvement of teaching and learning by meeting the professional needs of educators in public and private schools, and other organizations. The Graduate Education Programs include several full degree programs and certificates focused on meeting the workforce and academic needs of a variety of individuals. The graduate programs also include graduate professional courses and workshops on a variety of teaching and learning topics.

A variety of courses and workshops are offered on-campus and online. In addition to the courses listed in the catalog, graduate credit may also be available for occasional workshops and seminars offered by practitioners and community members. Admission to courses and workshops is open to persons with a baccalaureate degree from an accredited college or university.

This handbook is designed to assist in planning a successful experience at The College of St. Scholastica. The handbook may be used in conjunction with The College of St. Scholastica General Catalog, available online. The General Catalog for the year in which a student entered the program is the student's contract with the College. The General Catalog includes information on College policies that apply to undergraduate, graduate and licensure students, as well as program descriptions and requirements.

Education Graduate Programs

The School of Education and Social Work (SOESW) graduate education programs support the general mission of the College by stressing intellectual and moral preparation for responsible living and meaningful work. Students who complete one of our programs have a firm foundation in the knowledge, skills, and dispositions needed to promote student learning. We strive to continually enhance our programs by focusing on student learning; well-grounded in research and best practices, including assessment; collaborative with the K-12 educational community; and committed to integrating diverse perspectives. Not merely theoretical, each program, in its own way, emphasizes the application of broader concepts in specific educational settings.

Mission: To prepare and support teachers who are firmly grounded in the knowledge, skills, and dispositions needed to promote student learning.

Vision: To be nationally recognized for developing skilled and caring professionals prepared to educate students in a diverse and changing world.

Education Conceptual Framework



Graduate education programs include:

1. Master of Education degree (M.Ed.),
2. Certificate in Computer Science Education
3. Certificate in Culturally Responsive Practice
4. Certificate in Literacy Instruction (Reading Licensure for those already licensed to teach in a K-12 setting)
5. Certificate in Educational Technology
6. Certificate in Special Education
7. Graduate Teaching Licensure (GTL), an accelerated program offering professional preparation of teachers for elementary and secondary licensure. GTL students may also earn a Master of Science degree by completing two additional research courses.
8. Graduate Special Education Licensure (ABS), online program offering professional preparation of teachers in the area of Academic and Behavioral Strategist. ABS students may also earn a Master of Science degree by completing two additional research courses. Licensure is limited to those already holding a Minnesota teaching license.

These programs are offered in an online or blended format with varying degrees of onsite coursework. The School of Education and Social Work also offers graduate courses for the continued professional development of today's educators. These courses may also be taken as electives for graduate education programs.

Sources of Information

In addition to this handbook, several other sources of information exist. It is each student's responsibility to maintain contact with The College of St. Scholastica faculty and staff to ensure the acquisition of accurate and current information.

Dean, School of Education & Social Work

The Dean of the School of Education and Social Work is a decision-maker in program policy, is part of program planning, and is ultimately responsible for the program.

Chair, Graduate Programs in Education

The Chair of Graduate Programs in Education is a decision-maker in program policy. The chair plays a critical role in creating and reviewing graduate level policies.

Program Directors and Coordinators

Program directors and coordinators are responsible for establishing and implementing program policies and procedures. They are also available to help students plan their program and respond to students' questions and concerns.

Advisors

Each student is assigned a program advisor. In some cases, this may be a faculty member. Your advisor will be assisting you throughout the program with course registration and progress monitoring, and can serve as a resource for you with questions regarding the completion of your program. Be sure to keep in close contact with your advisor as you pursue your graduate program or certificate. Contact your advisor at least once every semester before registering for the following semester. This is important even if you do not plan to sign up for any courses.

Please remember that although your advisor can be most helpful in assisting you, it is your responsibility to be familiar with the program you have chosen, to complete the required courses and forms in a timely manner, and to monitor your own progress toward the completion of that program. Providing timely and accurate information to your advisor can assist the student/advisor team in designing a quality trouble-free program for each student.

Faculty

Contact information of the graduate education faculty are provided in a directory available through My.CSS.edu, in the blue bar below the CSS logo.

Appointments

Making an appointment before meeting with a faculty member in person, by phone, or by virtual meeting, ensures that both student and faculty member are prepared for the meeting and that the student will have adequate and uninterrupted time. Appointments can usually be made within the week. Responsibilities for many of the faculty include considerable off campus time. This means that messages left on voice mail or e-mail may not be retrieved that same day. Confirming an appointment verbally with the faculty member can eliminate this concern. Office hours for on-site or telephone appointments change from semester to semester. Office hours are posted on the faculty member's door and/or in course syllabi. Students may call a faculty member for an appointment. Students may also leave voice mail or e-mail messages.

Toll Free Telephone Numbers

Duluth Campus: 1-800-447-5444
Inver Grove Hts.: 1-888-298-4723
St. Cloud Campus: 1-866-211-2337

Administrative offices

OneStop Student Services delivers a seamless process to all students, allowing them to self-manage the business of being a student. OneStop provides students a single point of reference for questions ranging from registering for classes, reviewing grades, accepting financial aid awards, viewing and paying your student bill and

much more, all in one convenient location. The majority of these business transactions can be accessed and managed on the OneStop page in My.CSS.edu, the College's portal.

OneStop counselors are cross-trained in financial aid, registration and student accounts. If you cannot find what you need online, or simply want to speak with someone in person contact one of our counselors who are here to assist you.

Phone: 218-723-6570 or 1-877-287-8716

Email: OneStop@css.edu

The College Catalog

The College catalog includes information on College policies that apply to both undergraduate and graduate students. The catalog also includes course descriptions and prerequisites.

<http://www.css.edu/academics/catalog.html>

Computer Policies

Username and Student Identification Look Up

If you are unsure of your online username, your student ID number you can look up that information on the following site (also accessible via the Information Technologies webpage):

<https://pwss.css.edu/sspr/private/Login> (copy/paste URL).

Campus Computer Use

There are a number of policies relating to acceptable and ethical use of the College's network and computer resources. These policies can be found on the Web at: <http://www.css.edu/administration/information-technologies/computing-policies.html>

Computer resources available to graduate students can vary by campus. Students should ask their advisor or program coordinator about availability in their geographical area.

For additional information, please contact the Computer Support Help Desk:

- Local: 218-723-5911
- Toll Free: 877-723-5911
- Email: cssitservicedesk@css.edu

The Library

The Duluth Campus Library is located between Tower Hall and the Monastery, and welcomes all students to the campus whether on or off-campus. To assist distance students with the transition of taking classes off-campus or online, the Library offers a variety of resources and services to assist you with your course work and your research. There is also a Distance Education Librarian dedicated to assisting you with your questions.

To request assistance in general, or with specific topics or assignments, call 218-723-6140, or 800-447-5444 (ask for the library), or use e-mail at library@css.edu. Other options for seeking assistance are available on the "Distance Students" link on the Library's homepage: <http://libguides.css.edu/DistanceStudents>.

Identification Cards

Students who are in online programs are rarely assigned identification cards as they are able to access resources and information without one. Duluth students may want one, as this will give them access to the CSS Burns Wellness/Fitness center, and ticket discounts to select events held in the Mitchell Auditorium. Graduate education students should contact their advisor for an ID.

Textbooks

Required textbooks for graduate courses can be found at the CSS Virtual Bookstore at <https://css.textbookx.com/institutional/index.php>.

Students may purchase books from the vendor of their choice and are not required to use the CSS bookstore. (Note: Some books must be purchased new, as they come with access codes for online resources.) However, students wishing to use financial aid money toward the cost of books must purchase them through the official St. Scholastica virtual bookstore using Bookstore Dollars. (Note: Students must have enough financial aid funding available to cover the cost of books.)

Bookstore Dollars allow students to charge up to \$600 (depending on the number of credits per semester) to their St. Scholastica student account for textbook purchases. A \$600 (or less) credit limit is added to students' Bookstore accounts each semester. If you choose to use these virtual bookstore dollars, the amount used will be charged to your St. Scholastica student account upon checkout. Students are not required to use bookstore dollars. To pay by other means such as credit card or debit card, simply click the undo button at checkout and select another payment option.

For more information on financial aid and books, go to

<http://www.css.edu/graduate/masters-doctoral-and-professional-programs/financial-aid/tuition-and-fees.html>

Mailboxes

Duluth Campus: College mailboxes are available in the mailroom of Tower Hall. If you wish to have an on-campus mailbox, please contact the mailroom staff. Mailboxes designed for people with disabilities are also available by request.

Housing Information

If a student occasionally needs to rent a room in College housing, or if he/she needs College housing during a summer session, please contact the Housing office, 218-723-6391. For the summer semester, each student should get his/her reservation in as early in spring semester as possible. Information regarding off-campus housing is available from the Student Activities office in Tower Hall, Room 17C.

Equal Access and Accommodations

Students with disabilities, who sustained injury in active military service, and with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to begin the process of obtaining accommodations, please check out The Center for Equal Access on my.css or email access@css.edu.

Sexual Harassment

The College of St. Scholastica is committed to ensuring a safe and nondiscriminatory environment that is free from sex discrimination (including discrimination on the basis of sex, sexual orientation, gender identity, and gender expression) and sexual misconduct (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking). This commitment applies to admissions, employment, students' access to and participation in College programs and activities.

Persons who think they have been harassed or threatened, or have knowledge of harassment or threatening behavior, are encouraged to visit Student Support Services website: <http://www.css.edu/student-affairs/support-services.html>. A reporting form is also available at: <https://www2.css.edu/app/depts/sss/IncidentReport/>

Required Reporting & Confidential Resources

The College of St. Scholastica values its ability to provide a safe and nondiscriminatory educational environment for students. Faculty and staff members are required to report information regarding gender-based discrimination and violence (sexual harassment, sexual assault, relationship violence, stalking or sexual exploitation) to the College Title IX Coordinator. The Title IX Coordinator oversees the College's response to reports of sexual misconduct and provides interim protection measures. Learn more at css.edu/titleix or 218-625-4444.

For confidential support contact:

Counseling Services (T2150) 218-723-6085

Student Health Services (Somers 47) 218-723-6282 or

Gender Equity and Anti-Violence Ally (GEVA) 218-733-2227 or geva@css.edu

Admissions

Admission Requirements

The following requirements and procedures apply to students interested in pursuing a graduate degree in the School of Education and Social Work.

Application form

All applicants must fill out the online Graduate Admissions Application form.

Transcripts

A baccalaureate degree from an accredited college or university is required. Request that official transcripts of all undergraduate (graduate, if applicable) work be sent to the CSS Graduate Studies office by the institution(s) you attended. Graduate Record Examination scores are not normally required. In the event the transcript and letters of recommendation are insufficient for making a decision to accept, an applicant may be asked to submit scores before admission is granted.

Recommendations

Request completion of recommendation forms from two professional contacts attesting to your experience, motivation, and competencies relevant to a graduate-level education program. Have them sent directly to the Graduate Studies office. Ask each person to include a telephone number, so they may be contacted if necessary.

If the applicant's primary language is not English

TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

Additional requirements

Some graduate education programs have additional application materials that must be completed. The requirements for admission are clearly outlined on each graduate program's application forms:

Graduate Teaching Licensure:

<http://www.css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/graduate-teaching-licensure.html>

Masters of Education:

[http://www.css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/master-of-education-\(med\).html](http://www.css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/master-of-education-(med).html)

Graduate Special Education

<http://css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/graduate-special-education-licensure.html>

Other Graduate Certificate programs:

<http://www.css.edu/graduate/masters-doctoral-and-professional-programs/areas-of-study/certificate-programs.html>

Acceptance Categories

Full Acceptance: granted to those students who meet all admission requirements.

Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for Financial Aid until Full Acceptance into the program.

Probationary Acceptance: granted to those students who do not meet the GPA requirements but who otherwise exhibit reasonable evidence to indicate their ability to do satisfactory graduate work. Students will be removed

from probationary status after completion of 12 semester credits of satisfactory work in graduate courses and not eligible for Financial Aid until Full Acceptance into the program.

Non-degree Acceptance: reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for Financial Aid.

Financial Aid

Website: <http://css.edu/graduate/masters-doctoral-and-professional-programs/financial-aid.html>

More than 98 percent of the College's full-time students take advantage of our many financial aid programs. Financial Aid staff will help you review options and get a clear picture of how much assistance you may expect to receive.

Registration

BannerWeb is a secure website that allows you to register for classes and view your grades, schedule, financial aid status, transcript, and any holds on your account. Registration procedures vary between graduate programs.

Graduate Teaching Licensure and Graduate Special Education: Just before registration opens for the semester, students receive a GTL registration newsletter via email. The sender will be listed as "Graduate Teaching Licensure Program," or "Graduate Special Education Program" and the subject line will read: "GTL Registration Newsletter from The College of St. Scholastica" or "ABS Registration Newsletter from The College of St. Scholastica."

The newsletter will have a link to the online course schedule where students can look up the Course Registration Numbers (CRNs), then they can register online through BannerWeb. Once students are registered, course materials can be found in their BannerWeb course schedule.

To register using the BannerWeb system, complete the following steps:

- 1) Go to the CSS homepage at www.css.edu. Choose 'CSS Login' in the blue bar across the top.
- 2) Log in to My.CSS.edu using your CSS Username and Password.
 - **Username:** Is the first letter of your first name and then your last name. For students with common last names, a number might follow. (e.g., John Smith = jsmith23)
 - **Password:** The default is your CSS Student ID number. *Please note:* This system is case-sensitive, so the 'V' or 'B' in your ID number must be capitalized. To change your password go to: <https://pwss.css.edu/sspr/private/login>. Choose Change Known Password. If you cannot remember your ID#, it can be looked up at this website: https://www2.css.edu/app/depts/it/computer_accounts/account_lookup/index.cfm?_ga=1.155675000.298070157.1379335141
- 3) From your My.CSS.edu main page, you can find BannerWeb in the blue banner below the CSS logo.

Once you are in BannerWeb:

- 1) From the main menu page, choose 'Student Services and Financial Aid'.
 - Choose 'Registration'
 - Choose 'Select Term'; select the upcoming semester and hit 'Submit'.
- 2) Choose 'Add/Drop Classes', which is also first-time registration.
- 3) Enter your Alternate PIN (NOTE: Your Alternate PIN will always be '111111'.)
- 4) Enter the Course Registration Number (CRN) for the courses that you plan to take, and hit 'Submit Changes' when complete.
 - CRNs can be found in the Online Course Schedule at: <https://www2.css.edu/app/depts/reg/sched/index.cfm>

Transfer of Credits

Students may transfer a maximum number of six semester graduate credits appropriate to the program, earned from a regionally accredited college or university, toward completion of their St. Scholastica degree. Exceptions to this policy for individual students may be made by individual departments. The transfer credit must have been completed no more than seven years prior to the date the St. Scholastica degree is completed. Forms to request transfer of credits can be obtained from the Office of Graduate and Extended Campus Admissions. The College of St. Scholastica will consider transfer credits from students who:

- Submit a *Graduate Credit Transfer Application* form.
- Request an official transcript sent directly from the regionally accredited institution.
- Submit the course syllabus, catalog, or other pertinent descriptive information to determine equivalency of course content.
- Earned a course grade of 3.0 or better.
- Completed the course not more than seven years prior to completing the St. Scholastica program.

Degree-seeking students planning to enroll in courses at another institution with the intent to transfer the credits to The College of St. Scholastica will need to send a written request and supporting course documentation to the program director prior to enrolling in the course. Written approval will be provided if the course is acceptable for transfer.

Application form: <http://resources.css.edu/grad/pdfs/CreditTransferApplication.pdf>

Drop/Add

Dropping or adding a course can be completed without penalty within the first ten days of the start of the semester or term. Students may drop classes online using Banner Web. After classes begin students must go through their advisor to drop or add a course.

Dropping a Course After the Drop Deadline

If students would like to drop a course after the add/drop course deadline, they must file a registration appeal and follow the directions listed:

1. Download the registration appeal from the OneStop Forms.
2. Complete the rationale portion for dropping a course after the deadline. Be as specific as possible.
3. Acquire a signature from the instructor of the course you wish to drop. An email from the instructor's css.edu email address will be acceptable in lieu of written signature.
4. Acquire a signature from your faculty advisor or an academic advisor. An email from either College official's css.edu email address will be acceptable in lieu of written signature.
5. Scan the appeal form and all supporting documentation and email to registrar@css.edu with the subject line: Registration Appeal

NOTE: All courses that are dropped after the add/drop period may result as a 'W' or withdrawal on the student's permanent transcript.

Academic Policies

Academic Standards

The School of Education and Social Work graduate education programs at The College of St. Scholastica require consistent demonstration of a high degree of scholarship, industry and ethical behavior in all written, oral, and practicum assignments. It is expected that all written assignments reflect consistent use of APA style. APA guides are available at the following web page: <https://libguides.css.edu/APA7thEd>

Graduate Stop-Out and Withdrawal

Students are encouraged to work with their faculty and academic advisors to plan how best to put their studies on hold. A student who chooses to withdraw from The College must realize that the withdrawal will remain on their permanent transcript. A student is legally registered until he/she files an official withdrawal or completes the course. Any student who withdraws from the College during the course of the academic year must first contact his/her academic advisor with questions concerning their enrollment status, and the possible consequences of putting their program on hold.

Grade Definitions

Graduate students must maintain an average GPA of 3.0 and no grade lower than a C. A student's performance is recorded in grades as follows:

A	4.0 grade points	A = Evidence of exceptional and outstanding work.
A-	3.7 grade points	B = Evidence of acceptable work.
B+	3.3 grade points	C = Minimally acceptable if the required overall GPA is maintained for that program.
B	3.0 grade points	F = Failing work.
B-	2.7 grade points	P = The P (pass) may be used if agreed upon ahead of time by the faculty and student. The P grade indicates successful completion of course requirements.
C+	2.3 grade points	N = The N (no credit) grade is used when Pass/No Pass has been agreed upon and when course requirements have not been successfully completed.
C	2.0 grade points	I = The I (incomplete) grade is given to students who have requested an I grade because they are unable to complete the course requirements by the end of the course term/semester due to extraordinary circumstances. The request must be made to the faculty on the Graduate Course Incomplete Contract form. The I grade must be converted to a letter grade (A through F) or P or N within the contract time frame.
F	0 grade points	IP = The IP (in progress) grade is used to signify courses that are usually not completed within the term/semester due to the nature of the course. The IP grade must be converted to a letter grade (A through F) or P or N within 12 months from the time the course was ended.

Progression and Retention Policies

Incompletes

A student with two incomplete courses on his/her records will not be allowed to register for additional classes until the remaining work is completed for both of those courses.

Reinstatement

Students who do not register for more than two consecutive semesters are considered "inactive by default" in the registration system. In order to be reactivated in the system, students must reapply with the first two pages of the application. Contact your program director, coordinator, or advisor to initiate this process.

Probation

Students must maintain a minimum grade point average (GPA) of 3.0 in program courses to be eligible for completion of a program and graduation. If a student's GPA falls below 3.0, the student is placed on probation. A student on this type of probation must achieve a GPA of 3.0 after completion of an additional 6 semester credits. Failure to do so will result in dismissal from the program.

Dismissal

Students will be subject to dismissal for severe and/or repeated academic or behavioral issues whereby expected academic or behavioral standards are not met. Examples include:

Academic Dismissal

1. Failure to maintain an overall 3.0 GPA.
2. Incursion of a second probationary status for either academic or behavioral causes.
3. Repeated or serious plagiarism or other infractions of academic dishonesty.
4. Failure to meet stipulations of an academic probationary contract.
5. Failure to meet the conditions of a provisional/probationary admittance contract.

Behavioral Dismissal

1. Failure to meet expectations outlined in a probationary contract designed to correct any behavioral infractions.
2. Commission of acts of a gross or irreparable unethical nature.
3. Incursion of a second probationary status for either academic or behavioral cause.

Dismissal Procedure

In cases of continued violations during the probationary period, unsatisfactory progress during the probationary period, or in cases of single but severe violations, the department may proceed with dismissal according to specific procedures outlined in their department policies and procedures handbook.

Academic Appeals Procedure

Grounds for Appeal

The academic appeal procedure is a process designed to address an academic situation the student perceives as unfair or unjust. *It is not a process to be used when there is dissatisfaction with a grade or to obtain a grade change.*

Administrative Appeal

The student should try to resolve the situation by discussing it with the following people in the order listed below. The procedure would halt at any point that satisfaction has been reached. If the administrative path for the appeal is unclear, the student should consult with the VPAA for clarification.

1. Course Faculty
2. Program coordinator or director if applicable
3. Department chair
4. Dean of the school in which the department or program resides
5. Vice President for Academic Affairs

Formal Appeal

If, after discussion with the people listed above, the issue has not been resolved, the student may file a written appeal with the Vice President for Academic Affairs. Upon receipt of the written appeal, the Vice President for Academic Affairs will contact the chair of the Faculty Assembly (for undergraduate appeals) or the Graduate Council (for graduate appeals) to select three faculty members, and the Vice President of Student Affairs to select two students to serve on an appeal panel; for undergraduate appeals the students will be undergraduates and for graduate appeals the student will be graduate students. One student and two faculty members will be from the academic school concerned; the other student and faculty member will be from other schools. The Vice President for Academic Affairs will set up the first meeting of the panel and notify the involved student and the faculty member(s).

Time Limits

An administrative appeal must be initiated by the student within one month of the end of the semester in which the incident occurred. The formal appeal must be initiated within one month of completion of the administrative appeal process. Upon receipt of the written formal appeal, the appeal panel shall be formed within one week. The appeal panel shall meet within two weeks of being formed, to be presented with the appeal. A hearing that includes the student and faculty member will be scheduled as soon as practicable thereafter.

Student Responsibility

The student should clearly and concisely describe the incident and state the reason for the appeal. Any supporting materials should be given to the panel members and to the faculty member(s) through the Vice President of Academic Affairs prior to the first meeting of the panel.

Faculty

Any written documentation that the faculty member(s) wish to present to the panel should be given to the panel and the student through the Vice President for Academic Affairs prior to the first meeting of the panel.

Panel

1. At the first meeting of the panel, the Vice President for Academic Affairs will review the responsibilities and limits of the appeal panel and distribute any written materials from the student and the faculty member(s). The panel should then choose a chair and secretary. A hearing will take place at a subsequent meeting.
2. At the hearing, the student will present the concern. The student may ask to have a student advocate or another person present as a supporter/advisor. This request should be made prior to the meeting. Because this is a student initiated process within the College, it is not usual to have legal counsel present. If an exception is to be made, it should be arranged with the Vice President for Academic Affairs prior to the panel meeting.
3. At the hearing, the panel will give the faculty member(s) an opportunity to respond to the accusation of unfairness or injustice. The faculty member(s) may invite the department chair or dean of the school to be present for this panel meeting. If the student has arranged for legal counsel, the faculty member(s) may also have legal counsel present. Legal counsel shall not be permitted to examine or to cross-examine anyone present. The Vice President for Academic Affairs will also be present as a resource for procedural questions.
4. At the hearing, the panel will ask questions and receive clarification of the issue from the student and faculty member(s), all of whom are present for presentation and clarification.
5. Following the hearing, the panel will meet alone to discuss the issue. The primary responsibility of the panel is to determine whether an injustice was done.
6. To maintain confidentiality the panel will seek any additional information needed to arrive at a decision through the Vice President of Academic Affairs.
7. The decision will be communicated to the Vice President of Academic Affairs who will relay the final decision to the student and faculty member(s). If and only if the panel members decide there was an injustice, they may suggest options for follow-up action to the Vice President for Academic Affairs.
8. Detailed minutes of the panel proceedings should be kept by the secretary and filed in the office of the Vice President for Academic Affairs.
9. All deliberations of the panel are held in confidence. Panel members and anyone present at the meeting(s) should respect this confidentiality.
10. Decisions of the panel are binding.

Program Completion

Application for Degree or Certificate

All Certificate and Degree Students: All students planning to graduate must complete an application to graduate. The deadline to apply for a graduate's name to be included in the Commencement Program is as shown on the application website: <https://my.css.edu/d2l/le/content/6606/viewContent/357647/View>. There are no exceptions to the deadline for the Commencement Program.

Resume (GTL and ABS)

All students are encouraged to develop a professional resume for submission to a prospective employer. This document should include their educational qualifications and honors, in addition to work experience and professional memberships. An ideal resume is no longer than 2 pages (1 page preferred) and describes applicant qualifications in an active manner. The Student Development Center is available to assist students in the development of this document.

Letters of Recommendation (GTL and ABS)

Most employers require information about the job applicant from someone who knows him/her well and has supervised him/her in some capacity. Do not underestimate the value of these letters. A grade point average or transcript only summarizes academic data and does not address personal or professional characteristics.

Faculty are generally willing to write letters of recommendation for students, but it is the responsibility of the student to request that letter in a timely manner. Generally, faculty need the following information:

Information about the position or program – If it is a graduate school, explain the program in detail. If it is a place of employment, explain the position in detail. Including a job description is helpful. Include any information provided by the school or employer with regard to what they are looking for in the applicant or from the reference.

Career and Placement Information

St. Scholastica Career Services commits to inspiring and engaging students in exploring, developing, and pursuing individual career paths and meaningful work. As you travel on the Saints Roadmap - College to Career plan, we will:

- Offer resources, tools, programs, and staff to help you explore your interests, skills, values, and how they align with your major and careers.
- Support and assist you in discovering and pursuing experiential opportunities (internships, fieldwork, research).
- Provide feedback and guidance as you articulate your skills and experiences through resumes, cover letters, interview skills, graduate applications, Handshake, and LinkedIn profiles.
- Provide resources and opportunities to connect with employers, graduate programs, and professionals for your career success.

Email: careers@css.edu, resumes@css.edu

Phone: 218-723-6039

Location: Duluth Campus, Tower Hall 17

More information and resources can be found on the Career Services Web page: www.css.edu/career.

Master of Education

Program Philosophy

The Master of Education degree program at The College of St. Scholastica seeks to challenge graduate candidates to evaluate their current practices, expand their views on student learning and assessment, and develop their capacity to apply research-based best practices in their educational settings. Faculty prepare graduate students to identify and analyze educational issues and provide leadership for innovative solutions within their work settings. Finally, candidates develop best practices in the courses they take and become proficient in using action research to address questions from their own practice.

Program Description

The Master of Education Degree (M.Ed.) Program is a fully online degree program for practicing teachers and other education professionals. The online Masters of Education Degree engages learners to reflect deeply upon their teaching practice to improve student learning and address critical issues in today's schools. This program prepares educators to meet the needs of "21st Century" learners. Program participants will acquire new strategies on how to use data and research to impact and inform their practice.

Program Format

With the exception of the final Research Capstone presentation held on the Duluth campus, the program is offered 100% online, which allows education professionals to maintain their current employment status while enhancing their knowledge and skills. The program can be completed in two years, which includes summer courses.

The program uses the cohort model where program participants move through the core program courses together. An array of technologies have been implemented to help bridge the gap between the computer and the classroom. In addition, students are encouraged to work together. Some assignments will require collaboration with colleagues.

Program Outcomes

Program outcomes are aligned with the School's Education Conceptual Framework.

Upon completion of the Master of Education Degree at The College of St. Scholastica, the graduate will be able to:

- Student Learning: Candidates will apply best practices and effective instructional strategies grounded in current education theory to promote student learning.
- Inclusion: Candidates will develop cultural self-awareness and cultural fluency to work effectively with students and communities of diverse backgrounds.
- Critical Thinking and Inquiry: Candidates will engage in the process of inquiry and critical thinking regarding current educational issues and practices.
- Assessment: Using data to make informed decisions: Candidates will be able to examine and analyze data to make informed instructional student centered decisions.
- Technology: Candidates will identify and apply 21st Century technologies and strategies to enhance student learning.
- Leadership/Change agent: Candidates will gain skills to become advocates and change agents for 21st century learners.

Admission Requirements

The Master of Education Degree Program will consider applicants who:

- Submit a completed Graduate Admissions Application form
- Have earned a baccalaureate degree from an accredited college or university;
- Submit all official transcripts of baccalaureate and graduate course work;
- Have earned a cumulative GPA of 2.80;
- Submit a completed Master of Education essay;
- Submit two Graduate Recommendation forms from educational professionals, • Interview with the M.Ed. Program Director (if necessary)
- **If the applicant's primary language is not English:** TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

Forms for some of these requirements are available at <http://grad.css.edu>

Graduate Record Exam (GRE) is not required, but may be requested if the applicants file is insufficient to make a decision to accept.

International applicants may need to complete additional admission requirements. Note: Meeting minimal entrance requirements does not necessarily guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee.

Transfer Credits

Students may apply to transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica degree. A maximum of six transfer credits may be applied. The transfer credit must have been completed no more than seven years prior to the date the St. Scholastica degree is completed. Forms to request transfer of credits can be obtained from the Graduate Studies Office, and need to be sent to the Program Director after completion. The College of St. Scholastica will consider transfer credits from students who:

- Submit a Credit Transfer Application form;
- Request official transcripts sent directly from the accredited institution to the program Director;
- Submit the course syllabus, catalog or other pertinent descriptive information;
- Demonstrate that course content is applicable to the program enrolled;
- Earn a course grade of 3.0 or better; and
- Complete the course seven years prior to graduating from the St. Scholastica program

Form: <http://resources.css.edu/grad/pdfs/CreditTransferApplication.pdf>

Graduation Requirements

A total of 33 semester credits is required for graduation. Credit toward the degree will be given for courses with a grade of 2.0 or better; students are expected to maintain a minimum cumulative grade

point average of 3.0. A maximum of 6 graduate semester credits may be transferred from another college or university if approved by the student's advisor and/or the program director.

Core Course Descriptions

EDU 6510 Current Issues and Future Trends in Education - 3 cr.

This course will introduce the M.Ed. Program, and will examine 21st Century teaching and learning as it applies to current issues and future trends in education. In addition, education theory will be introduced to engage learners in professional scaffolding of knowledge and best practice for 21st Century teachers and learners.

EDU 6520 21st Century Technologies for Teaching - 3 cr.

An overview of current research and application of 21st century technology to increase student learning and enhance teaching. Students will assess current technology skills and knowledge to increase competence and application of technology. In addition, students will gain useful skills and tools to integrate technology in their practice, as well as develop a technology integration initiative that can be implemented in their school.

EDU 6525 Introduction to Educational Research - 3 cr.

An overview of research in education that provides practicing professionals an opportunity to identify, read, interpret, and apply educational research. This includes a study of research methodologies, analyses of relevant literature, and the development of a literature review in a self-selected area of interest.

EDU 6530 Promoting Critical Thinking in the Classroom - 3 cr.

Introduces thinking skills taxonomies, thinking routines, and tools for inquiry-based instruction and assessment. Candidates analyze and create assessments, instructional materials, and teaching approaches for the development of inquiry and argument in one's practice.

EDU 6540 Data Driven Classroom Assessment - 3 cr.

Focus is on learning to use student assessment data to inform decisions related to planning and implementing instructional strategies at the classroom and individual student level. Participants learn how to collect and organize data, analyze and interpret that data, and make informed decisions. Participants will develop "data literacy"; a basic understanding of how data can be used to inform instruction.

EDU 6550 Culturally Responsive Instruction - 3 cr.

Course will examine contemporary trends in education as they relate to the changing landscape of today's schools and how engaging in reflective practice and critical pedagogy can increase student learning. Participants will develop instructional strategies to meet the needs of a diverse student body using 21st technology and pedagogy grounded in education theory, bridging theory and practice.

EDU 6560 Research Based Inquiry-Capstone - 3 cr.

Course builds upon previous introduced educational research and challenges contemporary concepts of Action Research. Each participant explores and develops a critical question and drafts a capstone proposal. Participants learn to design and engage in structured inquiry. In addition, course will further develop participant's understanding of educational research, its uses, purpose and the different types. This course is the first of two.

Certificates in Tandem with M.Ed.

Complete certificate course descriptions can be found on pages 25-32.

Certificate in Chemistry

The Chemistry Graduate Certificate will assist educators in teaching at a higher academic level and will increase their opportunity for salary advancement. The certificate allows industry professionals to advance in their careers.

Certificate in Computer Science Education

This certificate offers teachers a coherent set of courses that prepare them to teach computer science concepts, including content in the advanced placement courses and pedagogical techniques.










Certificate in Culturally Responsive Practice

This 12-credit certificate provides opportunities for participants to examine the needs of a changing demographic K-12 student body, reflect upon current educational practices, examine systems of power and create culturally responsive best practice teaching and learning strategies.

At its core, the certificate will help educators, and other professionals deeply examine their own ways of thinking and actions that may better prepare them to improve student achievement.

Certificate in Educational Technology

Our educational technology certificate is designed for curriculum directors, practicing teachers, and school leaders who seek to improve student learning with the latest technological innovations. You will have the opportunity to gain skills and knowledge in the use of technology and to develop effective strategies for using technology-enhanced learning activities in your classroom. Students will choose 3 elective credits; EDU 6450 is required, for a total of 12-credits.

-  EDU 6370 Universal Design for Learning
-  EDU 6380 Leadership in K-12 Literacy
-  EDU 6435 Using Online Subscription Databases in the Classroom
-  EDU 6445 Online Teaching Methods From Design to Practice
-  **EDU 6450 Leadership and Future Trends in Educational Technology >REQUIRED<**
-  EDU 6480 Digital Tools for Technology Innovation
-  EDU 6520 21st Century Technology for Teaching
-  EDU 6710 Computational Thinking & Standards
-  EDU 6720 Computer Science Principles

Certificate in Literacy Instruction (licensure program)

This 15-credit program is aligned to the K-12 Teacher of Reading Standards for the state of Minnesota. The courses provide relevant research, learning experiences and hands-on opportunities to gain a greater understanding of how to teach reading skills, strategies, and comprehension to kindergarten through grade 12 students. The courses also prepare individuals to serve in literacy leadership roles. The Certificate and individual courses are open to anyone interested in improving their reading instruction.

Certificate in Special Education

Our 12-credit certificate in special education is designed for curriculum directors, practicing teachers, educational and medical practitioners, school leaders, and those who seek to improve their understanding of Special Education, and students with disabilities. You will have the opportunity to gain skills and knowledge in the area of special education and to develop effective strategies for working with students with disabilities.

Director, Master of Education Program Chair, Graduate Studies in Education

Chery Lucarelli, Ph.D.
1200 Kenwood Avenue
Duluth, MN 55811
Office: (218) 723-7052
Toll Free: (800) 447-5444
Fax: (218) 723-6709
cluarelli@css.edu

Dean, School of Education & Social Work

Brenda Fischer, Ed.D.
1200 Kenwood Avenue
Duluth, MN 55811
Office: (218) 723-5971
Toll Free: (800) 447-5444
Fax: (218) 723-6709
bfischer1@css.edu

Graduate Teaching Licensure Program

Program Philosophy

The College of St. Scholastica's Graduate Teaching Licensure Program with optional M.S. in Teaching is an innovative program designed to provide professional preparation of teachers for elementary, or middle and secondary licensure. The program is focused on student learning; is well grounded in research and best practices; collaborative with the K-12 community; and committed to integrating diverse perspectives. We seek to prepare committed teachers who are firmly grounded in the knowledge, skills and dispositions needed to promote student learning. The varied courses and field experiences enable students to develop mastery of the Standards of Effective Practice for beginning teachers.

Program Description and Online Format

The transition to teaching is a rewarding endeavor, and our program is designed to prepare students to get there seamlessly. This alternative pathway to teaching allows working professionals from all backgrounds to earn their Minnesota teaching license while working toward a Master of Science in Teaching Degree.

Students may work toward licensure in elementary (K-6) or secondary licensure (5-12). Content options for secondary licensure include communication arts and literature, social studies, life science, chemistry, mathematics, or Spanish (K-12).

Program Outcomes

Program outcomes are aligned with the six components of the School's education conceptual framework: critical reflective practice, content knowledge, best practices, appropriate dispositions, diverse perspectives, and collaborative partnerships.

Through coursework, clinical experiences, seminars, and student teaching, the faculty of The College of St. Scholastica assists the teacher candidate to:

1. Meet the Standards of Effective Practice for beginning teachers.
2. Demonstrate competence in subject knowledge.
3. Apply research-based knowledge in the field of education.
4. Use technology effectively to improve student learning and aid in professional growth.
5. Use inquiry and reflective practice to critically examine theoretical bases of educational thought presented in the literature.
6. Apply ideas of integration to curriculum and instruction.
7. Understand the importance of diversity and apply skills needed to develop learning communities in which individual differences are respected.
8. Identify and critically examine contemporary issues in education.
9. Apply the Code of Ethics for teachers.

Program Chair

Doreene Etongué-Mayer, Ed.D.
1200 Kenwood Avenue
Duluth, MN 55811
Office: (218) 723-7040
Toll Free: (800) 447-5444
Fax: (218) 723-6709
detonguemayer@css.edu

Prerequisites

Students must have a baccalaureate degree from an accredited college or university.

Application Deadline

Contact the Graduate Studies office for admissions due dates at (866) 478-9277, or gradstudies@css.edu. The web address is <http://www.css.edu/graduate/masters-doctoral-and-professional-programs/admissions.html>.

The Graduate Teaching Licensure Program grants acceptance in the following categories

- Full Acceptance: granted to those students who meet all admission requirements.
- Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for Financial Aid until Full Acceptance is attained.
- Probationary Acceptance: granted to those students who enter the program with a cumulative GPA of 2.8 or lower.

Transfer Credits

Students may transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica program. A maximum of six transfer credits can be applied towards the **Master of Science in Teaching Degree**. The College of St. Scholastica will consider transfer credits from students who:

- Submit an official transcript sent from the accredited institution;
- Submit the course syllabus, catalog or other pertinent descriptive information;
- Demonstrate that course content is applicable to the program enrolled;
- Earn a course grade of "3.0" or better; and
- Complete the course within seven years prior to completing the St. Scholastica program.
- Students are advised to get pre-approval before registering for courses they intend to transfer.

Form: <http://resources.css.edu/grad/pdfs/CreditTransferApplication.pdf>

Curriculum

Educational Foundation Coursework for All Licensure Areas

EDU 5111 Reflection & Professional Development - 2 cr. \$75 course fee

EDU 5115 Foundations of American Education - 2 cr.

EDU 5125 Diversity in the Classroom - 2 cr.

EDU 5130 Learning & Development - 2 cr.

EDU 5135 Exceptionality & Inclusion - 2 cr.

EDU 5220 Classroom Assessment - 2 cr.

Education Technology Lab #1 – 0.50 cr.

Education Technology Lab #2 – 0.50 cr.

Elementary (K-6) Methods and Field Experience Coursework

EDU 5250 Field Experience & Classroom Management Seminar I - 1 cr. \$75 course fee

EDU 5777 Visual/Performing Arts & Movement Methods - 2 cr.

EDU 5325 Elementary Reading Methods I - 2 cr.

EDU 5330 Elementary Reading Methods II - 2 cr.

EDU 5340 Elementary Social Studies Methods - 2 cr.

EDU 5350 Field Experience & Classroom Management Seminar II - 2 cr. \$75 course fee

EDU 5360 Elementary Mathematics Methods - 2 cr.

EDU 5370 Elementary Science Methods - 2 cr.

EDU 5450 Field Experience & Classroom Management Seminar III - 2 cr. \$75 course fee

Secondary (5-12) Methods and Field Experience Coursework

Methods coursework will vary depending on licensure area

- EDU 5240 Secondary Drug & Health Ed. - 1 cr.
- EDU 5250 Field Experience & Classroom Management Seminar I - 1 cr. \$75 course fee
- EDU 5331 Middle Com Arts & Lit - 2 cr.
- EDU 5332 Secondary Com Arts & Lit - 2 cr.
- EDU 5335 Secondary Content Reading Area - 2 cr.
- EDU 5341 Middle Social Studies Methods - 2 cr.
- EDU 5342 Secondary Social Studies Methods - 2 cr.
- EDU 5350 Field Experience & Classroom Management Seminar II - 2 cr. \$75 course fee
- EDU 5361 Middle Mathematics Methods - 2 cr.
- EDU 5362 Secondary Mathematics Methods - 2 cr.
- EDU 5371 Middle Science Methods - 2 cr.
- EDU 5372 Secondary Science Methods - 2 cr.
- EDU 5440 K-12 Spanish Teaching Methods - 4 cr.
- EDU 5450 Field Experience & Classroom Management Seminar III - 2 cr. \$75 course fee

Student Teaching Practicum: Required for all Licensure Areas

- EDU 5500 Student Teaching Internship - 7 cr. \$225 course fee
- EDU 5510 Student Teaching Internship Seminar - 2 cr. \$270 course fee
- EDU 5505 Second Licensure Student Teaching – 4 cr. \$125 course fee

Full Course Descriptions

See the College Catalog at:

<http://www.css.edu/Academics/Catalog/Graduate-Catalog/Graduate-Curriculum.html>

Licensure Exam Requirements

Minnesota Teacher Licensure Examinations

It is the student's responsibility to ensure their most current MTLE score reports are in the School of Education and Social Work Office. Students may bring in their original score reports and we will make copies of them for their file. Contact the Education Administrative Assistant for more information regarding the scores we have on file for you. (218) 723-6018.

More information can be found on the MTLE website: www.mtle.nesinc.com

edTPA – Teacher Performance Assessment

edTPA is a Pearson administered performance-based, subject-specific assessment used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom.

The State of Minnesota requires education applicants to have taken the edTPA to obtain a license. Most states require edTPA scores as part of the licensure application process. Some states require scores even with a license from another state already in place. For these reasons, our initial K-12 licensure programs require passing scores to complete the programs. The fee at the time of this publication is \$270, which is attached to Student Teaching Seminar, when the edTPA will be completed for submission.

Additional licensure students

Practicing teachers seeking a second licensure will **not** be required to:

- Take the MTLE Basic Skills or Pedagogy tests
- Submit an edTPA

Second licensure students will need to take any applicable content knowledge exams. When applying for the additional license, choose application Tier 3 or 4, from the [state website](#), whichever is appropriate for individual circumstances.

Applying for Your License

Following program completion, students need to apply to the Minnesota Department of Education's Professional Educator Licensing Standards Board (PELSB) for a license to teach. If you plan to teach in another state, it is recommended that you obtain your MN license first. This should make any state transitions easier.

- Students are required to ensure their transcript is up to date and contains all required courses for licensure recommendation prior to submitting their application. Students are also required to verify their MTLE scores are up to date and current prior to submitting their application for licensure. Students can check with their program Advisor to make sure their scores are up to date and current.
- Students should submit the following to their program advisor (or student teaching instructor):
 - A completed fingerprint card
 - A completed paper application for a Tier 3 license
- Students can find the application for a license at the Minnesota Department of Education's PELSB website. <https://mn.gov/pelsb/current-educators/additional-license/>
- The CSS Licensure Officer will then ensure the candidate meets the requirements to be recommended for licensure. Once it is determined that: 1) the degree has been completed, 2) all major and licensure requirements have been satisfied, and 3) all required sections of the MTLE Exams have been passed (basic skills, pedagogy, and content area tests for each licensure area being applied for), you will receive an email with the following attachments:
 - Signed verification form
 - Signed course substitution forms
 - Digital signature confirmation logs
 - Transcripts required for licensure
 - ACT score documentation (if applicable)
- When you receive the email, please print out all of the attachments and the email itself as proof that CSS provided the transcripts. Mail the complete application, documents provided by CSS, fingerprint card, and the check made out to "PELSB" for the licensure fee to:

PELSB
1021 Bandana Blvd. East, Suite 222
Saint Paul, MN 55108-5111

GTL Master of Science in Teaching Degree Requirements

The Master of Science degree requires completion of 34 graduate-level credits. Graduate-level licensure courses and seven credits in action research are required to complete the degree. Students have seven years from the date of beginning the GTL program to complete the Master of Science degree. If students need other graduate-level credits, elective credits are available through our Master of Education program. Up to 6 graduate credits may be transferred in from another accredited institution with program approval.

Required Research Courses

EDU 6180 Understanding and Evaluating Educational Research - 3 cr.

Students evaluate various types of educational research relevant to classroom practice by analyzing sample studies for effective research questions and research designs; sampling, data collection and data analysis methods; and validity, reliability, and ethical issues. Students then locate credible peer-reviewed research on a topic of concern in their professional practice and write a synthesis of the literature.

EDU 6190 Using Data to Improve Student Learning, 4 cr.

Students examine the various kinds of assessment data collected in schools, the purposes for which the data are used, and the techniques for analyzing and interpreting standardized, curriculum-based, and performance assessment data. Students write analyses of two data sets (provided) and develop instructional action plans based on their analyses. The school-wide data project is done in Professional Learning Communities; the classroom data project is done individually. A capstone seminar is held in which students discuss key issues identified in their data projects and provide recommendations.

Graduate Special Education Licensure Program

Program Philosophy

The College of St. Scholastica's Graduate Special Education Licensure (SPD) Program is an innovative online program designed to provide professional preparation of teachers for the Minnesota Academic and Behavioral Strategist (K-12) licensure. The licensure program will allow practicing novice, apprentice, and veteran educators the opportunity to extend their teaching credentials, advance their teaching practices and enhance their work with learners with exceptionalities. Members of the program will be prepared to work with students with mild to moderate needs in the categories of: autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD)s. The ABS program is premised on the belief that all learners are valued individuals who must be treated with respect and dignity. All learners, including those with exceptionalities, deserve an educational experience in which they are given every opportunity to learn and become contributing members of their communities. Thus, the ABS program will build reflective practitioners who work to facilitate inclusion as a way to meet the needs of academically and behaviorally diverse learners in order to provide them the educational experiences in which they are encouraged, valued, and respected. In addition to fostering students' efficacy, addressing the attitudes and biases of others toward individuals with exceptionalities is equally important. The program reinforces the need to embrace all students' strengths, and increase candidates' knowledge of exceptionalities in an effort to reframe attitudes, and the construction of attitudes, toward and about exceptionalities in our schools and the community.

Program Description and Format

The Academic and Behavioral Strategist Licensure Program (ABS) prepares students for an additional Minnesota teaching license that may lead to an optional Master of Science in Teaching Degree. It is designed for certified teachers who wish to add another endorsement to their Minnesota teaching license, though is open to those in other fields that would benefit from the curriculum. Due to online learning design, the program allows for flexibility. Field experiences occur in a variety of school settings and require some school day hours. Working teachers may be able to complete some hours while on the job. Students can complete the program in under 2 years, provided they have the necessary pre-requirements. The program is standards-based and emphasizes active, results-oriented learning.

Prerequisites

Students must have a baccalaureate degree from an accredited college or university. Licensure is limited to those already holding a Minnesota teaching license.

Application Deadline

Contact the Graduate Studies office for admissions due dates at (866) 478-9277, or gradstudies@css.edu. The web address is <http://www.css.edu/graduate/masters-doctoral-and-professional-programs/admissions.html>.

Acceptance Categories

- **Full Acceptance:** granted to those students who meet all admission requirements.
- **Provisional Acceptance:** granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for Financial Aid until Full Acceptance is attained.
- **Probationary Acceptance:** granted to those students who enter the program with a cumulative GPA of 2.8 or lower.

Transfer Credits

Students may transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica program. A maximum of six transfer credits can be applied towards the **Master of Science in Teaching Degree**. The College of St. Scholastica will consider transfer credits from students who:

- Submit an official transcript sent from the accredited institution;
- Submit the course syllabus, catalog or other pertinent descriptive information;
- Demonstrate that course content is applicable to the program enrolled;
- Earn a course grade of "3.0" or better; and
- Complete the course within seven years prior to completing the St. Scholastica program.
- Students are advised to get pre-approval before registering for courses they intend to transfer.

Curriculum

EDU 5600 Foundations of Special Education - 3 cr.

EDU 5630 Collaboration Skills - 3 cr.

EDU 5640 Behavior Theories, Analysis, and Interventions - 3 cr.

EDU 5650 Assessment Strategies for Students with Mild/Moderate Disabilities - 3 cr.

EDU 5670 Fundamental Characteristics of Mild/Moderate Disabilities - 3 cr.

EDU 5660 Special Education Law - 3 cr.

EDU 5680 Transitional Planning and Secondary Services for Students with Mild/Moderate Disabilities - 3 cr.

EDU 5690 Instructional Strategies/Methods: Mild/Moderate Disabilities (3cr)

EDU 5605 Clinical Practicum and Seminar - 4 cr. **Course Fee \$250

**EDU 5325 Elementary Reading Methods I - 2 cr.

**EDU 5330 Elementary Reading Methods II - 2 cr.

**may be waived for those with a Minnesota Elementary Education teaching license

Full Course Descriptions

See the College Catalog at:

<http://www.css.edu/Academics/Catalog/Graduate-Catalog/Graduate-Curriculum.html>

Licensure Exam Requirements

Minnesota Teacher Licensure Examinations (content)

It is the student's responsibility to ensure their most current MTLE score reports are in the School of Education and Social Work Office. Students may bring in their original score reports and we will make copies of them for their file. Contact the School of Education and Social Work's Administrative Assistant for more information regarding the scores we have on file for you. (218) 723-6018.

More information can be found on the MTLE website: www.mtle.nesinc.com

Additional licensure students

Practicing teachers seeking a second licensure will **not** be required to:

- Take the NES Basic Skills or Pedagogy tests
- Submit an edTPA

Second licensure students will need to take any applicable content knowledge exams. You will also need to notify the School Licensure Officer when you are applying for your additional license.

Applying for Your License

Following program completion, students need to apply to the Minnesota Department of Education's Professional Educator Licensing Standards Board (PELSB) for a license to teach. If you plan to teach in another state, it is recommended that you obtain your MN license first. This should make any state transitions easier.

- ❑ Students are required to ensure their transcript is up to date and contains all required courses for licensure recommendation prior to submitting their application. Students are also required to verify their MTLE scores are up to date and current prior to submitting their application for licensure. Students can check with their program Advisor to make sure their scores are up to date and current.
- ❑ Students should submit the following to their program advisor (or student teaching instructor):
 - A completed fingerprint card
 - A completed paper application for a Tier 3 license
- ❑ Students can find the application for a license at the Minnesota Department of Education's PELSB website. <https://mn.gov/pelsb/current-educators/additional-license/>
- ❑ The CSS Licensure Officer will then ensure the candidate meets the requirements to be recommended for licensure. Once it is determined that: 1) the degree has been completed, 2) all major and licensure requirements have been satisfied, and 3) all required sections of the MTLE Exams have been passed (content area tests for each licensure area being applied for), you will receive an email with the following attachments:
 - Signed verification form
 - Signed course substitution forms
 - Digital signature confirmation logs
 - Transcripts required for licensure
- ❑ When you receive the email, please print out all of the attachments and the email itself as proof that CSS provided the transcripts. Mail the complete application, documents provided by CSS, fingerprint card, and the check made out to "PELSB" for the licensure fee to:

PELSB
1021 Bandana Blvd. East, Suite 222
Saint Paul, MN 55108-5111

SPD Master of Science in Teaching Degree Requirements

The Master of Science degree requires completion of a minimum of 34 graduate-level credits. Graduate-level licensure courses and seven credits in action research are required to complete the degree. Students have seven years from the date of beginning the ABS program to complete the Master of Science degree. If students need other graduate-level credits, elective credits are available through our Master of Education program. Up to 6 graduate credits may be transferred in from another accredited institution with program approval.

Required Courses

EDU 6180 Understanding and Evaluating Educational Research - 3 cr.

Students evaluate various types of educational research relevant to classroom practice by analyzing sample studies for effective research questions and research designs; sampling, data collection and data analysis methods; and validity, reliability, and ethical issues. Students then locate credible peer-reviewed research on a topic of concern in their professional practice and write a synthesis of the literature.

EDU 6190 Using Data to Improve Student Learning, 4 cr.

Students examine the various kinds of assessment data collected in schools, the purposes for which the data are used, and the techniques for analyzing and interpreting standardized, curriculum-based, and performance assessment data. Students write analyses of two data sets (provided) and develop instructional action plans based on their analyses. The school-wide data project is done in Professional Learning Communities; the classroom data project is done individually. A capstone seminar is held in which students discuss key issues identified in their data projects and provide recommendations.

Director, Special Education Program

Amu Murzyn, Ed.D.
1200 Kenwood Avenue
Duluth, MN 55811
Office: (218) 723-6110
Toll Free: (800) 447-5444
Fax: (218) 723-6709
amurzyn@css.edu

Chair, Doctorate and Graduate Studies

Chery Lucarelli, Ph.D.
1200 Kenwood Avenue
Duluth, MN 55811
Office: (218) 723-7052
Toll Free: (800) 447-5444
Fax: (218) 723-6709
clucarelli@css.edu

Code of Ethics for Minnesota Teachers (8700.7500)

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subparagraph 2. Standards of professional conduct. The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

The remaining regulation, Subpart 3 on Statutory Enforcement of Code, is available at the Minnesota Department of Education web site: http://education.state.mn.us/html/mde_home.htm

Students should immediately consult with faculty regarding their questions or concerns on ethical issues.

Social Media/Networking

Teacher candidates are advised to keep all of their social networking sites on a strictly private setting. Any visual pictures and/or information included on the sites must be within the expectations of a professional. Candidates should be wary of photos friends have of them on their own pages, as everything is linked and it is easy for K-12 students and community to find. Poor professional judgment can be detrimental to the student teaching experience as well as future career opportunities.

Graduate Education Certificates

The following apply to all the School's Education Graduate Certificates.

Application Priority Consideration

Review of completed application files will continue until all open seats for the program are filled.

Acceptance Categories

The School's education graduate certificate programs grant acceptance in the following categories:

- Full Acceptance: granted to those students who meet all admission requirements.
- Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for Financial Aid until Full Acceptance.
- Non-degree Acceptance: reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for Financial Aid.

All courses may be applied toward the Master of Education degree program to meet elective strand requirements.

Certificate in Computer Science Education

This 100 percent online certificate program offers teachers a coherent set of courses that prepare them to teach computer science concepts, including content in the advanced placement courses and pedagogical techniques.

Who is this program for?

This certificate program is designed for:

- Current teachers at the secondary level, in any field/specialization
- Educators who provide computer science education to kids in out-of-school programs or camps
- 12 total program credits

Required Courses

EDU 6710 Computational Thinking & Standards - 3 cr.

This course will present and review the CSTA (Computer Science Teachers Association) K-12 Computer Science Standards along with resources on Computational Thinking and strategies for implementing them in the K-12 curriculum. The course will also begin to address stereotypes about computing, how to debunk myths about working in technology, and include strategies for active recruiting. *Prerequisites None*

EDU 6720 Computer Science Principles - 3 cr.

This course will present the proposed Advanced Placement Computer Science Principles course material and strategies for teaching it at the high school level. It will continue to address issues of underrepresentation in computing and how to mitigate them. *Prerequisites None*

EDU 6730 Programming and Teaching Java - 3 cr.

This course will present the Advanced Placement Computer Science A course, which features object-oriented programming methodology with an emphasis on problem solving and algorithm development, along with strategies for teaching it at the high school level. *Prerequisites Computer Science Principles*

EDU 6740 CS Methods & Capstone Project - 3 cr.

Students will learn effective strategies for teaching computer science. Students will develop a project, either in a classroom or during an after-school or similar experience that seeks to teach a section of the

CS standards targeted at the student population with which they are working. Projects should stress inclusivity and appeal to a diverse group of students. Data will be collected about projects including demographics of participants, aggregate achievement, and analysis of student samples. *Prerequisites: CT Thinking & Standards, CS Principles, Programming & Teaching Java*

Certificate in Culturally Responsive Practice

This 100 percent online, 12-credit program provides opportunities for participants to examine the needs of a changing demographic K-12 student body, reflect upon current educational practices, examine systems of power and create culturally responsive best practice teaching and learning strategies.

At its core, the certificate will help educators and other professionals deeply examine their own ways of thinking and actions that may better prepare them to improve student achievement.

Who is this program for?

This certificate program is designed for educators and other professionals interested in developing strategies that enhance instruction and improve education outcomes for all students, particularly students who maintain marginalized status and face disparities in their educational achievement.

Required Courses

EDU 6370 Universal Design for Learning– 3 cr.

Students examine the principles of Universal Design for Learning (UDL) and the related frameworks of Differentiation and Universal Design for Instruction. Students experience features of UDL in their assignments, including universally designed online learning modules, assigned resources in multiple formats, and choices for student-initiated projects. Students explore and apply a wide variety of technologies and strategies to improve learning for all learners in both K-12 and postsecondary settings.

EDU 6570 Developing Intercultural Competence – 3 cr.

A critical examination of how power and privilege manifest in schools, communities and systems. Provides students an opportunity to explore beliefs, and biases as they relate to diverse issues and personal growth through completion and examination of the Intercultural Development Inventory (IDI).

EDU 6580 Culturally Inclusive Learning Communities and Schools – 3 cr.

Examines culturally inclusive pedagogy and dimensions of multi-cultural education. Exploration and examination of the theoretical frameworks of multicultural education; develop skills to create and support culturally inclusive teaching and learning communities. Examine and identify the relationship between culture and learning..

EDU 6590 Critical Pedagogy Teaching and Leading for Social Change – 3 cr.

This course is the certificate capstone course and will engage students to develop a project that encompasses and expresses skills and new knowledge developed through their previous certificate coursework. As part of this work, students will implement a “train the trainer” project to expand the impact of critical pedagogy in the student’s organization.

Certificate in Literacy Instruction

This 100 percent online, 15-credit program is aligned to the K-12 Teacher of Reading Standards for the state of Minnesota. The courses provide relevant research, learning experiences and hands-on opportunities to gain a greater understanding of how to teach reading skills, strategies, and comprehension to kindergarten through grade 12 students. The courses also prepare individuals to serve in literacy leadership roles.

The Certificate and individual courses are also open to anyone interested in improving their reading instruction.

Who is this program for?

This certificate program is designed for:

- those seeking a Minnesota K-12 Teacher of Reading license* or
- for anyone interested in becoming a more successful and confident teacher of reading at any level

*The K-12 reading **licensure** is for educators who have an existing Minnesota teaching license and wish to expand and deepen their knowledge of reading. Graduates will be required to pass the MTLE Reading Teacher test in order to obtain their K-12 Teacher of Reading license.

Required Courses

EDU 6340 - Foundations of Literacy - 3 cr.

Explores the theoretical, philosophical, and historical underpinnings of literacy instruction. Students examine the following major topics: emergent literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and digital literacy. Students investigate the ways in which these topics inform literacy programs and reflect on the philosophical and theoretical perspectives that shape their own teaching practice.

EDU 6350 - Effective Literacy instruction - 3 cr.

Examines instructional techniques, activities, and strategies that promote and sustain reading success in literacy classrooms. The focus of this course is on understanding and creating a balanced literacy program that meets the diverse needs of all learners.

EDU 6360 - Reading in the Content Areas - 3 cr.

An investigation into the reading process and strategies appropriate for teaching literacy within the content areas. Students will learn how to select and implement strategies that support and enhance the literacy and content specific text needs of their learners.

EDU 6375 - Literacy Assessment and Interventions - 3 cr.

Provides an in-depth study of assessment and intervention in the literacy classroom. The selection, administration, scoring, interpretation, and reporting of assessment results will be examined and applied. The course will provide opportunities for students to use data gained from assessments to design, plan, and implement effective reading interventions for readers at the elementary and secondary levels.

EDU 6380 - Leadership in K-12 Literacy - 3 cr.

Explores the expanding need for literacy leadership in the K-12 school setting. Areas of focus will include: school wide literacy programs, using district and school wide assessment data to inform instructional needs, creating and maintaining a sustainable literacy plan and creating and organizing ongoing professional development.

Licensure Exam Requirements

Minnesota Teacher Licensure Examinations

It is the student's responsibility to ensure their most current MTLE score reports are in the School of Education and Social Work Office. Students may bring in their original score reports and we will make copies of them for their file. Contact the School of Education and Social Work's Administrative Assistant for more information regarding the scores we have on file for you. (218) 723-6018.

More information can be found on the MTLE website: www.mtle.nesinc.com

Additional licensure students

Practicing teachers seeking a second licensure will **not** be required to:

- Take the NES Basic Skills or Pedagogy tests
- Submit an edTPA

Second licensure students will need to take any applicable content knowledge exams. You will need to notify the School Licensure Officer when you are ready to apply.

Applying for Your License

Following program completion, students need to apply to the Minnesota Department of Education's Professional Educator Licensing Standards Board (PELSB) for a license to teach. If you plan to teach in another state, it is recommended that you obtain your MN license first. This should make any state transitions easier.

- Students are required to ensure their transcript is up to date and contains all required courses for licensure recommendation prior to submitting their application. Students are also required to verify their MTLE scores are up to date and current prior to submitting their application for licensure. Students can check with their program Advisor to make sure their scores are up to date and current.
- Students should submit the following to their program advisor (or student teaching instructor):
 - o A completed fingerprint card
 - o A completed paper application for a Tier 3 license
- Students can find the application for a license at the Minnesota Department of Education's PELSB website. <https://mn.gov/pelsb/current-educators/additional-license/>
- The CSS Licensure Officer will then ensure the candidate meets the requirements to be recommended for licensure. Once it is determined that: 1) the degree has been completed, 2) all major and licensure requirements have been satisfied, and 3) all required sections of the MTLE Exams have been passed (content area tests for each licensure area being applied for), you will receive an email with the following attachments:
 - o Signed verification form
 - o Signed course substitution forms
 - o Digital signature confirmation logs
 - o Transcripts required for licensure
- When you receive the email, please print out all of the attachments and the email itself as proof that CSS provided the transcripts. Mail the complete application, documents provided by CSS, fingerprint card, and the check made out to "PELSB" for the licensure fee to:

PELSB
1021 Bandana Blvd. East, Suite 222
Saint Paul, MN 55108-5111

Certificate in Educational Technology

Our educational technology certificate is delivered in an online format, which is designed for curriculum directors, practicing teachers, and school leaders who seek to improve student learning with the latest technological innovations. You will have the opportunity to gain skills and knowledge in the use of technology and to develop effective strategies for using technology-enhanced learning activities in your classroom. Students will choose 3 elective credits; EDU 6450 is required, for a total of 12-credits.

Who should enroll in this certificate program?

- School Administrators
- Classroom Teachers
- Technology Coordinators
- Curriculum Specialists
- Other Educational Technology Professionals

Curriculum

EDU 6435 Using Online Subscription Databases in the Classroom - 3 cr.

This course provides an overview of online subscription databases used by K-12 students for research and by teachers for professional development. Searching techniques, navigation of the databases, selection of appropriate databases, and integration of database content into core subject content areas and teacher professional development projects are covered.

EDU 6445 Online Teaching Methods From Design to Practice - 3 cr.

Master the essential basics of designing and teaching online courses. Guiding you in the use of the leading brand of course management software, this online course will provide you with a solid and hands-on introduction to both practical and pedagogical aspects of teaching online. As part of the course, you will have an opportunity to develop and present a sample course of your own design, including the development of a syllabus, discussions, course content, and other components that are relevant to an online course.

EDU 6480 Digital Tools for Technology Innovation - 3 cr.

Examines culturally inclusive pedagogy and dimensions of multi-cultural education. Exploration and examination of the theoretical frameworks of multicultural education; develop skills to create and support culturally inclusive teaching and learning communities. Examine and identify the relationship between culture and learning.

EDU 6520 21st Century Technology for Teaching - 3 cr.

In this first course, you assess your current technology skills and knowledge and set some learning goals for integrating technology in your classroom. You examine some of the trends and issues of technology integration, investigate some of the various types of educational software and technology tools available, and develop a technology integration plan for your classroom.

EDU 6450 Leadership and Future Trends in Educational Technology - 3 cr. >REQUIRED<

This course is the final course in the certificate program. It is designed to develop educational technology leaders. You evaluate, plan, and create educational technology-based solutions for learning environments while considering best-practices in technology integration. You learn about current topics in educational technology such as future trends, government policies, technology standards, professional development models, evaluation tools.

Certificate in Special Education

Our Certificate in Special Education is delivered 100% online, designed for curriculum directors, practicing teachers, educational and medical practitioners, school leaders, and those who seek to improve their understanding of Special Education and students with disabilities. You will have the opportunity to gain skills and knowledge in the area of special education and to develop effective strategies for working with students with disabilities. This 12-credit certificate is also an elective option in our 100% online Master of Education program.

Who should enroll in this certificate program?

- School administrators
- Classroom teachers
- Allied health professionals that work in school settings and with students with disabilities (Occupational Therapists, Physical Therapists, School Nurse, School Social Workers)
- Curriculum specialists
- Other educational professionals
- Others who would benefit from the curriculum

Curriculum

EDU 5600 - Foundations of Special Education - 3 cr.

Address the foundational knowledge necessary for teaching students with exceptionalities utilizing the principles of Universal Design. Topics include an introduction to disability laws, an overview of the special education process, historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities and an introduction to Universal Design. This is the first course in a series leading to eligibility for licensure in Minnesota as an Academic and Behavioral Strategist.

EDU 5630 - Collaboration Skills - 3 cr.

Develop skills necessary for successfully communicating and collaborating with families, educators, related service providers and community resources specific to the programming needs of students with exceptionalities. Topics include ethics, knowledge and skills of collaboration, the application of collaboration for consultation, team membership, co-teaching, the supervision of paraprofessionals, and the impact of family and culture on communication and collaboration.

EDU 5640 - Behavior Theories, Analysis and Interventions - 3 cr.

Focuses on the legal and ethical aspects of behavior management and positive behaviors and supports for students with exceptionalities. Students are prepared to conduct Functional Behavior Assessments and design and implement Behavior Intervention Plans that promote and enhance positive behavior.

EDU 5650 - Assessment Strategies for Students with Mild/Moderate Disabilities - 3 cr.

Addresses the knowledge and skills related to assessment, evaluation, and eligibility for special education and related services of students with mild to moderate disabilities. Topics include norm referenced individualized test instruments, classroom based assessments, formal/informal assessments, basic statistics/measurement concepts, school-based definitions, criteria, characteristics and report writing.

EDU 5660 - Special Education Law - 3 cr.

Explores the historical and legal aspects of the educational and due process rights of students with exceptionalities and their families. Students are prepared to design and implement Individualized Education Program plans and documents required by due process procedures and school systems.

EDU 5670 - Fundamental Characteristics of Mild/Moderate Disabilities - 3 cr.

Develops a deeper understanding of skills and knowledge necessary for teaching students with mild to moderate exceptionalities. Topics include theories/practices for mild disabilities, support systems, current trends at local, state, national levels and impacts of culture, disability, and gender on identification.

EDU 5680 - Transitional Planning and Secondary Services for Students with Mild/Moderate Disabilities - 3 cr.

Addresses the transition needs of students with disabilities, learning how to cover and implement transition systems. Topics include policies and legislation, transition assessments and paperwork, working collaboratively, transition IEPs and services, and setting up transition services in post school environments.

EDU 5690 - Instructional Strategies for Students with Mild/Moderate Disabilities - 3 cr.

Focuses on classroom application of research-based strategies and interventions for learners with exceptionalities. Topics include: legal requirements and laws, Response to Intervention (RtI), Universal Design for Learning (UdL), instructional strategies and assessments for teaching reading, vocabulary spelling, handwriting and math, instructional technology and delivering and documenting educational services

Professional Development - Continuing Education Units

The School offers graduate level professional development education courses (semester credit) on varying topics through an online format to meet the needs of today's educators and those in training positions.

Available Courses

EDU 6340 Foundations of Literacy - 3 cr.

Explores the theoretical, philosophical, and historical underpinnings of literacy instruction. Students examine the following major topics emergent literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and digital literacy. Students investigate the ways in which these topics inform literacy programs and reflect on the philosophical and theoretical perspectives that shape their own teaching practice.

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EDU 6360 Reading in the Content Areas - 3 cr.

An investigation into the reading process and strategies appropriate for teaching literacy within the content areas. Students will learn how to select and implement strategies that support and enhance the literacy and content specific text needs of their learners.

EDU 6370 Universal Design for Learning - 3 cr.

Students examine the principles of Universal Design for Learning (UDL) and the related frameworks of Differentiation and Universal Design for Instruction. Students experience features of UDL in their assignments, including universally designed online learning modules, assigned resources in multiple formats, and choices for student-initiated projects. Students explore and apply a wide variety of technologies and strategies to improve learning for all learners in both K-12 and postsecondary settings.

EDU 6375 Literacy Assessment & Interventions - 3 cr.

Provides an in-depth study of assessment and intervention in the literacy classroom. The selection, administration, scoring, interpretation, and reporting of assessment results will be examined and applied. The course will provide opportunities for students to use data gained from assessments to design, plan, and implement effective reading interventions for readers at the elementary and secondary levels.

EDU 6445 Online Teaching Methods: From Design to Practice - 3 cr.

Master the essential basics of designing and teaching online courses. Guiding you in the use of the leading brand of course management software, this online course will provide you with a solid and hands-on introduction to both practical and pedagogical aspects of teaching online. As part of the course, you will have an opportunity to develop and present a sample course of your own design, including the development of a syllabus, discussions, course content, and other components that are relevant to an online course.

EDU 6450 Leadership and Future Trends in Educational Technology - 3 cr.

This course is the final course in the certificate program. It is designed to develop educational technology leaders. You evaluate, plan, and create educational technology-based solutions for learning environments while considering best-practices in technology integration. You learn about current topics in educational technology such as future trends, government policies, technology standards, professional development models, evaluation tools.

EDU 6480 Digital Tools for Technology Innovation - 3 cr.

Examines culturally inclusive pedagogy and dimensions of multi-cultural education. Exploration and examination of the theoretical frameworks of multicultural education; develop skills to create and support culturally inclusive teaching and learning communities. Examine and identify the relationship between culture and learning.

EDU 6520 21st Century Technology for Teaching - 3 cr.

An overview of current research and application of 21st century technology to increase student learning and enhance teaching. Students will assess current technology skills and knowledge to increase competence and application of technology. In addition, students will gain useful skills and tools to integrate technology in their practice, as well as develop a technology integration initiative that can be implemented in their school.

EDU 6550 Culturally Responsive Pedagogy - 3 cr.

Course will examine contemporary trends in education as they relate to the changing landscape of today's schools and how engaging in reflective practice and critical pedagogy can increase student learning. Participants will develop instructional strategies to meet the needs of a diverse student body using 21st technology and pedagogy grounded in education theory, bridging theory and practice.

EDU 6710 Computational Thinking & Standards - 3 cr.

This course will present and review the CSTA (Computer Science Teachers Association) K-12 Computer Science Standards along with resources on Computational Thinking and strategies for implementing them in the K-12 curriculum. The course will also begin to address stereotypes about computing, how to debunk myths about working in technology, and include strategies for active recruiting. *Prerequisites None*

EDU 6720 Computer Science Principles - 3 cr.

This course will present the proposed Advanced Placement Computer Science Principles course material and strategies for teaching it at the high school level. It will continue to address issues of underrepresentation in computing and how to mitigate them. *Prerequisites None*