

Master of Education

Handbook

Health and Physical Education
Teaching and Learning
World Language Instruction



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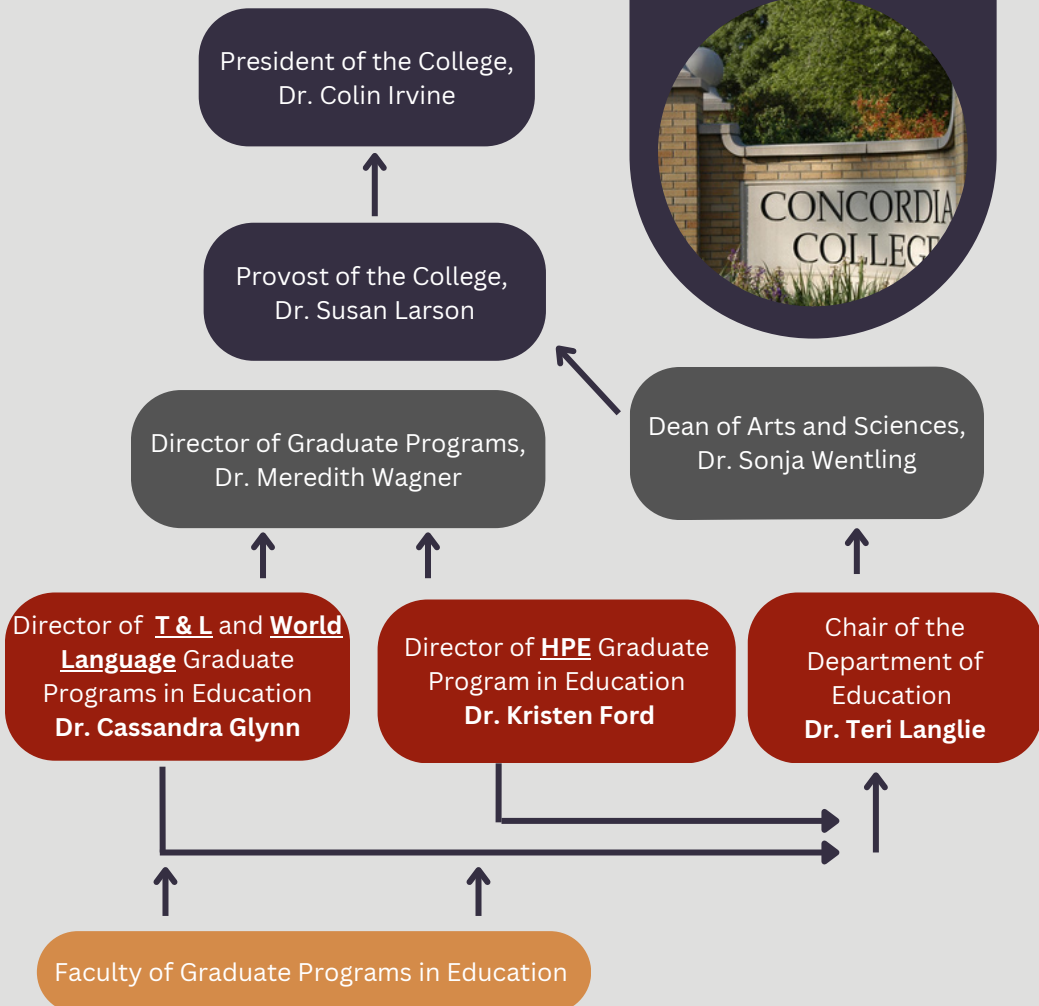


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Organizational Chart

Your main point of contact will be the Director of your respective Graduate Program in Education.





The Master of Education with a concentration in Health and Physical Education is a fully online program that offers teachers the means to expand their understanding of how students learn and how to apply learning theories to design innovative and equitable lessons, activities, and classroom environments that best serve all students.

This program also offers pathways to initial and additional licensure, allowing students to earn an M.Ed. + licensure in Health and/or Physical Education. It is expected that students seeking licensure have completed some of the content necessary; however, foundational coursework is offered at the graduate level to meet content standards for licensure that may be missing from previous coursework. Students will complete a prerequisite form with the director of the program to determine if the foundational courses in Health and PE are needed. These paths to licensure have been approved by PELSB in Minnesota.

Program Goals

- ## Program Outcomes

- Gain a deeper understanding of student development and contextual influences on student development and learning.
- Develop pedagogical content knowledge to become more purposeful and intentional in their instructional practice as health and physical education teachers.
- Evaluate and apply best practices in assessment.
- Create effective, standards-based instructional materials, activities, and assessments to facilitate skills-based health and physical education experiences for students.
- Evaluate scholarly literature and research and be able to conduct and report on research in their own classrooms and schools.

Health/PE Concentration Coursework

-summer start -

**Note: The schedule for coursework will depend on whether you are MED only or MEd + licensure-seeking. Additionally, students can opt to complete licensure courses prior to the summer start as a non-degree-seeking student.*



Core M.Ed. Coursework - 24 credits

- EDUC 600 - Impactful Practices in the Classroom (4 credits)
- EDUC 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- EDUC 612 - Meaningful Assessment Practices (4 credits)
- Already licensed teachers choose two: (8 credits)
 - EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom
 - EDUC 610 - Social and Emotional Elements of Learning
 - EDUC 620 - Critical Pedagogy and Equity
- EDUC 690 - Capstone Seminar (2 credits)
- EDUC 699 - Capstone Credits (4 credits)
- EDUC 698 - Continuing Credits (1 credit) – if needed

Concentration Coursework - 10 credits

- EDUC 641 - Advanced Practices of Health Education (4 credits)
- EDUC 642 - Advanced Practices of Physical Education (4 credits)

Licensure in Health and PE

- EDUC 541 - Foundations in Skill-Based Health Education (4 credits)
- EDUC 542 - Teaching Strategies and Practices in Physical Education (2 credits)
- EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom (4 credits)
- EDUC 620 - Critical Pedagogy and Equity (4 credits)
- EDUC 670 - Clinical I (1 credit)
- EDUC 675 - Clinical II (1 credit)
- EDUC 399 - Pre-Student Teaching Seminar (0 credit)
 - taken the semester prior to the student teaching semester
- EDUC 676 - Additional Licensure Clinical (1 credit) *repeatable
- EDUC 685 - Student Teaching (4 credits)
- Additional licensure requirements may be necessary and can be met through self-paced transcribed courses found on Banner (*Literacy, EDUC 3802 - Minoritized Students in MN, EDUC 3801 - Education of the Exceptional Child, EDUC 6810 - SEL)

*Literacy is forthcoming



Concentration in Teaching and Learning



Description of the Program

The Master of Education with a concentration in Teaching and Learning is a fully online program that offers teachers the means to expand their understanding of how children learn and how to apply learning theories to design innovative and equitable lessons, activities, and classroom environments to best serve all students. The strong curriculum and experienced faculty will equip students with the knowledge and professional skills needed to stand out as a leader in the classroom.

This program also offers paths to initial and additional licensure, allowing students to earn an M.Ed. + licensure in mathematics, life science, chemistry, communication arts literature, business education, and social studies. It is expected that students seeking licensure have completed most of the content necessary; for example, a student might have a math major, but not math education, or a history major, but not social studies education. Students complete a prerequisite form with the director of the program to determine which content courses are still needed. These paths to licensure have been approved by PELSB in Minnesota.

This program is fully accredited by the Higher Learning Commission.

Program Goals

- Understand and demonstrate current methodologies in teaching and learning in today's classrooms.
- Understand principles of systematic inquiry in order to apply results to planning, instruction, and assessment.
- Apply current technology methods and innovations to teaching and learning.
- Develop skills and knowledge to carry out effective instruction in their content area.

Program Outcomes

- Gain a deeper understanding of student development and contextual influences on student development and learning.
- Develop pedagogical content knowledge and become more purposeful and intentional in their instructional practice.
- Evaluate and apply best practices in assessment.
- Create effective, standards-based instructional materials, activities, and assessments for both face-to-face and online learning.
- Evaluate scholarly literature and research, and be able to conduct and report on research in their own classrooms and schools.

Coursework Teaching and Learning Concentration (34 Credits)



Summer I - 10 credits

- EDUC 600 - Impactful Practices in the Classroom (4 credits)
- EDUC 604 - Motivating Students via Technology (2 credits)
- EDUC 612 - Meaningful Assessment Practices (4 credits)

Fall and Spring I - 8 credits

- EDUC 610 - Social and Emotional Elements of Learning (4 credits)
- EDUC 620 - Critical Pedagogy and Equity (4 credits)

Summer II - 10 credits

- EDUC 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- EDUC 624 - Special Topics (2 credits)
- EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom (4 credits)

Fall and Spring II - 6 credits

- EDUC 690 - Capstone Seminar (2 credits)
- EDUC 699 - Capstone Credits (4 credits)
- EDUC 698 - Continuing Education (1 credit; taken while finishing capstone)

Licensure

- EDUC 670 - Clinical I (1 credit) - fall
- EDUC 675 - Clinical II (1 credit) - spring
- EDUC 399 - Pre-Student Teaching Seminar (0 credit) - taken semester prior to student teaching semester
- EDUC 676 - Additional Licensure Clinical (1 credit) - fall or spring *repeatable
- EDUC 672 - Content Methods (4 credits) - fall or spring depending on content
- EDUC 685 - Student Teaching (4 credits) - fall or spring
- Additional licensure requirements may be necessary and can be met through self-paced courses found on Banner (*Literacy, EDUC 3802 - Minoritized Students in MN, EDUC 3801 - Education of the Exceptional Child)

*Literacy is forthcoming

Fall Start Schedule

A fall start is possible, and students will begin with EDUC 600 as the first course, followed by either EDUC 610 or 620 in the spring. In Summer I, students would take EDUC 612, 604, and 626 (10 credits). In Fall II, students would take either EDUC 610 or 620, depending on what they took in Spring I. Finally, students wrap up Spring II with EDUC 602 and work into Summer II on EDUC 690 and 699 to complete their capstone.



World Language Instruction



Description of the Program

The Master of Education in World Language Instruction is an innovative program building on the strengths of the Concordia College undergraduate teacher education program and the pre-collegiate language programs at Concordia Language Villages. This program was the first Master's level program offered at Concordia College and is our flagship program.

Most of the three summer courses take place online. The program gathers for 10 days of intensive in-person instruction in Bemidji, Minn., to make use of the Concordia Language Villages that are located there. The rest of the summer work is completed asynchronously and synchronously online. The courses during the academic year are fully online. Students complete courses during two summers and one academic year with the final fall semester spent writing their Master's thesis or professional project and participating in an online seminar.

This program also offers an initial and additional path to licensure in the areas of Spanish, French, German, Chinese, Arabic, Hmong, Somali, and Karen. Students complete a prerequisite form with the director to determine how the content standards have been met through either being a speaker of the language or through undergraduate and/or graduate level language coursework. If there is missing content, the director will work with students to develop a plan for completing the content. All other standards for licensure are embedded in the M.Ed. coursework, allowing students to earn an M.Ed. + licensure in one of the languages listed above. These paths to licensure have been approved by PELSB in Minnesota.

This program is fully accredited by the Higher Learning Commission.

Program Outcomes

Upon completion of this program, graduates are expected to:

- Understand and demonstrate current methodologies in second language instruction
 - Understand and demonstrate immersion teaching principles in the second language classroom
 - Understand and demonstrate appropriate curricular design and instruction practices in content-based learning in the second language classroom
- Understand and demonstrate best practices in assessment in the second language classroom including Integrated Performance Assessments
 - Understand principles of structuring research topics, gathering and using appropriate information, and employing valid statistical techniques in educational research designs
 - Understand and demonstrate design procedures for qualitative and quantitative research in second language teaching and learning
- Critically interpret current research in second language teaching and learning
 - Apply current technology methods and innovations to second language teaching and learning
 - Evaluate modern electronic resources and considers strategies and issues involved in incorporating them in the classroom
 - Demonstrate how technology can be used to deliver and enhance instruction in the second language classroom

Coursework

World Language

Instruction

AMLA = Advanced Methodologies of Language Acquisition

Summer I - 10 credits

- AMLA 600 - Immersion Methodologies (4 credits)
- AMLA 604 - Motivating Students via Technology (2 credits)
- AMLA 612 - Teaching for Intercultural Communicative Competence and Citizenship (4 credits)



Fall and Spring I - 8 credits

- AMLA 610 - Advanced Practices of Effective Language Instruction (4 credits)
- AMLA 620 - Assessment in the Language Classroom (4 credits)

Summer II - 10 credits

- AMLA 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- AMLA 622 - Content Based Instruction (4 credits)
- AMLA 624 - Immersive Language and Teaching Experience (2-4 credits)

Fall and Spring II - 6 credits

- AMLA 690 - Capstone Seminar (2 credits)
- AMLA 699 - Capstone Credits (4 credits)
- AMLA 698 - Continuing Education (1 credit) - taken while finishing capstone

Licensure

- EDUC 670 - Clinical I (1 credit)
- EDUC 675 - Clinical II (1 credit)
- EDUC 399 - Pre-Student Teaching Seminar (0 credit) - taken semester prior to student teaching semester
- EDUC 676 - Additional Licensure Clinical (1 credit) *repeatable
- EDUC 685 - Student Teaching (4 credits)
- Additional licensure requirements may be necessary and can be met through self-paced courses found on Banner (EDUC 3802 - Minoritized Students in MN, EDUC 3801 - Education of the Exceptional Child, EDUC 6810 - SEL)

*Literacy is forthcoming

Fall Start Schedule

A fall start is possible, but it is not recommended as the foundational courses for the program, AMLA 600 and AMLA 620, are only offered in the summer. Students are most successful when they have taken these courses prior to the Fall I course. If you are seeking licensure, a summer start is the only option. However, we can work with licensed, experienced teachers who may need a fall start.

M.Ed. + Licensure Clinicals and Student Teaching



We are so glad that you want to become a teacher through one of our graduate programs. Our schools need great teachers, and we are confident that you'll leave with the skills to be an effective teacher in your chosen content area! Licensure comes with a few additional requirements and some additional information beyond the Master's coursework. This page is intended to lay out some of that information. Candidates seeking licensure will have varying requirements that are dependent on undergraduate coursework that has already been completed.

Does the coursework meet the requirements for licensure?



- Coursework has been designed to meet Minnesota standards and requirements for licensure in each of our respective programs. If seeking licensure in another state, requirements could vary.
- The Director of each program completes a transcript analysis and creates an individual licensure plan for you that accounts for undergraduate coursework already completed and coursework still needed.
- Some of the licensure requirements can be done through Configio in self-paced courses at half the price of graduate coursework. These result in transcripted credit and can be found in Cobbernet. Ask your director for the link.

What should I know about clinicals and student teaching?



- Initial licensure will require 100 hours of clinical experience in EDUC 670 and 675. There is an additional fee in 670 for Student Learning and Licensure (portfolio management), where all clinical hours, evaluations, and student teaching materials are stored, and 670, 675, and 685 all contain fees for stipends for cooperating teachers.
- You may complete clinicals and student teaching in your own classroom.
- If you are seeking additional licensure, you will only need EDUC 670 in which you will complete 80 hours of teaching with a consecutive group of students. This counts as student teaching.
- You will work with Lorelee Meier in Education to arrange the clinical experiences.
- If you are not currently licensed and employed by a school, you will need to complete a background check. It is also required to carry liability insurance, which can be purchased through NEA, but if you are working for a school, you likely have it and need to be able to show us proof of your insurance.

What else do I need to get licensed?



- You will need to complete and meet the cutscores expectations from the CPAST ([Candidate Preservice Assessment of Student Teaching](#)), a valid and reliable formative and summative assessment during the student teaching.
- Professional dispositions are consistently required in all areas of the program.
- When all requirements have been met, please reach out to Lorelee Meier (lmeier@cord.edu) and watch the video about licensure. This video gives you step-by-step instructions for applying for licensure.

Please see the clinical handbook and the student teaching handbook specific to your program!

M.Ed. + Licensure

Clinicals and Student Teaching

General Information

- As a graduate student seeking **initial licensure**, you must take EDUC 670 and EDUC 675 (1 credit each) before you can take EDUC 685, student teaching (4 credits).
- All students seeking licensure will need to use Student Learning and Licensure to record clinical hours, see evaluations from mentor teachers and college supervisors, and to complete student teaching tasks. You will use SL&L whether you are seeking initial or additional licensure.
- If you are seeking initial licensure, you must take EDUC 670, EDUC 675, and EDUC 685. You will complete a minimum of 100 clinical hours prior to student teaching. If you are seeking **additional licensure**, you will take EDUC 676, and it is repeatable in order to cover the scope of the license.



Clinicals - Nuts and Bolts

- If you are seeking additional licensure, you must take **EDUC 676** and complete **80 hours** with a consecutive group of students in the content area in which you are seeking additional licensure. This counts as student teaching.
- If you are currently teaching in your content area, you can complete most clinicals and student teaching in your own classroom.
- However, you must have a mentor teacher, who is a licensed teacher in the content area in which you are seeking licensure. This person can be a colleague in your building or another colleague in the district. You will be asked to provide the name of the school, district, grade level, principal's name and email, and your mentor teacher's name and email.
- You must complete clinicals and student teaching that meet the scope of your intended license. For example, if you are seeking K-12 world language or physical education, you must complete clinicals at the elementary, middle, and high school levels.
- The majority of the clinicals can be done in your own classroom, but you need 15 hours in the scope of the license that is opposite of what you are currently teaching. For example, if you are teaching middle school Spanish or physical education, you must complete 15 hours at the high school and 15 hours at the elementary levels.
- You will also have a college supervisor; the director of your program will work with you on your clinical placements, along with Lorelee Meier (lmeier@cord.edu). Your director and Lorelee will determine who your college supervisor will be based on their expertise and availability.
- Clinical observations will be 2 observations (in person or online) by your mentor teacher. Your college supervisor will also watch you teach 2 times; this will be done on GoReact or Zoom if you are outside of the Fargo-Moorhead area.
- You must complete all of the modules found in the EDUC 670 and 675 Modules if you are completing initial licensure. These modules meet the standards for licensure.
- Students can complete some clinicals in the summer in order to meet the scope of the license. Summer school can be a place to complete hours, and Concordia Language Villages is an approved clinical site.
- **Specific and detailed clinical and student teaching information can be found in the clinical handbook and student teaching handbook for your program.**



M.Ed. + Licensure

Clinicals and Student Teaching



What are expectations for clinical experiences?

- The candidate must complete all modules in 670 and 675 to meet the Standards of Effective Practice associated with the clinical experiences (if seeking initial licensure).
- In *Student Learning and Licensure* (SL&L), the candidate will complete a self-assessment of professional dispositions. These professional dispositions must be demonstrated throughout the clinical experiences and student teaching in order to be licensed.
- The candidate will submit their teaching videos to GoReact (linked to Moodle) and upload the lesson plan and materials for each video.
- The candidate must watch their teaching videos in GoReact and comments on areas of strength, areas in which they need growth, and other observations.
 - You will log all of your hours in SL&L and your mentor teacher will approve your hours.



Can experience on a Tier 1 license count for clinicals?

- You will still need to complete a minimum of 100 hours prior to student teaching for an initial license and a minimum of 80 hours for an additional license.
- However, to demonstrate experience in the scope of the license, time spent teaching in the classroom on a Tier 1 license is acceptable evidence. For example, if you are seeking a K-12 license (WL, PE), you need to have clinical experiences at the elementary, middle, and high school levels. But, if you taught on a Tier 1 license at the middle level, we accept that as evidence and you would complete clinicals at the elementary and high school levels to fulfill the scope of the K-12 license.
- The Tier 1 license job assignment including content and scope must be evidenced by administrator or district verification letter or a signed copy of employment contract.

Student Teaching:

- The semester before student teaching, you will take EDUC 399, a 0-credit course, that allows you to work with Lorelee Meier to complete all necessary paperwork prior to the student teaching semester.
- You will only student teach if you are seeking initial licensure.
- Student teaching is a minimum of 12 weeks long and can be completed in your own classroom after you have finished all of the clinical hours. This is why it is vital to meet the scope of the license during the clinical experiences in order to give you the flexibility to teach in your own classroom.
- If you are seeking a dual license (health and PE, for example), you will complete a minimum of 14 weeks of student teaching.
- If you are student teaching in your own classroom, you will work with your director to determine what that will look like over the course of 12 or 14 weeks. The placement details will vary from student to student, depending on the candidate's current job.
- If you are not student teaching in your own classroom, and you will have a traditional student teaching placement in a mentor teacher's classroom, you will work with Lorelee Meier and your director to determine the details of your placement over 12 or 14 weeks (14 weeks is for dual placements).
- You will be observed a minimum of 4 times by your college supervisor and 4 times by your mentor teacher (if you are teaching in your own classroom).
- There will be 3 triad meetings between you, your mentor teacher, and your college supervisor.
- You will complete the CPAST evaluation at the end of student teaching and must receive an average score of 2 within each of the 5 tasks and no 0s.





M.Ed. + Licensure

Clinicals and Student Teaching

What are the expectations for student teaching?

- It is your responsibility to set up the observations with your college supervisor and mentor teacher. Remember that you must schedule 4 observations with both.
- For the observation, you must provide a completed lesson plan and accompanying materials to your college supervisor and mentor teacher. You will teach a complete lesson.
- It is expected, particularly as a graduate student, that the candidate is proficient in all areas of professional dispositions.

What does successful completion look like in clinicals and student teaching?

- A successful observation is one that does the following: The lesson plan is written well, the candidate follows the lesson plan (understanding that sometimes a teacher needs to pivot in response to students' needs), the candidate uses best and appropriate practices in their field, and the feedback the candidate receives demonstrates, at minimum, a proficient level.
- If one of the observations is not successful, an additional observation is scheduled.
- If two of the observations are not successful, the candidate will meet with the Graduate Student Review Committee to create an improvement plan, which if not followed, may result in the student not passing the course, and the student's time in the program will come to an end.

Concordia College Catalog

Graduate Programs Admission and Retention Criteria



Important Contact Information

- **Mrs. Lorelee Meier (she/her)**
- Field Placement Coordinator & Licensing Officer, Concordia College
- lmeier@cord.edu

PELSB

- Apply for **first** license:

<https://mn.gov/pelsb/aspiring-educators/firstlicense/>

- Apply for **additional** license:

<https://mn.gov/pelsb/current-educators/additional-license/>

Graduate Community Academic Policies

These policies and procedures can also be found in the catalog on the Registrar webpage, in addition to information on leave, withdrawal, and appeals.

Academic Progress

Minimum Grade Point Average

Concordia's cumulative GPA is the GPA calculated from just the courses attempted at Concordia (not transfer grades).

The overall cumulative GPA must be at least 3.0 for all graduate coursework completed. Because a 3.0 cumulative GPA is required for graduation, this is the standard by which academic progress is determined. No courses with grades lower than a C may be counted for graduate credit in the WLI program. No grade lower than a B- may be counted for graduate credit in the T&L and HPE concentrations. Students receiving two grades lower than the minimum will have their progress in the program reviewed by the program director.

- You have 7 years to complete the program once you have begun your first course.
- Only one course may be repeated.

Probation

Because a 3.0 cumulative GPA is required for graduation, this is the standard by which academic progress is determined.

A student not meeting the standards for acceptable academic progress at the end of the term is placed on academic probation. Academic probation will require the student to work with the program director to develop an academic improvement plan.

Dismissal

If the student fails to meet the expectations established upon readmission after suspension, the student will be dismissed from the college and is not eligible to be considered for readmission.

In addition to the criteria listed above, the college reserves the right to suspend or dismiss students who otherwise fail to meet college academic or conduct standards.

Suspension

Two consecutive or three nonconsecutive probation-level terms (less than a 3.0 cumulative GPA) will result in suspension. In some programs, academic suspension may require a complete withdrawal from the program. Please see your individual program. In addition, students may be suspended from Concordia at any time if their academic performance in any given term falls below a 1.0 GPA. Students will be on suspension for two academic terms.

A student may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Graduate Programs Committee will review appeals and their decision is final.

After the suspension period has passed, a student is eligible to apply for readmission. The readmission decision will take into consideration the student's history and actions or circumstances that would justify readmission. If readmitted, the student may be reinstated on a probationary and contractual basis and required to meet specific expectations.

Please meet with the Director of your Graduate Program if you are struggling so that we may consider options before you violate academic policies in the program.

We want you to succeed and are here to help!



Graduate Community Academic Policies

Tier 2 licensure: You can receive a Tier 2 license if you are in an approved licensure program.

Academic Progress

Meaningful Academic Progress Definition:

- For Tiered licensure paperwork, to be completed, students must be making meaningful academic progress.

- Enrolled part-time or full-time
- Has earned a minimum GPA of 3.0
- Consistently demonstrates professional dispositions
- Upholds MN Code of Ethics

Continued Enrollment

- Students must be active in the program during the semester they are completing their capstone. They must take EDUC or AMLA 698 if they do not have other coursework to take.
- If a student is taking transcribed courses (4-digit courses), students must also register for continuing education credit (EDUC 698) if they are working on their capstone. The policy states:
 - If the student is in the Master's program, they must be registered for a three-digit course each semester, unless they are on academic leave.
 - They can register for a four-digit course number in any semester, provided they are also registered in a three-digit course at the same time.
 - The exception to this is if the student is seeking licensure only, and then would be a non-degree-seeking student in Banner from the start.

Monitoring Progress - DegreeWorks

In Banner, students can access DegreeWorks to monitor their own progress toward degree completion. If a required course does not meet the minimum grade requirement, the course will show up as not meeting the degree requirements, prompting the student to make plans to retake the course. Although directors will monitor students' progress via DegreeWorks, it is the student's responsibility to monitor their progress as well.

These policies may also be found in detail in the catalog on the Registrar webpage. This section of the M.Ed. Handbook will highlight the important things to know.

To have previous coursework considered:

- a. Discuss possible course transfers with your director. They will request that your official transcripts from the application be sent to the Registrar and they will note which courses you are interested in having reviewed.
- b. The Registrar will request syllabi from you. The course must have been taken within the past 7 years and students must have earned a B- or better.
- c. The syllabus will be compared to the current syllabus in the program and must be at least 75% equivalent.
- d. Only graduate-level coursework with letter grades will be accepted; pass/fail grades are not accepted.
- e. Please note that if you are seeking licensure, the program must also ensure that standards for licensure were met.
- f. Please also note that students whose coursework was accepted for transfer may be asked to audit a course because of licensure requirements or because of the nature of the coursework.

- a. During advising each semester, the director for your program will send you an alt-PIN for registration along with detailed instructions. Please follow these carefully and use the PIN to register. It is your responsibility to register yourself and to do so in a timely manner.
- b. You **must be registered by the 10th day** of the semester. If not, you will be inactivated and removed from the system. In these cases, you must *reapply* to the program.

- Please examine the coursework for the program as you begin, and if you have completed graduate coursework elsewhere that may be transferrable, please request a syllabus analysis **right away** rather than waiting until the semester you are to take the course in this program.

Graduate Programs in Education

Policies

Attendance and Participation

Attending class and being present to participate fully in synchronous class sessions are of utmost importance. Our graduate programs provide opportunities for cohorts to discuss, collaborate, ask questions and engage in hands-on work in ways that are not possible with asynchronous learning. Synchronous classes also foster the building of a strong and supportive community of educators, which is a distinctive hallmark of Concordia's graduate education programs. Synchronous sessions provide information that dives deeper than the asynchronous work, and these sessions help launch students more successfully into the next set of asynchronous assignments.



Different professors in the program may have different policies regarding assessment, grading, and how attendance affects your grade in the class. Equity in assessment is a topic of importance in our programs; however, equity in graduate school is different from equity in K-12 situations where K-12 learners have little control over their lives. At the graduate level, adults have a great deal of control over most things in their lives, including what they choose to prioritize and how they balance their various responsibilities. Concordia assumes that by enrolling in a graduate program, you will make your graduate studies a priority.

Graduate Programs in Education Policies



Attendance and Participation Cont.

The generally agreed upon attendance expectations for all graduate courses are as follows:

- Students attend all synchronous sessions that are scheduled.
- If a student misses a session, they must complete an alternative assignment for the missed class as directed by their professor. The student must communicate ahead of missing the class session with their professor.
- If more than one synchronous session is missed, the final grade in the course may be impacted. This is at the discretion of the professor.
- If more than two synchronous sessions are missed and/or there are concerns with the quality of the student's coursework, the student may be asked to meet with the Graduate Student Review Committee to discuss next steps.
- If you are unable to give full effort to engaging in the topics/sessions, and anticipate that you may miss several sessions, it would be best to work with the director of your program to find another time to take the course. The professor is not expected to accommodate your schedule.

During synchronous sessions, we ask that you turn on your camera and limit distractions. It is important to set aside other technologies, grading, planning, or other tasks while you are in the synchronous session. Your voice and contributions (verbal and non-verbal) enrich the discussions and class activities; the more you put into class, the more you will get out of it. That said, the pandemic certainly taught us that family and pets, for example, can be around without disrupting the flow of class; therefore, do not worry if a child or pet makes their way onto the screen!

Graduate Programs in Education Policies



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Graduate Student Review Committee (gSRC)

The generally agreed-upon policies and expectations for all graduate courses are expected to be followed. In rare situations where there is a concern or a policy is not met, students will be required to meet with the graduate student review committee (gSRC). The gSRC will be comprised of the director of the program, faculty, and others who may be involved.

These meetings will be individualized to address the areas of concern, and the individuals present at the meeting will work to find ways to support addressing the areas.

The student will be given a professional growth plan (PGP) with specific items that are required to continue in the program. The professional growth plan will also include what will occur if these concerns are not met.

The PGP is intended to clearly communicate what factors need adjusting and will be reviewed frequently to ensure that the concerns are addressed. Students will be removed from the PGP by gSRC once the concerns are no longer an issue.





Flow Chart for Graduate Student Concerns

- Infraction Examples = GPA, Disposition, Academic Integrity Violation, Other (varies)

Depending on the severity =

Minor infraction: talk to the instructor or director OR

Major infraction or repeated minor infractions: goes to gSRC or AA

Major infraction situation warrants a professional growth plan: PGP will outline the expectations as well as what happens if the PGP is not followed.

- **Step 1:** gSRC - meeting with student
- **Step 2:** PGP will be developed after the meeting
 - Student expectations will be outlined
 - Communicated by the Director of the corresponding program
 - With expectations and process
- **Step 3:** PGP will be sent to the student via email to review.
 - Agree to follow- submitted in writing via email
 - Complete the process by speaking to Heidi Rogers (rogers@cord.edu), Assistant Dean of Students and Director of the Center for Student Success, to ensure that the expectations are clear moving forward.
 - Not agree to follow - and will choose to withdraw or be dismissed from the program
 - If choosing to exit, the student must meet with Heidi Rogers (rogers@cord.edu), Assistant Dean of Students and Director of the Center for Student Success, to complete the withdrawal process.
 - Paperwork must be submitted by the date specified in the PGP
- **Step 4:** Appeal
 - Appeal-
 - Needs to be completed in writing no later than 10 days after receiving the PGP by completing the Appeal Form that is sent to the Education Department Chair, Dr. Teri Langlie, and the Director of the respective program.
 - If the appeal determines that the correct steps were followed, the student has a choice to agree to the PGP or withdraw from the program.

Licensure: If the Education Department determines it isn't possible to recommend a graduate student for licensure (PELSB)

- Faculty in the graduate program will hold meetings at the end of every semester to identify any concerning issues.
- Once identified, the student will meet with the gSRC and be placed on warning, with a corresponding PGP outlining areas of concern and expectations.
- If PGP is not followed or reports of concern continue, it may be determined that the student is not eligible for licensure recommendation.
- The student gets a notice from the department chair via email
 - The student may stay in the program and complete the master's degree
 - Or the student may want to leave the program; if the student reapplies, is accepted, and returns after a withdrawal, they return on a professional growth plan.
 - No appeal option

Finishing Your Degree

The Capstone

Students have three options for the capstone project:

- A research thesis,
- a curriculum project,
- or an extended literature review

Research Thesis: This is an appropriate project for someone who wants to design a study and take an objective stance to examining a topic or issue in education.

The thesis is 5 chapters and in many cases, involves human subjects, therefore, will require IRB approval from the college, and possibly, school district.

To read more about the project options, check out the [capstone handbook!](#)



Curriculum Project: This is an appropriate project for someone who would like to examine a current practice or integrate a new practice. Ultimately, theories underlying the practices are explored via lit review and the student develops a unit, lessons, and materials that are linked to theories and research. IRB approval is not required.



Extended Literature Review: This is a project option for someone who would like to conduct a systematic review of existing literature and research to dive into a particular phenomenon or to explore a topic of interest. This is an appropriate project for someone who likes to read research and synthesize findings.

Finishing Your Degree

The Capstone

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The Process:

- In EDUC/AMLA 602, you will be able to reflect on what you want to study, and you'll write your project proposal.
- EDUC/AMLA 690 is a capstone seminar course designed to support you in starting and implementing your project.
- In 690, you will be assigned an advisor based on your topic and proposed project. If you are doing a thesis, the director will also assign two committee members. This will be your committee for your defense.
- Thesis: Your advisor and committee will read chapters 1 and 3 and your IRB paperwork (thesis). If there are concerns with the design, you'll receive feedback in order to improve it before you implement the study.
- Project/Lit Review: You will work with your advisor and they will approve your project.
- You will work with your advisor on drafts of your capstone and data analysis. Communication is key.
- Defenses take place by November 15 or March 15 for spring graduations and by July 15 for summer graduations.



Graduation and Wrapping Up Your Program Experience

Once you have successfully defended and are set to graduate, there will be opportunities to celebrate. Graduation Weekend (the first week in May) will include an education department reception, hooding ceremony, and you are able to walk in graduation!



The Education Department hosts a reception for the graduates, their families and friends in attendance, faculty in the programs, and advisors and committee members.

We love to celebrate our graduates and hope that you'll plan on coming to graduation!



Links & Contact Information

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- **Director of Master of Education with a Concentration in Health and Physical Education:** **Dr. Kristen M. Ford** kmford@cord.edu or (218) 299-4510
- **Director of Master of Education in Teaching & Learning:** **Dr. Cassandra Glynn** cglynn@cord.edu or (218) 299-3857
- **Director of Master of Education in World Language:** **Dr. Cassandra Glynn** cglynn@cord.edu or (218) 299-3857

Faculty in the Master of Education with a Concentration in Health & Physical Education and Teaching & Learning

Faculty in the Master of Education in World Language Instruction

- This handbook is aligned with the college catalog, which can be accessed [here](#).
- On the Registrar webpage, students can find important forms such as the following by following [this link](#):
 - Add/drop forms
 - Course audit
 - Name change request
 - Independent study (must be approved by your director)
 - Graduate Student Application for Graduation (please complete this the semester before graduation)
- If you are having issues with Banner, Cobbernet, Moodle, Zoom, or email, contact ITS or look for troubleshooting advice at the [following link](#).
- The Business Office - directors are unable to help with billing questions; please contact the Business Office directly at [this link](#).
- Financial Aid can be found at [this link](#). You can discuss your FAFSA, grants, and loans with them.
- If you are considering a leave of absence or withdrawal, please contact your director, who will connect you with the Center for Student Success. You are also welcome to reach out to them directly, and they will help you complete the necessary forms and make a plan. See [this link](#).
- Center for Holistic Health (CHH) - please reach out to staff in this office for counseling and disability services. They can be found at [this link](#).