

Thank you for your interest in CSP Global's online Master of Arts in Education programs and Bachelor of Arts in Education Accelerated program. 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 ifelkamp@graduateprogram.org.



NOTE: CSP Global 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 <https://www.graduateprogram.org/concordia-saint-paul/apply-now/> 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 CSP Global!

Sincerely,

Isabelle Felkamp

Graduate Information Office

(612) 806-0684

ifelkamp@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: <https://www.graduateprogram.org/concordia-saint-paul/apply-now/>

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. Admission to a CSP Global graduate program requires a baccalaureate degree or higher with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S.



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 <https://www.graduateprogram.org/concordia-saint-paul/apply-now/> 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:



CSP Global
Office of Graduate Admission
1282 Concordia Avenue
St. Paul, MN 55104



(800) 504-7618



ifelkamp@graduateprogram.org

Application for Graduate Admission (Page 1 of 2)

Please complete and sign the following application [online](#).

Have you applied to CSP Global 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
- Education Technology
- M.A.ED. with emphasis Trauma and Resilience
- MA in Education with emphasis in English as a Second Language + K-12 ESL Endorsement
- Special Education Master's w/EBD License
- Special Education Master's w/SLD License
- Special Education Master's w/ASD
- Master of Arts in Teaching with K-6 license
- M.A.ED. with emphasis in ESL

Certificate/Endorsement ONLY:

- K-12 Reading Endorsement
- Education Technology Certificate
- Trauma and Resilience Certificate
- ESL Certificate
- Initial K-6 license
- SLD License
- EBD License
- ESL Endorsement
- ASD License

BA: Elementary Education - Teaching (K-6)

Start Date: Summer 2026 Fall 2026

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

Application for Graduate Admission (Page 2 of 2)

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:

CSP Global'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 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 beginning a program in Summer 2026 should submit the 2025-2026 form. Students beginning a program in Fall 2026 should submit the 2026-2027 form. Students will also need your FSA ID (<https://studentaid.gov/fsa-id/sign-in/landing>) 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 CSP Global.** 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.

Semester	Fall	Spring	Summer
Credits	6 Credits	6 Credits	3 Credits
Tuition	\$2370	\$2370	\$1185

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; CSP Global 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.gov/sa/repay-loans/forgiveness-cancellation/teacher> for more information.

To view your balance due, you will need to access your account online through CSPConnect. Go online to <https://connect.csp.edu/> and log in. Click on the Payment tile and click the "Make an Online Payment" link to make a payment.

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 **Tuesday of Week 6**.

**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 Global 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 **Tuesday of Week 6** will be automatically enrolled in the CSP Global Installment Plan.

First Payment Due Tuesday of Week 6	1/2 of outstanding balance
Second Payment Due Tuesday of Week 11	Remainder of outstanding balance

ENROLLING IN ONLINE AUTO-PAYMENT PLAN

You can divide your "out of pocket" cost into 4 payment for each semester that is automatically withdrawn from your payment option. To enroll, use the "make an online payment" link on CSP Connect.

*Please note there is a \$50 enrollment fee due at the time of enrollment

First Payment: Week 1
Second Payment: Week 5

Third Payment: Week 9
Fourth Payment: Week 14

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

All Financial Aid (loans, scholarships, grants) will show on the student account by **Tuesday of Week 6**. 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 tuition planning form on file located in the [application portal](#).

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

How to Request Official Transcripts

CSP Global requires official transcripts, please arrange for official, sealed transcripts. Admission to a Concordia University graduate program requires a baccalaureate degree or higher with an accreditor that is recognized by the U.S. Department of Education or a comparable degree from outside the U.S, showing a minimum cumulative GPA of 3.0 for Master's, Endorsement and Certificate Seeking students or 2.0 for BA seeking students based on a 4.0 system. 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.

***Accelerated BA Education applicants only** - If you have attended a MNSCU college or university we also ask that you provide an official accompanying DARS or MnTC goal area worksheet. Transfer students with fewer than 20 college credits completed will also need to submit an official high school transcript.



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:

CSP Global
Office of Graduate Admission
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.

Graduate Transfer Credit Consideration

Please see your enrollment counselor for Course Substitution Form

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

Course substitution 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 on the Course Substitution Form and return to your enrollment counselor.**



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.

The following steps provide applicants the opportunity to receive an UNOFFICIAL transcript review from the CSP Global's Office of Admissions. 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 will consider a maximum of 90 credits total undergraduate level course credits (not including credits for internships/experience hours) to be transferred into the program.

- 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 Click [here](#) for more information and what documentation is needed for course transfer credit consideration.**
- 4 Your enrollment counselor will provide you with an unofficial evaluation and schedule a time to go over the evaluation.**



NOTE: The credits will not be entered into the student's degree plan and counted toward transfer credit until we receive official transcripts.

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 is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

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
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	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 18-22. 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.**

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 is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

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. MN educators will be eligible to apply for their K-12 Reading Endorsement. The endorsement is added to your initial teaching license

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.

Degree Requirements

Master of Arts in Education Literacy - Including K-12 Reading Endorsement		
RDG 560*	Literacy Foundations (K-12)	3
RDG 561*	Literacy Essentials for K-5	3
RDG 562*	Literacy Essentials for 6-8	3
RDG 563*	Literacy Essentials for 9-12	3
RDG 564*	Assessment, Evaluation, and Supervision in Literacy Programs (K-12)	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Applications	3
CI 525	Innovation in Learning and Teaching	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 18-22. This is not an official schedule and your cohort may take these courses in a different order.

The state of Minnesota requires the completion of 110 clinical hours across the K-12 grade span 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 literacy specialist in the district. 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. In addition, the Final Clinical/District level experience includes 80 hours in the teacher's own classroom (approximately 2 weeks of teaching) so students can demonstrate the application of their literacy instruction and assessment learning.

***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 8 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 8 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		
DI 594	Effective Practices in Differentiated Instruction	3
DI 536	Inclusion: Effective Practices for All Students	3
DI 509	Application of Differentiated Instruction in Gifted Education	3
DI 534	Teaching Students with Mental Health Needs	3
DI 538	Differentiating Instruction Across Content	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	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 18-22. 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 8 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 8 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		
EDL 540	Pedagogy: Curriculum and Instructional Leadership	3
EDL 550	Leadership and Human Resources Management in Education	3
EDL 553	Educational Policy and Administration	3
EDL 556	Supervision and Improvement of Instruction	3
EDL 557	Financial Resources	3
ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	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 18-22. 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 is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

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 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	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 18-22. 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.**

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 is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

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 of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 573	Fundamentals: Autism Spectrum Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 574	Communication and Social Skills Training	3
SPED 575	Interventions: Autism Spectrum Disorders	3
SPED 593	Applied Experience in Autism Spectrum Disorders	3
Total Credits for Licensure Program:		30*
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits for Licensure and MA Program:		36*

M.A. in Special Education with EBD Licensure

SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 598	Fundamentals: Emotional and Behavioral Disorders	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 599	Adolescents with Emotional and Behavioral Disorders	3
SPED 595	Applied Experience in Emotional Behavior Disorders	3
Total Credits for Licensure Program:		27*
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits for Licensure and MA Program:		33*

M.A. in Special Education with SLD Licensure

SPED 580	Ethical Issues for Professional Educators of Exceptional Learners	3
SPED 581	Instructional Strategies: Mild/Moderate Disabilities	3
SPED 583	Collaborative Teaching in Inclusive Settings	3
SPED 582	Teaching Students with Linguistic Differences or Difficulties	3
SPED 590	Teaching Students with Math or Language Difficulties	3
SPED 596	Behavior Management	3
SPED 586	Learners with Disabilities: Educational Assessment	3
SPED 591	Applied Experience in Specific Learning Disabilities	3
Total Credits for Licensure Program:		24*
ED 521	Educational Research and Applications	3
ED 590	Conducting Research and Completing the Capstone	3
Total Credits for Licensure and MA Program:		30*

*Supplemental Courses ED 548 Literacy I: Content and Methods for Teaching K-6 Literacy and ED 558 Literacy II: Content and Methods for Teaching K-6 Literacy (3 credits each for total of 6 credits) is required unless candidates can verify equivalent coursework addressing comprehensive scientifically based reading instruction including reading foundations and assessment.

NOTE: Course descriptions for the courses listed above can be found on Pages 19-22. This is not an official schedule and your cohort may take these courses in a different order.

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 8 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 8 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.

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
Total Credit Hours:		36

NOTE: Candidates may earn an initial license or add the K-6 license to an existing license. (Please see your enrollment counselor for additional details on the add-on license.)

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.

Pre-Kindergarten through Grade 12 licensed teachers who desire to become better prepared for working with children who speak a first language other than English.

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

Online Format: This is an asynchronous online cohort program. Students will participate in activities through the online learning management system (MyCourses) which may include assignments, weekly discussion boards, and/or collaborate on group activities done electronically. You will take one course at a time finishing every 8 weeks. This program is designed with the working educator in mind and combines the benefits of a supportive cohort approach and a flexible learning environment.

Career Outcomes

At completion of the program as outlined below, you will earn a Master of Arts in Education with an emphasis in English as a Second Language. MN educators will be eligible to apply for their K – 12 ESL Endorsement.

Degree Requirements

MA in Education with emphasis in English as a Second Language + K-12 ESL Endorsement			MA in Education with emphasis in English as a Second Language		
ESL 520*	Language and Society	3	ESL 520*	Language and Society	3
ESL 531*	Second Language Acquisition	3	ESL 531*	Second Language Acquisition	3
ESL 540*	Foundations for Instructional Strategies for English Learners	3	ESL 540*	Foundations for Instructional Strategies for English Learners	3
ESL 541*	Instructional Strategies for English Language Learners	3	ESL 541*	Instructional Strategies for English Language Learners	3
ESL 550*	Assessment of English Learners	3	ESL 550*	Assessment of English Learners	3
ED 507	Diversity in Education	3	ED 507	Diversity in Education	3
ED 512	Ethical Issues for Professional Educators	3	ED 512	Ethical Issues for Professional Educators	3
ED 521	Educational Research and Application	3	ED 521	Educational Research and Application	3
CI 525	Innovation in Learning and Teaching	3	CI 525	Innovation in Learning and Teaching	3
ED 590	Conducting Research and Completing the Capstone	3	ED 590	Conducting Research and Completing the Capstone	3
Total Hours: 30			Total Hours: 30		

NOTE: 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 Endorsement only.

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

For

CSP Global has customized an accelerated online initial teacher preparation program for candidates who are unable to attend in a traditional manner and are looking to pursue their Minnesota Elementary teacher license to teach grades (K-6) while also earning their Bachelor of Arts degree.

What you Learn

- You will learn within a cohort that offers mutual support from other students who share similar needs, fostering a network of personal connections throughout the program.
- Your field experience will be completed close to your home or even at the school where you work as an educational assistant or paraprofessional, with the support of mentor teachers and onsite supervisors.

How you Learn

This 120-credit hour self-paced program is offered exclusively online through convenient eight week courses.

- General Education courses are 100% online with NO Class Meetings. The Education courses include one 60-minute Class Meeting each week – in the evening. Class Meetings are optional.
- Each semester you will only take two major courses -for eight weeks each, allowing you to focus on manageable coursework, and completing asynchronous assignments with the flexibility of accommodating to your life and work schedules. *General education and elective courses may be taken as needed.*
- Expert faculty providing individualized support and feedback

Career Outcomes

Upon completion of the program, as well as other state requirements, candidates will have earned their Bachelor of Art degree and are eligible to apply for a Minnesota teaching license for Elementary Education (Grades K through 6).

Degree Requirements

General Education requirements: 31 semester credits Electives: 34 semester credits

ED 201	Foundations and Introduction to Education	3
ED 336	Educational Psychology	3
ED 330	Human Diversity and Relations	2
ED 470	Health Education for Teachers	2
ED 448	Teaching Methods for Elementary/Middle School Movement Education	1
ED 344	The Effective Teacher	3
ECE 324	Language Development and Emergent Literacy	3
ED 203	Principles of Elementary Mathematics	3
ED 357	Teaching Elementary Social Studies	3
ED 342	Teaching Literacy	4
ECE 427	Authentic Assessment and Guidance in ECE	3
ED 356	Teaching Elementary Science and Environmental Education	2
ED 360	Content and Methods for Teaching K-6 Mathematics	4
ED 371	Teaching Practicum	3
ED 439	The Inclusive Classroom	2
ED 471	Student Teaching	15
Total Credit Hours:		120

NOTE: Licensure Disclosure Statement: Each state has different requirements for professional licensure and certifications. CSP Global's educator preparation programs are designed specifically to prepare students for licensure in Minnesota, but are not approved by any other state licensing boards for licensure in those states. CSP Global is unable to determine whether its teacher preparation programs would meet the educational requirements for licensure in other states. Students who want to work in a state other than Minnesota should contact the state licensing board in their state before enrolling in the program. Please see the contact information for teacher licensing boards here: (<https://www2.ed.gov/about/contacts/state/index.html>)

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 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 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.

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 502 Educational Issues - A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession and the future of American education.

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 Ethical 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 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.

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 540 Pedagogy: Curriculum and Instructional Leadership - A review of the arts and science of teaching and learning, educational issues, curriculum, and instructional leadership in the contemporary K-12 settings. Students explore the social and academic goals of education, the current conditions of the nation's educational system, the teaching profession, and the future of American education.

EDL 550 Leadership and Human Resources Management 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 - A study of the educational leader's role in the analysis, development, implementation and evaluation of educational policy in contemporary society and schools.

EDL 556 Supervision and Improvement of Instruction - A study of the knowledge and skills of the educational leader to build and implement collaborative teacher supervision procedures which will increase effective instruction and improve student learning.

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.

RDG 560 Literacy Foundations (K-12) - A survey of the historical and theoretical development of literacy education and the current research-based best practices in literacy instruction.

RDG 561 Literacy Essentials for K-5 - An examination of the research-based components of structured literacy instruction for the elementary classroom. (8-hour Elementary K-5 Clinical)

RDG 562 Literacy Essentials for Grades 6-8 - An examination of research-based literacy practices for preadolescent learners in grades 6-8. (8-hour Middle School/ Gr. 6-8 Clinical)

RDG 563 Literacy Essentials for Grades 9-12 - An examination of research-based literacy practices for adolescent learners in grades 9 through 12. (8-hour HSI Gr. 9-12 Clinical)

RDG 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. (6-hour Literacy Specialist shadowing/ 80 hour Final Clinical with a continuous group of students)

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 ethics and moral philosophy with application to the field of special education. Current educational issues will be examined in the context of the lives and careers of the PK-12 special educator.

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 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.

ED 201 Foundations of and Introduction to Education - This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Admission to the Teacher Education program is completed in this course.

ED 336 Educational Psychology - This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment.

ED 330 Human Diversity and Relations - Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

ED 470 Health Education for Teachers - This course investigates personal and community health issues facing today's school-aged children and adolescents.

ED 448 Teaching Methods for Elementary/Middle School Movement Education - In this course students learn the basic principles of effective instruction in movement education at the elementary and middle levels. (Prerequisite: ED 344)

ED 344 The Effective Teacher - The planning, instructional strategies, and assessment that have wide application to effective teaching are examined.

ECE 324 Language Development and Emergent Literacy - This course prepares educators and allied professionals to guide young children through the process of language acquisition and emergent literacy.

ED 203 Principles of Elementary Mathematics - This course gives students the mathematical foundation necessary to teach K-6 mathematics. Topics include basic algebra, set theory, probability, statistics, geometry, and problem-solving techniques.

ED 357 Teaching Elementary Social Studies - This course addresses the content, methods, materials, and research related to the teaching of social studies in the elementary grades. (Prerequisite: ED 344)

ED 342 Teaching Literacy - A study of the content, philosophy, materials, research, and strategies related to literacy in the K-6 classroom. (Prerequisite: ED 344)

ECE 427 Authentic Assessment and Guidance in ECE - Students will examine the various methods of authentic assessment strategies as a way to assess children's knowledge and skills. Additionally, classroom management strategies will be explored.

ED 356 Teaching Elementary Science and Environmental Education - In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science. (Prerequisite: ED 344)

ED 360 Content and Methods for K-6 Mathematics - This course provides the opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: ED 344)

ED 371 Teaching Practicum - This course provides an early field experience for students prior to student teaching.

ED 439 The Inclusive Classroom - Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms.

ED 471 Student Teaching - Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for successful teaching.

Thank you for your interest in CSP Global!

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, and official transcripts. 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 an Academic Success Essay 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 <https://studentaid.gov/h/apply-for-aid/fafsa> 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

CSP Global 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.

CSP Global Tuition Information

The Spring 2026 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 \$420 per credit hour. We reserve the right to offer different tuition rates or change the prices of other programs."

Cohort Information

Programs are dependent on the registration of at least 12 students and University policy strictly limits enrollment to 22 students in each online cohort. All students participating in an online cohort program must have access to a webcam, internal (PC) speaker systems and head sets.

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.

Important Contact Information

Graduate Information Office	Isabelle Felkamp	(612) 806-0684	ifelkamp@graduateprogram.org
Financial Aid & Billing		(651) 641-8776	gradfa@csp.edu
Admissions Office		(651) 603-8230	

Thank you for your interest in CSP Global!

Admissions Requirements

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

For full admission: A cumulative GPA of 2.00 or better (4.0) scale in all previous college work.

For Committee Review: If your cumulative GPA is below 2.0, students must submit an Academic Success Essay for committee review.

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

Office of Undergraduate Admission

Phone: (651) 641-8230

Fax: (651) 603-6320

If you require financial aid, you should start by filing your FAFSA online at <https://studentaid.gov/h/apply-for-aid/fafsa> 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) 603-6300 for more information regarding additional financial aid requirements.

Transferring Credits

A maximum of 90 credits will be accepted for transfer. Of the 120 credits to graduate, 30 credits must be completed at CSP. A minimum of 50% of the major credits may be considered for transfer.

CSP Global Tuition Information

The Summer and Fall 2026 cohort tuition rate is \$420 per credit hour. We reserve the right to offer different tuition rates or change the prices of other programs.

Cohort Information

Programs are dependent on the registration of at least 12 students and University policy strictly limits enrollment to 22 students in each online cohort. All students participating in an online cohort program must have access to a webcam, internal (PC) speaker systems and head sets.

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.

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