Thank you for your interest in Concordia's off-campus Master of Arts in Education programs. We are pleased to bring our convenient, one-night-a-week graduate programs to your local area. We want what you want – for you to be a high quality professional educator with a graduate degree. Children and their development and learning is our mission. Our partnership with you can bring that mission to a reality. An affordable tuition rate has been arranged for teachers, and space in each cohort is limited to 22 students. Once you submit your application (Step 1 below), I will be able to hold your place in class until your application file is complete.

This packet includes all of the information that you will need to be admitted into the program. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at **(612) 806-0684** or by email at **drajcevic@graduateprogram.org**.

> **NOTE: Concordia University strictly limits class size to 22 students and accepts applications on a first-come, first-served basis.**
>
> **Complete step 1 below to reserve your seat in this program.**

Apply online at http://graduateprogram.org/concordia-saint-paul/application-checklist for faster processing.

1 ## Application (Page 3-4)
Submit your **application online** or complete page 3-4 and return by fax to **(800) 504-7618**.

Once you have reserved your seat, turn to Page 2 or visit the **online checklist** to complete the remaining admission steps.

Congratulations on your pursuit of a Master's degree with Concordia University St. Paul!

Sincerely,

Dana Rajcevic
Graduate Information Office
(612) 806-0684
drajcevic@graduateprogram.org

> Once you have reserved your seat, please continue with the following steps to complete your admission file. **NOTE: You will not be eligible for financial aid until your admission file is complete.**

Complete your application steps online at: http://graduateprogram.org/concordia-saint-paul/application-checklist

2 Financial Aid & Payment Options (Pages 5 & 6)

Determine how you plan to pay for the program: Financial Aid, Pay-As-You-Go or payment in full.

If using Financial Aid, complete the **FAFSA online**. For more information, see page 5. **It is in your best interest to complete the financial aid process as early as possible.**

If using a Pay-As-You-Go plan or paying tuition in full, follow the instructions on page 6.

3 Official Transcripts (Page 7)

Arrange for official, **sealed** transcripts of your Bachelor's degree to be sent to Concordia University - Saint Paul. For further instructions, see page 7.

4 Personal Statement (Page 9)

You may submit your statement directly to the Graduate Information Office **online**. If you prefer to submit your essay another way, please respond to the prompt on page 9.

> **NOTE: If you do not receive a call from the Graduate Information Office to confirm receipt of your reservation documents within 24 hours of faxing them, please call (612) 806-0684.**

Completing your application steps online at **http://graduateprogram.org/concordia-saint-paul/application-checklist** will allow for more immediate processing of your application.

If you choose to submit paper forms for any of the steps above, documents should be emailed, faxed or mailed to:

Concordia University - Saint Paul
Office of Graduate Admission
1282 Concordia Avenue
St. Paul, MN 55104

(800) 504-7618

drajcevic@graduateprogram.org

Please complete and sign the following application and return by fax to **(800) 504-7618** or by mail to Concordia University - Saint Paul, Office of Graduate Admission, 1282 Concordia Avenue, St. Paul, MN 55104.

Have you applied to Concordia St. Paul for this degree/program in the past? ☐ Yes ☐ No

Name | *First* | *Middle* | *Last*
Maiden | *Preferred* | *Former* | *Prefix* | *Suffix*

Social Security Number [ ] **Date of Birth** [ ] ☐ **Male** ☐ **Female**

Address | *Street* | *City* | *State* | *Zip* | *Country*

Phone Number ( ) **Cell Number** ( ) **Is it okay to send you text messages?** ☐ Yes ☐ No

Email Address [ ] **Fax Number** ( )

Employer [ ] **Title Held** [ ]

Employer Address | *Street* | *City* | *State* | *Zip Code*

Work Phone ( ) **Work Fax** ( ) **Work E-mail** [ ]

Intended Major (check one)

MA-Education:

☐ Educational Leadership
☐ Differentiated Instruction
☐ Literacy w/K-12 Reading
☐ K-12 Reading Endorsement ONLY
☐ Education Technology

☐ Education Technology Certificate Only
☐ Master of Arts in Teaching with K-6 license
☐ Initial K-6 license only
☐ Special Education Master's w/SLD License
☐ SLD License Only

☐ Special Education Master's w/EBD License
☐ EBD License Only
☐ Special Education Master's w/ASD
☐ ASD License Only
☐ M.A.ED. with emphasis in ESL

Start Date: ☐ Spring 2021
Cohort Location: ☐ Online

My degree was conferred at:

(Undergraduate) College [ ] **City** [ ] **State** [ ]

(Graduate, if any) College [ ] **City** [ ] **State** [ ]

Are you a 1st generation college student? ☐ Yes ☐ No **Are you a U.S. Citizen?** ☐ Citizen ☐ Non-Citizen ☐ Permanent Resident

Immigration Status [ ] **Country of Birth** [ ]

Is English your first language? ☐ Yes ☐ No **Are you a MN certified teacher?** ☐ Yes ☐ No

Have you served in the military? ☐ Yes ☐ No **Do you plan to use military benefits at Concordia?** ☐ Yes ☐ No

What is your military status? [ ] **What is your military branch?** [ ]

Have you ever been convicted of a felony? ☐ Yes ☐ No **If Yes, Please Explain:** [ ]

[ ]

Concordia University's annual security report includes statistics concerning reported crimes that occurred on campus or in certain off-campus buildings. The report also includes institutional policies concerning campus security. Obtain a copy of this report by contacting the Security and Safety office or by accessing the following web site: http://www.csp.edu/security or calling (651) 641-8777. Intentional falsification of information on this application may be cause for denial of admission to the University.

Signature _____ **Date** _____

All application documents submitted to Concordia University, St. Paul by the applicant or on the applicant's behalf become property of Concordia University, St. Paul and cannot be released back to the applicant or to any other institution.

I hereby give Concordia University, St. Paul permission to use my likeness in any promotional or news release generated by the university or any agent appointed by the university. This information may contain photos, quotes, or statistical information about myself. I also give Concordia University the permission to print my name in regard to any honors I receive from the university. If you are not in agreement with these terms, please contact the Office of Admissions directly.

Concordia University- St. Paul is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Complete all steps below to apply for financial aid. **Note: There are financial aid options that are not based on need.** Most students in the off-campus programs use financial aid to pay for the program. We recommend that you complete these steps as soon as possible to make sure that your payment arrangements are in order by the first class. For help, please contact the Graduate Financial Aid Department at **(651) 641-8776**.

HOW TO APPLY FOR FINANCIAL AID

1 **Complete the Free Application for Federal Student Aid at www.fafsa.gov**. Students should submit the 2020-2021 form. You will need your 2018 Federal Tax Return. Students will also need your FSA ID (**https://fsaid.ed.gov/npas/index.htm**) and Concordia's School Code (002347). When you are completing the FAFSA you will want to use the IRS Data retrieval process to report your income information. Graduate students are considered independent for financial aid purposes.

2 **Review your Student Aid Report (SAR) for accuracy**. You will receive this form 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.

3 **You will receive your financial aid award letter from Concordia.** This lists the financial aid that you qualify for.

4 **Accept or Decline Your Award.** To accept or decline your award on your CSP Connect student portal, find your award letter under the Financial Aid Information tab. Click to accept the terms and conditions of your award and accept or decline your award. Be sure to contact your Enrollment Coordinator if you have any questions about your award.

Award Amounts for Most Programs (Cost Per Credit = $395)			
Semester	Fall	Spring	Summer
Credits	6 Credits	6 Credits	3 Credits
Tuition	$2370	$2370	$1185

Award Amounts for MAT Program (Cost Per Credit = $440)			
Semester	Fall	Spring	Summer
Credits	6 Credits	6 Credits	6 Credits
Tuition	$2640	$2640	$2640

NOTE: Be sure to accept a loan amount that will cover the cost of the highest semester tuition because the loan will be divided equally by 3 automatically by the federal government.

5 **Complete Loan Entrance Counseling and the Master Promissory Note**. Complete the Federal Direct Loan Requirements by going to **https://studentloans.gov**. Select 'Graduate' student in the blue box. Within the federal Direct Loan text, you will have the option to click on 'Completing the Direct Loans.' Please complete both the Direct Loan Entrance Counseling and Master Promissory Note at this site. We will be notified within 48 hours after it has been completed.

Questions? Call Graduate Financial Aid at (651) 641-8776

THE FEDERAL (TITLE ONE) TEACHER LOAN FORGIVENESS PROGRAM

If you and your school qualify, this program may provide loan forgiveness for eligible Federal Direct Loans. This is a separate program requiring separate forms and processes. The U.S. Department of Education will determine your eligibility for this program; Concordia University - Saint Paul is not responsible to verify your eligibility for this program. Please do not base your enrollment on this program, as it can be difficult to ensure qualification for government programs which are subject to reform and funding changes.

You must call 1-800-4-FED-AID to verify your eligibility or visit https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher for more information.

To view your balance due, you will need to access your online account through Blackboard Learn. Go online to https://csp.blackboard.com/ and log in. Click on the Student tab and look under the "Student Financial Services Information" section and select "My Account".

Tuition and fee charges, *including any balance due after disbursement of financial aid**, must be paid using one of the following options:

1 **Payment In Full** (or the total balance due after accounting for financial aid*) by the **first Wednesday in April.**

*Financial aid awards typically include loan opportunities, for which you must complete and sign a Master Promissory Note (MPN). Failure to complete and sign an MPN will delay disbursement of Federal loans.

2 **CSP Installment Plan**

- In this plan, you will make payments in up to 2 installments, plus a $35 enrollment fee, according to the timeline below.**
- Students eligible for financial aid that have not completed requirements and have not received aid by the **first Wednesday in April** will be automatically enrolled in the CSP Installment Plan.

**CSP Installment Plan Timeline

First Payment - due the first Wednesday in April	1/2 of outstanding balance
Second Payment - due the first Wednesday in June	Remainder of outstanding balance

LATE PAYMENTS

Late payments will be assessed a 1% late fee. All fees must be paid in full by the end of each term before being allowed to register for upcoming semesters. If you have previously registered for future terms, and fail to make payment, you will be deregistered from those terms. Should you leave the institution during the semester, you forfeit your right to use the installment plan and your balance will be immediately due in full.

STUDENTS RECEIVING FINANCIAL AID

Students should be prepared to pay for books, etc., from personal funds until financial aid is disbursed. If you are receiving a Pell Grant for the current academic year, and expect a refund check after all aid is disbursed (approximately three weeks after your start date), you may request a book voucher to purchase your books and supplies. Only students who meet the specified qualifications previously mentioned will be eligible to use a book voucher to purchase books and supplies (see your Financial Aid Counselor for more information). All Financial Aid (loans, scholarships, grants) will show on the student account by the **first Wednesday in April**.

Third party awards are applied to the student account when received. If you are using third party awards (i.e. Employer Reimbursement), you are responsible to pay for all education charges upfront, and may be reimbursed once Third Party Payment is received.

All students are required to have a signed financial arrangement form on file with your Financial Aid Counselor.

Registration may be cancelled at any time for non-payment of fees.

Questions?
Contact the Graduate Financial Aid Department at 651-641-8776
or by email at gradfa@csp.edu

CSP CONCORDIA ST. PAUL

Concordia University - Saint Paul requires official transcripts from the last attended institution where your highest degree was conferred, showing a minimum cumulative GPA of 3.0. If you have copies of your transcripts available, they can be submitted as unofficial transcripts to expedite the application process; however, official sealed transcripts are required in order to be admitted to Concordia. Follow the steps below to request transcripts from each school that you attended.

TO ORDER TRANSCRIPTS:

There are multiple ways to request transcripts, and each college or university will have their own process.

Typically, the easiest way to order official transcripts is:

1 Contact the Registrar's office at your previously attended school, either by phone, email, or through your university's website.

2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.

NOTE: Some colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.

3 It can often take several days for a transcript request to be processed. When your transcripts are received, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days, please contact us at **(612) 806-0684**.

Please have all official transcripts sent to:

Concordia University - Saint Paul
Office of Graduate Admission
ATTN: Kristine Erickson
1282 Concordia Avenue
St. Paul, MN 55104

Please have all Official Electronic Transcripts sent to:

admissions@csp.edu

Remember: An admission decision cannot be made until all transcripts are received.

Transfer Credit Consideration

Complete this form only if you are seeking to transfer credit from graduate coursework into this program.*

This form must be returned in order for your transcripts to be evaluated.

The following steps provide applicants the opportunity to receive an UNOFFICIAL transcript review from the Graduate Admission Office. This UNOFFICIAL review can be used to determine transfer credits you may receive for coursework completed at another university/college.

NOTICE: This process is only available for applicants who can provide readable copies of transcripts. All applicants are still required to submit official, sealed transcripts from all universities and colleges attended. Actual credit for courses will not be awarded until your official, sealed transcripts are received, and you are fully admitted to the college. Concordia University-Saint Paul accepts a maximum of 50% of a program's total graduate level course credits (not including credits for internships/experience hours) to be transferred into the program. Courses transferred in must be at a Master's level and have been completed within the past 7 years*. Transfer credits cannot have been counted towards a previous degree, and must take the place of a course in the cohort sequence, as determined by the School of Education. *Transfer credits for any of the Special Education programs and the Educational Technology programs must have been taken within the past 5 years*.

1. **You must submit an Application for Graduate Admission to reserve your seat for the off-campus program of your choice. (See page 3-4 of this packet)**

2. **Submit a copy of your transcript(s) or official, sealed transcript(s)**

3. **Please complete the information and the Transfer Courses Grid below.**

NOTE: A course description or syllabus MUST be provided for each course you wish to transfer. An incomplete form or failure to provide required documents will result in delay or denial of credit transfer requests.

Full Name _____ *First* _____ *Last* _____ *Middle*

Address _____ *Street* _____ *City* ___ *State* ___ *Zip Code*

Home Phone ( ) **Work Phone** ( ) **Cell Phone** ( )

Email Address: _____

Degree Program _____ **Location** _____ **Start Date** _____

Requirement		Substitution Requested			
Course Name & Number	Credits	Course Name & Number	School Transferred From	Credits	Grade

Rationale for substitution _____

Advisor Signature _____ **Date** ___ **Approved** ___ **Denied** ___

Department Chair/Coordinator _____ **Date** ___ **Approved** ___ **Denied** ___

Substitution Recorded _____ **Date** ___ **Approved** ___ **Denied** ___

Mail or fax this form along with a course description or syllabus for any courses that you would like considered for transfer credit to:

Concordia University - Saint Paul
Office of Graduate Admission
1282 Concordia Avenue
St. Paul, MN 55104

(651) 603-6320

Please write a statement that includes the following requirements:

The statement falls between 400 and 1000 words.

Includes a beginning (introduction), middle (body), and end (summary/conclusion).

This statement is original (no plagiarism) and reflective of the applicant's experiences and traits. No outside work (citations and references) is allowed.

The submission is professional with no spelling, grammar, or sentence structure errors.

The statement should address the following:

Describe your employment history and why you are choosing to pursue a graduate degree at this time in your career.

Describe a personal and/or professional goal that you hope you will fulfill through earning your graduate degree.

Describe a past or present personal/professional experience that you believe positively influenced your potential to succeed in a graduate program.

NOTE: Please provide typewritten statement. **(You do not need to use this form for your statement).**

Fax or mail your Essay to:

Concordia University - Saint Paul
Office of Graduate Admission
1282 Concordia Avenue
St. Paul, MN 55104

(800) 504-7618

drajcevic@graduateprogram.org

For

This program is designed to support educators and other professionals who work with students in and out of the classroom setting learn effective responses to student trauma, and how to help instill resiliency skills for the students, school, and themselves.

What you Learn

More than 25 percent of American youth experience a serious traumatic event by age 16 and many children suffer multiple and repeated traumas. This trauma affects children's learning.

A trauma-informed care approach in schools is sweeping the nation, as student needs change and schools seek to address – and overcome – barriers to learning. When teachers learn effective responses to student trauma, and how to help instill resiliency skills necessary to thrive in the classroom, children have better learning outcomes – in school and in life.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Trauma and Resilience. Students also have the option to take a subset of courses (denoted by an asterisk) that lead to the Trauma and Resilience Certificate only.

Degree Requirements

Master of Arts in Education Trauma and Resilience in Educational Settings		
EDU 505*	Trauma and its Impact on Child Development	3
EDU 506*	Trauma-Informed Practices and Resilience	3
EDU 507*	Trauma-Informed Classroom Teachers	3
EDU 508*	Creating a Trauma-Informed School	3
EDU 509*	Trauma-Informed Intervention for the Education Professional	3
CI 525	Innovation in Learning and Teaching	3
CI 585	Educational Assessment	3
ED 521	Educational Research and Applications	3
ED 512	Ethical Issues for Professional Educators	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the Trauma and Resilience Certificate only.

MA Education Literacy (Including K-12 Reading Endorsement)

For

Individuals who hold a valid Minnesota teaching license and who wish to further develop their skills in literacy and methods.

What you Learn

The Master of Arts in Education Literacy including K-12 Reading Endorsement is designed to prepare teachers to meet the learning needs of today's K-12 students. Emphasis is placed on literacy development.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education Literacy including K-12 Reading Endorsement.

Prerequisites

You must hold a current and valid Minnesota teaching license to enroll in the Master of Arts in Education Literacy including K-12 Reading Endorsement. Note: A passing score on the MTLE Reading test is required to earn the K-12 Reading Endorsement. The endorsement is added to your initial teaching license.

Degree Requirements

Master of Arts in Education Literacy - Including K-12 Reading Endorsement		
CI 560*	Curriculum & Instruction in Literacy	3
CI 561*	Foundations of Literacy (K-12)	3
CI 562*	Literacy Strategies for Grades K-6	3
CI 563*	Literacy Strategies for Grades 7-12	3
CI 564*	Assessment, Evaluation, and Supervision in Literacy Programs (K-12)	3
CI 570	Writing Across the Content Areas	3
CI 575	Teaching Literacy for Diverse Learners	3
ED 521	Educational Research and Applications	3
ED 513	Issues and Ethics in Education	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

The state of Minnesota requires completion of 30 clinical hours to complete the K-12 Reading Endorsement.

These hours are embedded in the coursework. The total hours are made up of 8 hours of volunteer time in grades 6th-8th (middle school), 8 hours of time in grades K-5th (elementary school), 8 hours of time in 9th-12th (high school) and 6 hours shadowing a district employee working in the realm of literacy. The hours will need to be completed outside of the teacher's regular classroom, during the regular school year (not during summer school). Please make sure to allow for personal time to complete these hours prior to starting the program.

*Courses denoted with an asterisk are the courses required to complete the Reading Endorsement only.

For

Individuals working in various contemporary classroom settings. Students in the program will enhance their knowledge and ability to assist PK-12 students learning needs across the content areas.

What you Learn

The Master's of Arts in Differentiated Instruction is designed to assist PK-12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education in Differentiated Instruction.

Degree Requirements

Master of Arts in Education in Differentiated Instruction		
ED 512	Educational Issues for Professional Educators	3
DI 594	Effective Practices in Differentiated Instruction	3
DI 536	Inclusion: Effective Practices for All Students	3
ED 521	Educational Research and Applications	3
DI 532	Collaboration in Inclusive Settings	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
ED 516	Family Systems for Educators	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiated Instruction Across Content Areas	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

For

Individuals who want to start the path to becoming a school administrator or school principal.

What you Learn

The Master of Arts in Educational Leadership is designed to prepare teachers to meet the learning needs of today's K-12 students from an administrative role.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

Upon completion of the program as outlined below, you will earn a Master of Arts in Education in Educational Leadership.

Degree Requirements

Masters of Arts in Education in Educational Leadership		
ED 502	Educational Issues	3
EDL 550	Leadership and Human Resources Management in Education	3
ED 508	Legal and Ethical Issues in Education	3
ED 521	Educational Research and Applications	3
ED 554	Curriculum and Instruction	3
EDL 556	Supervision and Improvement of Instruction	3
ED 507	Diversity in Education	3
EDL 557	Financial Resources	3
EDL 553	Educational Policy and Administration	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

For

Experienced educators who wish to expand their teaching skills and enhance the classroom experience by utilizing innovative approaches to technology.

What you Learn

The Master of Arts in Educational Technology is designed to prepare teachers to utilize technology most effectively to enhance student achievement.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Educational Technology. Students also have the option to take a subset of courses (denoted by an asterisk) that lead to the Educational Technology Certificate only.

Degree Requirements

Master of Arts in Classroom Instruction with Educational Technology		
ET 500*	Principles of Digital Teaching and Learning	3
ET 505*	Exploring Classroom Technology Tools	3
ET 510*	Virtual Classroom	3
ET 515*	Professional Development and Leadership in Educational Technology	3
ET 520*	Field Experience: Course Development	3
ED 521	Educational Research and Application	3
ED 512	Ethical Issues for Professional Educators	3
ED 507	Diversity in Education	3
ED 554	Curriculum & Instruction	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the Ed. Technology Certificate only.

MA Education - Special Education

For

Individuals who hold a valid Tier 3 or Tier 4 Minnesota teaching license and who wish to expand their teaching skills and knowledge of the characteristics and interventions used with students with specific learning disabilities, emotional and behavioral disorders, and autism spectrum disorders.

What you Learn

The Master of Arts in Special Education is designed to prepare highly effective professional, decision-making, and reflective educators who are proficient in foundational knowledge; referral, evaluation, planning, and programming; instructional design, teaching, and ongoing evaluation; collaboration and communication, standards of effective practice; and core special education skills including instructional strategies, social/emotional health, social competence, cultural competence, classroom management and academic competence.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly one hour synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

Program options are outlined below. Students can choose to earn a Master of Arts in Special Education w/Specific Learning Disabilities (SLD) Licensure (30 Credit Hours), a Master of Arts in Special Education w/Emotional Behavioral Disorders (EBD) Licensure (33 Credit Hours), or a Master of Arts in Special Education w/ Autism Spectrum Disorders (ASD) Licensure (36 Credit Hours). Students who are not looking to earn a Master's degree can choose from the following options: Specific Learning Disabilities (SLD) licensure without a Master's degree (24 Credit Hours), Emotional Behavioral Disorders (EBD) licensure without a Master's degree (27 Credit Hours), or Autism Spectrum Disorder (ASD) licensure without a Master's degree (30 Credit Hours).

Degree Requirements

M.A. in Special Education with ASD Licensure

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Application	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students w/Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	6
ED 590	Conducting Research and Completing the Capstone	3
	Total Hours:	**39**

M.A. in Special Education with SLD Licensure

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students w/Linguistic Differences or Difficulties	3
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	6
ED 590	Conducting Research and Completing the Capstone	3
	Total Hours:	**33**

M.A. in Special Education with EBD Licensure

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
ED 521	Educational Research and Applications	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students w/Emotional & Behavioral Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 595	Applied Experience in Emotional Behavior Disorders	6
ED 590	Conducting Research and Completing the Capstone	3
	Total Hours:	**36**

Autism Spectrum Disorder (ASD) Licensure Only

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students w/Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 574	Communication and Social Skills Training	3
SPED 596	Behavior Management	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 593	Applied Experience in Autism Spectrum Disorders	6
	Total Hours:	**33**

Specific Learning Disabilities (SLD) Licensure Only

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students w/Linguistic Differences or Difficulties	3
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 589	Collaborative Consultation in Special Education	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Learning Disabilities	6
	Total Hours:	**27**

Emotional/Behavioral Disorders (EBD) Licensure Only

SPED 580	Ethical Issues for Professional Educators	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 584	Interventions for Students w/Emotional & Behavioral Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 595	Applied Experience in Emotional Behavior Disorders	6
	Total Hours:	**30**

The following course will be required if you have not previously taken courses for Reading Foundations and Assessment:

SPED 563	Literacy Strategies for Grades K-6: SPED	6

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

MA Teaching (MAT) with K-6 Licensure

For

Individuals who want to earn their initial teaching license (K-6).

What you Learn

The Master of Arts in Education in Teaching provides an initial teaching license for K-6 grade levels.

How you Learn

Online Format: This program is an online cohort. In general, you will finish one 3 credit hour course every 7 weeks. Face to face meetings are not required; however, a weekly 90 minute synchronous audio/visual chat is required. You will still complete one 3 credit course every 7 weeks.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Teaching and a K-6 licensure.

Prerequisites

Your bachelor's degree must be earned from an accredited institution and your cumulative GPA must be a minimum of 3.0.
Please note: You must pass a series of MTLE tests to obtain the K-6 licensure.

Degree Requirements

Master of Arts in Teaching (MAT) w/ K-6 Licensure		
ED 535*	Introduction to Teaching Children	3
ED 514*	Psychology of Learning and Teaching in Schools	3
ED 549*	Effective Teaching	3
ED 552*	Content & Methods for Teaching K-6 Health and Movement Education	3
ED 551*	Content & Methods for Teaching K-6 Science	3
ED 553*	Content & Methods for Teaching K-6 Social Studies	3
ED 548*	Content & Methods for Teaching K-6 Literacy	3
ED 550*	Content and Methods for Teaching K-6 Mathematics	3
ED 558*	Content and Methods of K-6 Literacy II	3
ED 537*	Inclusion in Diverse Classrooms	3
ED 560*	Clinical Experience and Professional Foundations	6
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**42**

NOTE: Option for K-6 License only also available. Courses denoted with an asterisk are the courses required to complete the K-6 license only. Additional fees associated with MTLE exam may be incurred. Please visit http://education.state.mn.us for more details.

MA Education – English as a Second Language

For

Individuals working in contemporary classroom settings. Students in the program will enhance their knowledge and ability to assist K-12 students learning needs across the content areas.

What you Learn

The Master of Arts in Education in English as a Second Language is designed to prepare teachers to be highly effective professional decision-makers, reflective leaders, and adaptive experts and to apply purposeful and dynamic strategies to empower all learners whose first language is other than English.

How you Learn

This program is an accelerated 2 year cohort program, finishing one course at a time every 7 weeks. Online learning format include weekly discussion boards.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education in English as a Second Language.

Degree Requirements

MA in Education with emphasis in ESL		
ESL 520*	Language and Society	3
ESL 531*	Second Language Acquisition	3
ESL 540*	Reading Instruction for Linguistically and Culturally Diverse Learners	3
ESL 541*	Instructional Strategies for English Learners	3
ESL 550	Assessment of English Learners	3
CI 560*	Curriculum and Instruction in Literacy	3
CI 587	Reading across the Content Areas	3
ED 521	Educational Research and Applications	3
ED 513	Issues and Ethics in Education	3
ED 590	Conducting Research and Completing the Capstone	3
	Total Credit Hours:	**30**

NOTE: Course descriptions for the courses listed above can be found on Pages 18-21. This is not an official schedule and your cohort may take these courses in a different order.

*Courses denoted with an asterisk are the courses required to complete the ESL Certificate only.

CI 560 Curriculum and Instruction in Literacy - An examination of the history of the school curriculum, the fundamentals of curriculum.

CI 561 Foundations of Literacy (K-12) - A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher. Includes an 8 hour clinical experience in a grade 6-8 classroom setting.

CI 562 Literacy Strategies for Grades K-6 - An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563 Literacy Strategies for Grades 7-12 - A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564 Assessment, Evaluation, and Supervision in Literacy Programs (K-12) - Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress. Includes a 6-hour clinical experience in a district setting.

CI 570 Writing Across the Content Areas - This course focuses on understanding the writing process in order to effectively teach and develop K-12 writers. Instructional methods for incorporating writing across the curriculum, including strategies for writing instruction with English language learners and diverse populations, are emphasized to support student literacy learning.

CI 575 Teaching Literacy for Diverse Learners - This course focuses on the culturally and linguistically responsive teaching of English language learners that will promote efficacy and proficiency in speaking, listening, reading, and writing in Standard English.

CI 587 Reading across the Content Areas - This course focuses on strategies for effectively teaching K-12 students to read a variety of written materials in diverse content areas across the curriculum.

ED 507 Diversity in Education - A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.

ED 508 Legal and Ethical Issues in Education - A study of legal issues, ethics, and moral philosophy with applications to the field of education.

ED 512 Educational Issues for Professional Educators - A study of ethics and moral philosophy with application to the field of education. Current educational issues will be examined in the context of the lives and careers of the PK-12 educator.

ED 513 Issues and Ethics in Education - This course examines the complex issues facing diverse K-12 school systems, and the educator's role in addressing the issues while implementing ethical, culturally responsive, equitable, and inclusive practices that support all learners.

ED 514 Psychology of Learning and Teaching in Schools - An overview of the application of psychological principles, theories, and strategies to issues of learning and teaching in school settings.

ED 521 Educational Research and Applications - A survey of qualitative and quantitative research methods and their applications to educational research. Focus is on the research-based practice in education.

ED 535 Introduction to Teaching Children - Human growth and development from the prenatal stages to the elementary years is reviewed. Concordia's teacher education program and its conceptual framework are introduced. Learners reflect on teaching as a profession and explore beliefs, understandings, and dispositions in relation to teaching children.

ED 537 Inclusion in Diverse Classrooms - Learners experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting. Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs in the regular classroom.

ED 548 Methods for Teaching Literacy - The focus is on the important connection between all literacy skills – reading, writing, listening, thinking, and speaking. Emphasis is placed on a balanced reading approach including methods of embedding a variety of children's literature. A case study with a student in reading is completed.

ED 549 Effective Teaching- This course is designed to provide pre-service elementary teachers with the opportunity to acquire skills for effective planning, implementing, and evaluating instruction. It examines the skills needed for effective organization of the elementary classroom learning environment. Students are introduced to standards-based education.

ED 550 Content and Methods for Teaching Mathematics, K-6 - This course is an opportunity to learn and apply the content, conceptual framework, and theories of learning and teaching of mathematics at the K-6 level. A case study with a student in mathematics is completed.

ED 551 Methods for Teaching Science - A study of the philosophy, content, materials, research, and strategies related to the teaching of science in the elementary classroom.

ED 552 Methods for Teaching Health and Movement - A study of the philosophy, content, materials, research, and strategies related to the teaching of health and movement in the elementary classroom.

ED 558 Content and Methods of K-6 Literacy II - A study of the content, philosophy, materials, research, and strategies related to the teaching of literacy in the K-6 classroom.

ED 553 Methods for Teaching Social Studies - A study of the philosophy, content, materials, research, and interdisciplinary strategies related to the teaching of social studies in the elementary classroom.

ED 554 Curriculum and Instruction - An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

ED 560 Clinical Experience and Professional Foundations: K-6 - This experience provides direct teaching of learners to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in the classroom. Seminars are focused on communication and interaction with parents or guardians, families, school colleagues, and the community to support student learning and well-being. An eFolio presentation is required.

ED 590 Conducting Research and Completing the Capstone - A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.

EDL 550 Leadership and Human Resources Mangement in Education - A study of school leadership, and human resources on the impact of successful learning of all students in an educational setting.

EDL 553 Educational Policy and Administration - An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.

EDL 556 Supervision and Improvement of Instruction - Theory and practice of supervision of educational programs and personnel with a focus on improvement.

EDL 557 Financial Resources - A study of leadership and management of the fiscal resources of contemporary schools.

ESL 520 Language and Society - This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnics, regional, and gender differences in the classroom is examined and strategies to involve the families and communities of English language learners are explored.

ESL 531 Second Language Acquisition - This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and program models and strategies for second language instruction.

ESL 540 Reading Instruction for Linguistically and Culturally Diverse Learners - This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences.

ESL 541 Instructional Strategies for English Language Learners - This course covers historical, recent, and innovative theories, models, and methods of instruction for English language learners. Instructional approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL 550 Assessment of English Learners - This course prepares educators to assess the skills of English learners through both informal strategies and formal instruments and to interpret results in order to inform instruction.

ET 500 Principles of Digital Teaching and Learning - A survey of the historical and theoretical development of educational technology and an examination of further trends in K-12 education.

ET 505 Exploring Classroom Technology Tools - An examination of how to best enhance and assess student achievement through effective incorporation of various software and hardware.

ET 510 Virtual Classroom - The study of various social media modes to engage the online and face to face learner and enhance instruction.

ET 515 Professional Development and Leadership in Educational Technology - A focus on leadership and professional development in planning and integrating educational technology.

ET 520 Field Experience - Demonstrate application of skills and knowledge required to support technology design and implementation in an educational setting

DI 509 Application of Differentiated Instruction in Gifted Education - This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

DI 516 Family Systems for Educators - Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

DI 532 Collaboration in Inclusive Settings - A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.

DI 534 Teaching Students with Mental Health Needs - A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

DI 536 Inclusion: Effective Practices for all students - Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

DI 538 Differentiating Instruction Across Content Areas - This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

DI 594 Effective Practices in Differentiated Instruction - An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

SPED 562 Literacy Strategies for Grades K-6: SPED - Foundations of reading processes, development, and instruction. Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

SPED 573 Fundamentals: Autism Spectrum Disorders - An introduction to the dynamics of autism spectrum disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 574 Communication and Social Skills Training - A study of strategies and interventions for promoting the development of communication skills and social skills.

SPED 575 Interventions: Autism Spectrum Disorders - Development of functional skills instruction including applied behavior analysis, sensory integration, and functional and ecological assessment procedures for the instruction of learners with autism spectrum disorders.

SPED 580 Ethical Issues for Professional Educators - A study of historical and contemporary issues in education of learners with differentiated needs

SPED 581 Instructional Strategies: Mild/Moderate Disabilities - An examination of the knowledge and skills needed to learn about and apply instructional strategies in preK-12 classroom settings.

SPED 582 Teaching Students with Linguistic Differences or Difficulties - A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.

SPED 583 Collaborative Teaching in Inclusive Settings - A study and applied practice in collaborative teaching between general educators and special educators and paraprofessionals in both settings.

SPED 584 Interventions for Students with Emotional and Behavioral Disorders - Application of evidence-based interventions focused on behavioral, psycho-educational, medical and ecological theories for working with youth with EBD in educational settings.

SPED 586 Learners with Disabilities: Educational Assessment - Development of competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development.

SPED 589 Collaborative Consultation in Special Education - An examination of techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of a learner with special needs.

SPED 590 Teaching Students with Math or Language Difficulties - An examination of the mathematical and writing needs of learners in contemporary classrooms and research-based practices for meeting those needs.

SPED 591 Applied Experience in Learning Disabilities - Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting.

SPED 595 Applied Experience in Emotional Behavior Disorders - Students complete supervised practice in teaching learners with special needs. Specialized methods and on going diagnosis are used within a clinical setting.

SPED 593 Applied Experience in Autism Spectrum Disorders - Supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting.

SPED 596 Behavior Management - An examination of positive behavior teaching and support for promoting acceptable behavior in school and grounded in research based interventions.

SPED 598 Fundamentals: Emotional and Behavioral Disorders - An introduction to the dynamics of emotional and behavioral disorders, their effect on students' education, legal responsibilities of schools, and collaboration among schools and other agencies who serve these youth.

SPED 599 Adolescents with Emotional Behavioral Disorders - An examination of the unique strengths and needs of adolescents with emotional and behavioral disorders.

EDU 505 Trauma and its Impact on Child Development -Learners will examine the impact trauma, abuse, and neglect has on childdevelopment. Topics include the adverse childhood experiences (ACEs) research, bonding and attachment, prenatal and perinatal forms of trauma, and trauma's impact on the emotional, neurological, social, and physical health of the developing child.

EDU 506 Trauma-Informed Practices and Resilience - Learners develop an understanding of what trauma is and how it influences children socially, emotionally, physically, and academically. Topics include indicators of trauma, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, strategies to support teachers, and resilience as a response.

EDU 507 Trauma-Informed Classroom Teachers - Learners learn to recognize and respond to trauma and toxic stress and develop strategies for trauma-informed classrooms and behavioral spaces. Trauma-informed approaches to fostering student, teacher, and family relationships are explored.

EDU 508 Creating a Trauma-Informed School - Learners explore the characteristics of school environments that are sensitive and responsive to trauma and toxic stress, professional development for all school caregivers, and the role of families and community partners. The trauma-informed school is envisioned.

EDU 509 Trauma-Informed Intervention for the Education Professional - Learners examine and apply trauma-based, empirically supported interventions, supports, and strategies appropriate for children impacted by various forms of trauma (e.g., prenatal, maltreatment, complex, PTSD, and traumatic grief and loss) and learn how to work effectively with and communicate with trauma-exposed children who are impacted by various emotional, behavioral, learning, social, and physical health challenges.

CI 525– Innovation in Learning and Teaching - Learners explore the science of learning, the curriculum for K-12 educational environments, and theories and innovation for teaching in diverse classrooms.

CI 585 – Educational Assessment - Curriculum, instruction, and assessment work together to support student learning. In this course, learners develop the knowledge and skills to practice effective assessment of student learning and program quality in educational settings.

Thank you for your interest in Concordia University - Saint Paul!

Admissions Requirements

It is in your best interest to complete your admission file as quickly as possible. Your file will be reviewed by the Director of Graduate Admission to determine your graduate school status, generally within 7-10 business days of your graduate admission file becoming complete. Admission to graduate school depends on several factors including a completed application, cumulative GPA, transcripts, and statement of goals. The admission decision is based on the evidence of the candidate's ability to achieve success in a graduate program by the following:

> **For full admission:** A cumulative GPA of 3.00 or better (4.0) scale in all previous college work.
>
> **For Committee Review:** If your cumulative GPA is below 3.0, students must submit a personal statement and transcripts for committee review.

If you have any questions regarding your admission status, please feel free to contact us at:

> **Office of Graduate Admission**
> Phone: **(651) 641-8230**
> Fax: **(651) 603-6320**

If you require financial aid, you should start by filing your FAFSA online at **www.fafsa.ed.gov** as soon as possible – please do not wait until you are admitted to start the process. Refer to page 5 or contact our Financial Aid Counselor at **(651) 641-8776** for more information regarding additional financial aid requirements.

Transferring Credits

Concordia University-Saint Paul accepts a maximum of 50% of a program's total graduate level course credits (not including credits for internships/experience hours) to be transferred into the program.Courses transferred in must be at a Master's level and have been completed within the past 7 years*. Transfer credits cannot have been counted towards a previous degree, and must take the place of a course in the cohort sequence, as determined by the School of Education. To request a transcript review for transfer credits, please see page 8.

Concordia University - Saint Paul Tuition Information

The Spring 2021 cohort tuition rate is $395 per credit hour for these education programs with exception of the MAT K-6 license program, which has a tuition rate of $440 per credit hour. This rate is guaranteed not to increase over the life of the program, contingent upon continued enrollment throughout the program. We reserve the right to offer different tuition rates or change theprices of other programs.

Cohort Information

Although our off-campus classes are scheduled to meet one night per week at the same time and location, we reserve the right to change meeting times, format and/or locations due to any extenuating circumstances. These programs are dependent on the registration of at least 12 students and University policy strictly limits enrollment to 22 students in each online cohort.

Ordering Textbooks

Books will be available to order 3-4 weeks prior to your class start date. A list of specific course textbooks can be found at: **csp.bncollege.com** or by calling **(651) 603-6310**. Please note: books cannot be shipped to P.O. boxes.

Online Cohort Students

All students participating in an online or blended cohort program must have access to a webcam, internal (PC) speaker systems and head sets.

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Important Contact Information

Graduate Information Office	Dana Rajcevic	(612) 806-0684	**drajcevic@graduateprogram.org**
Financial Aid & Billing		(651) 641-8776	**gradfa@csp.edu**
Admissions Office		(651) 641-8230	