



The College of  
***St. Scholastica***

***Graduate Education Programs***

**Student Handbook**



Revised September 2016

*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 programs include an M.Ed. in teaching degree, a teaching licensure certificate with an M.S. degree, technology certificates, a literacy licensure certificate, cultural responsive pedagogy certificate, and a computer education certificate, as well as graduate professional courses and workshops on a variety of K-12 education related 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.

## School of Education

### Graduate Programs

The School of Education (SOE) graduate 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.

Graduate education programs include:

1. Master of Education degree (M.Ed.),
2. Certificate in Online Instruction,
3. Certificate in Computer Science Education
4. Certificate in Culturally Responsive Pedagogy
5. Certificate in Literacy Instruction (Reading Licensure for those already licensed to teach in a K-12 setting)
6. Certificate in Educational Technology, and
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.

These programs are offered in an online or blended format with varying degrees of onsite coursework. The School of Education also offers graduate courses for the continued professional development of today's educators, including reading courses. 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**

The Dean of the School of Education 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 issues.

### **Advisors**

Each student is assigned a program advisor. In some cases, this may be the program coordinator. 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. Please do not call an advisor at home to discuss program decisions. Since all student files remain at the College, this is where program decisions are best made.

### **Faculty**

Phone numbers and e-mail addresses of the graduate education faculty are provided in a directory available through Cor, the College's portal.

### **Appointments**

Making an appointment before meeting with a faculty member in person or by phone 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

St. Paul Campus: 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 Cor, 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](mailto: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 or your library ordering number (listed on the back of your ID card; see also: The Library, and Identification Cards), you can look up that information on the following site (also accessible via the Information Technologies webpage):

<https://pwss.css.edu/sspr/private/Login?>

### **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>

- Computers are available for **Duluth** students to use in the CSS library, and in the computer laboratories located on second and ground floor of Tower Hall, and the third and first floor of the Science building. Please see posted schedules for time availability.  
(<http://www.css.edu/administration/information-technologies/lab-hours.html>)
- Computers are available for **St. Paul** students to use in the Resource Room off the quad area of the classrooms.

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

- Local: 218-723-5911
- Toll Free: 877-723-5911
- Email: [helpdesk@css.edu](mailto:helpdesk@css.edu)

## **The Library**

The Library is located between Tower Hall and the Monastery. Students will receive an identification card after admission into the College. On the back of the CSS ID, is your library barcode number. Use your ID card to check out materials from the CSS library or participating PALS libraries, or to use interlibrary loan services. If you do not have your ID, you can look up your Barcode here (see *Look Up Your Library Code*): <http://libguides.css.edu/c.php?g=17212>

**Accessing Electronic Resources from off-campus:** All electronic library resources are available for use on and off campus. To access the journal databases and other electronic resources from off campus, you will need to login using your network username and password when prompted. The network username and password are the same username and password used to access Cor, Blackboard, and CSS email.

The **Library Book Catalog** is computerized and linked to libraries across the state. Items not available in the CSS Library may be requested through interlibrary loan. Books and videos will be sent to the CSS Library. If you are a distant student, the library will mail books from the CSS Library and interlibrary loan to you. Articles, book chapters, and other copies from the CSS Library or from interlibrary loan will be scanned and sent to your CSS email.

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](mailto: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>

Assigned Readings: Faculty may list items in their syllabi, or place books and articles on Reserve in the library. Reserve items normally can be used only within the library. Students can request reserve items by using Rover (see below).

ILLiad Document Delivery Service: Students living more than 25 miles from Duluth can request books (mailed to the address of your choice) and articles (sent electronically to your CSS email). For more information, please see the Rover link on the "Distance Students" link on the Library's homepage.

## Identification Cards

Some graduate students are given identification cards. However, 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.

### **Graduate Teaching Licensure Program:**

All new GTL students will receive Student ID cards.

For all students: The barcode number on the back can be used to order books from the library at the Duluth campus. If you do not have your ID, but need the barcode for Library use, you can look it up here: (see *Look Up Your Library Code*): <http://libguides.css.edu/c.php?g=17212>. Students will receive an identification card after admission into the College. On the back of the CSS ID, is your library barcode number. Use your ID card to check out materials from the CSS library or participating PALS libraries, or to use interlibrary loan services.

**St. Paul students** (or students from other campuses attending St. Paul courses) can use their ID cards for the Capital City parking ramp (located on 4th and Cedar), where they can park for \$3 on Friday evenings after 5:00pm, and all day on Saturday.

### **How to get your ID card:**

GTL photos are usually taken during orientation, or students can email a photograph to the program's administrative assistant. Cards can take up to three weeks for processing. Once a Student's ID card is processed, it will be mailed to the student's home address, or handed out during a class meeting date. Please note that ID cards cannot be created until a student has registered for a CSS course.

## Textbooks

Required text books for graduate courses can be found on both the Online Course Schedule at <http://www2.css.edu/app/depts/reg/sched/> and the CSS Virtual Bookstore at <http://www.ecampus.com/css>

Students may purchase books from the vendor of their choice and are not required to use the eCampus store. (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 another 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

**For Duluth students:** 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 on off-campus housing is available from the Student Activities office in Tower Hall, Room 17C.

## Sexual Harassment

The College of St. Scholastica will not tolerate any form of harassment or workplace violence on its campus or at any College-sponsored activity by or against any student, faculty member, staff member, contracted service provider or visitor.

Persons who think they have been harassed or threatened, or have knowledge of harassment or threatening behavior, are encouraged to visit this website for reporting options:

<http://www.css.edu/student-affairs/student-center-for-health-and-well-being/violence-intervention-and-prevention-project/be-aware.html>

## Admissions

### **Admission Requirements**

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

**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 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:

#### **For Graduate Teaching Licensure:**

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

#### **For Online 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)

### **For 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:** 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," and the subject line will read: "GTL 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](http://www.css.edu). Choose 'Cor Login' in the blue bar across the top.
- 2) Log in to Cor using your CSS User Name and Password.
  - **User Name:** Is the first letter of your first name and then your last name (e.g. John Smith = jsmith23). For students with common last names, a number might follow.
  - **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: <http://css.edu/administration/information-technologies.html> 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](https://www2.css.edu/app/depts/it/computer_accounts/account_lookup/index.cfm?_ga=1.155675000.298070157.1379335141)
- 3) From your COR main page, you can find BannerWeb either in your "student" tab, or via the "tools" drop down menu on the upper right corner of your welcome page.



### **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.
- Submit 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.
- Have 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 Cor and Banner Web. After classes begin, however, students must go through their advisor

### **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 form from the Important Forms section on the OneStop page in Cor.
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](mailto: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](mailto:css.edu) email address will be acceptable in lieu of written signature.
5. Scan the appeal form and all supporting documentation and email to [gbeattie@css.edu](mailto:gbeattie@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 graduate 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: <http://libguides.css.edu/APA6thEd>

## **Withdrawal from the College**

Any student who withdraws from the College during the course of the academic year must fill out an *Official Withdrawal from College* form.

A student is legally registered until he/she files an official withdrawal or completes the course. Enrollment verification and refunds are based upon two documents:

- the official registration form and
- official withdrawal form.

A student who has left the College while in good standing may reenter at any time, depending upon program availability, by following the designated readmission and registration procedures.

## **Graduate Stop-Out Policy**

A stop-out occurs when a graduate student decides not to enroll due to extenuating circumstances and does not wish to forfeit their spot in the program. The student will need to contact their Graduate Program Director (or program designee) or program advisor who will advise the student regarding the projected completion date. Students may go to <https://www2.css.edu/app/depts/registrar/withdraw/index.cfm> (copy/past URL) to initiate an *official Withdrawal from College* form and be coded as a stop-out. Once the student completes the form, the person designated point of contact will login at <https://www2.css.edu/app/depts/registrar/withdraw/adminlogin.cfm> (copy/past URL) to complete the form with an electronic signature. Graduate program advisors will forward a withdrawal email to the Administrative Support for Graduate, Extended and Online programs at [geoadmin@css.edu](mailto:geoadmin@css.edu). A graduate student, who has been granted admission into a program, enrolls in the program and then stops-out for more than 12 months must re-apply to the program by the program application deadline date and meet all admission requirements.

## **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-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
F	0 grade points

**A** = Evidence of exceptional and outstanding work.

**B** = Evidence of acceptable work.

**C** = Minimally acceptable if the required overall GPA is maintained for that program.

**F** = Failing work.

**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.

**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.

**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/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. Alternatively, the faculty may assign a grade of W (withdraw).

**IP =** The IP (in progress) grade is used to signify courses that are usually not completed within the term 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. Alternatively, the faculty may assign a grade of W (withdraw).

**W =** If a student receives a W grade because of failure to complete an I or IP and then later decides to retake or complete the course, he or she must register and pay tuition at the rate in effect at that time. No tuition refunds will be given in connection with withdrawals under this policy.

### **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.

**Re-instatement:** 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. For information on non-academic grievances, refer to the relevant sections of the Student Handbook.

#### **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**

**Certificate and Graduate Teaching Students:** Upon completion of the certificate/licensure portion of the program, students must fill out a “Conferral of Certificate” form. Your program advisor will then forward the form to the Registrar’s Office for conferral of your Certificate.

**M.Ed. and M.S. Students:** Must complete an application to graduate during your final semester. At that time you will indicate if you intend to ‘walk’ at Commencement.

### **Résumé (GTL)**

All students are encouraged to develop a professional résumé for submission to a prospective employer. This document should include his/her educational qualifications and honors, in addition to work experience and professional memberships. An ideal résumé 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)**

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**

The Career Services office is located in Tower Hall on the Duluth Campus. Some of the services they provide are:

- Career Counselors are available to work one-on-one with students, assisting them in all phases of their career development.
- Mock Interviews are available for students at any time during the year.
- Resume and cover letter critique is available by our Job Search Intern and Career Counselors at [careers@css.edu](mailto:careers@css.edu).
- Job Fairs - The College of St. Scholastica co-sponsors seven job/internship fairs and one volunteer fair. See Calendar of Events at [www.css.edu/careers](http://www.css.edu/careers).
- Companies periodically come on campus to interview prospective candidates and share information. See Calendar of Events at [www.css.edu/careers](http://www.css.edu/careers).
- hireSAINTS, a job and internship posting site is hosted and includes postings for full-time and part-time jobs and internships.

- Saints Career Network provides a list of alumni who have graciously offered to provide assistance to current students or other alumni in areas such as occupations, internships, jobs and relocation information.
- Minnesota Career Information System (MCIS) - Students can search for information on occupations, graduate programs, scholarships and industries (username: scholastica, password: saints).
- The Career Library has books available to check out on a variety of career exploration and job search topics.

The Career Services office hours are: 8:00-4:30, Monday-Friday. They can be reached at: 1-218-723-6085, or [careers@css.edu](mailto:careers@css.edu). More information and resources can be found on the Career Services Web page: [www.css.edu/career](http://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**

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 including summers.

The program uses the cohort model where program participants move through the core program courses together. A host 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 of Education's 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.
- Diversity: Candidates will develop cultural self-awareness and cultural competency 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 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 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

## **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.

## **The Master of Education Graduate Program Core Course Descriptions**

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

This course will provide an introduction to 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.

**Director, Master of Education Program**

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**Chair, Graduate Education Programs**

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## 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 Format**

The Graduate Teaching Licensure Program (GTL) offers students an initial teaching license with an optional master's degree, in an accelerated format. It is designed for those who have completed an accredited baccalaureate degree in a field other than education, or for certified teachers who wish to add another endorsement to their license. The program is designed for flexibility and offers a hybrid model of online and on-site/face-to-face learning. Classes are offered in the evening and on weekends. Students may attend the program either on a full-time or part-time basis. Field experiences occur in a variety of school settings and require some school day hours. The program is standards-based and emphasizes active, results-oriented learning. The program is designed around four major strands; content integration,



reflection and professional development, diversity, and technology. Faculty model best practices in each of the strand areas throughout the program.

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, or mathematics.

### **Program Outcomes**

Program outcomes are aligned with the six components of the School of 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 and Coordinators**

#### **Duluth Program Coordinator**

Neil Witikko, Ed.D.  
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#### **St. Paul Program Coordinator**

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#### **St. Cloud Program Coordinator**

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#### **Chair, Graduate Education Programs**

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### **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](mailto: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.

**Curriculum:**

**Educational Foundation Coursework for All Licensure Areas**

EDU 5111 Reflection & Professional Development - 2 cr. \$62 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.

**Elementary (K-6) Methods and Field Experience Coursework**

EDU 5250 Field Experience & Classroom Management Seminar I - 1 cr. \$50 course fee  
EDU 5310 Visual & Performing Arts Methods - 1 cr.  
EDU 5320 Elementary Physical Education & Health Methods - 1 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. \$50 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. \$50 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. \$50 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. \$50 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. \$50 course fee

**Student Teaching Practicum: Required for all Licensure Areas**

EDU 5500 Student Teaching Internship - 7 cr. \$150 course fee  
EDU 5510 Student Teaching Internship Seminar - 2 cr. \$270 course fee

**For full course descriptions:**

See the College Catalog at:

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

**Licensure Exam Requirements**

**Minnesota NES Essential Academic Skills test**

All candidates for an initial license are required to pass the basic skills tests (reading, writing, mathematics), as well as pedagogy and content knowledge tests.

As of January 2015. Certain ACT Plus Writing or SAT scores may now be used in lieu of an NES basic skills subtest (reading, writing, math). In order to use those scores, you must have taken the ACT Plus Writing or the SAT after January 2005, and met the qualifying scores below:

- ACT Plus Writing: Composite score of 22 or greater and Combined English/Writing score of 21 or greater.
- SAT: Reading score of 510 or greater, Writing score of 510 or greater, and math score of 520 or greater.

**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 Office. Students may bring in their original score reports and we will make copies of them for their file. Contact the School of Education'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](http://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 (applicable content knowledge exams **are** required)
- Submit an edTPA

The required student teaching experience is reduced from 12 weeks, to 4 weeks, and will be 4 credits, instead of 7, with a reduced course fee for the cooperating teacher stipend.

**Applying for Your License**

Following program completion, students who wish to teach in the state need to apply to the Minnesota Department of Education for a license to teach.

- Students must apply online at the Minnesota Department of Education's web site.  
<https://w1.education.state.mn.us/MIDMSWEB/MDELogin.html>
- 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 or Administrative Assistant 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
  - The two forms from the MDE online application process:
    - 1) MDE License Application Cover Page and
    - 2) Verification of Completion of State Approved Licensure Program.

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), the verification

form is signed and forwarded with the cover page and finger print card to the MDE. **MDE normally takes 6-8 weeks to process the licensure application.**

### **GTL Master of Science 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 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.

## **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](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 Certificates offered through the School of Education

The following apply to all School of 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 of 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

### Required Courses

#### **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*

#### **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*

#### **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*

### **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 Pedagogy**

This 100 percent online 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**

#### **Culturally Responsive Pedagogy – 3 cr.**

Students examine characteristics of culturally responsive instruction and how to develop culturally responsive instruction techniques. Participants will engage in critical reflective exercises to understand current practice and barriers to student achievement, including examining the achievement gap. Students will examine inclusive learning environments and develop new strategies to meet the needs of a diverse student body.

#### **Intercultural Development & Competence – 3 cr.**

A critical examination of how power and privilege manifest itself in schools, communities and systems. The course provides students an opportunity to explore beliefs and biases as they relate to diversity in teaching and learning. Students complete the IDI (Intercultural Development Inventory) that documents and presents their intercultural development and understanding.

#### **Creating and Sustaining Culturally Inclusive Learning Communities and Schools – 3 cr.**

This course examines culturally inclusive pedagogy and dimensions of multicultural education. Students will explore and examine the theoretical frameworks of multicultural education and develop skills to create and support culturally responsive teaching and learning. Students examine and identify the relationship between culture and learning. Students will assess an educational setting. Students will learn to develop and apply effective teaching strategies for multicultural education.

#### **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 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.

## 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 of 5 elective credits; EDU 6450 is required.

### Who should enroll in this certificate program?

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

### Curriculum:

#### **EDU 6430 - Webtools for Learning, 3 cr.**

Provides an introduction and in-depth exploration of web-based resources and applications for learning. The course examines effective web-based resources, including Web 2.0, strategies for evaluating digital resources, video, discussion threads, and learning objects. Participants will participate in and integrate web tools as well as develop learning activities and a collection of resources for educational environments.

#### **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 6440 - Using Digital Media in Your Classroom, 3 cr.**

This course provides an overview of digital media for teaching and learning. You learn to design and produce multimedia and digital video products to support the curriculum in your classroom. The course also focuses on designing instruction that integrates student use of multimedia and digital video as learning tools.

#### **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 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 Online Instruction

Candidates who complete the four-course graduate certificate will learn how to design, implement, and teach online using all of the benefits of today's technologies. Note: Courses must be taken in the order listed. Each course builds on the knowledge of the previous course.

### **Required Courses:**

#### **EDU 6445 ~ Online Teaching Methods: From Design to Practice, 3 cr.**

Master the essential basics of designing and teaching online courses. This fully online course covers both practical and pedagogical aspects of teaching online. As part of this experience, you will use the Blackboard/WebCT course management system to develop a sample course of your own design, including a syllabus, discussions, course content, and other components that are optimized for the online teaching and learning environment. The course will be organized into eight learning modules, each presenting two weeks of content. Pre-requisite: EDU 6430 or prior teaching experience.

#### **EDU 6430 ~ Web Tools for Learning, 3 cr.**

Provides an introduction and in-depth exploration of web-based resources and applications for learning. The course examines effective web-based resources, including Web 2.0, strategies for evaluating digital resources, video, discussion threads, and learning objects. Participants will participate in and integrate web tools as well as develop learning activities and a collection of resources for educational environments.

#### **EDU 6460 ~ Technologies for the Online Environment, 3 cr.**

Master the essential basics of technologies that are available for the online environment. This online course covers both practical and pedagogical aspects of online technologies. Participants will explore a wide range of online technologies and how they can be used to enhance the online learning environment. Participants will evaluate, select, and integrate technologies into their online course structures.

#### **EDU 6470 ~ Capstone/Practicum, 3 cr.**

This final course for the Certificate in Online Instruction program will consist of three major components: completion of the online course (begun in the first class and added to in each successive class), implementation of the course with "student" participants, and final course revisions following student, instructor, and mentor feedback.