MASTER OF EDUCATION

Concentration: Teaching & Learning

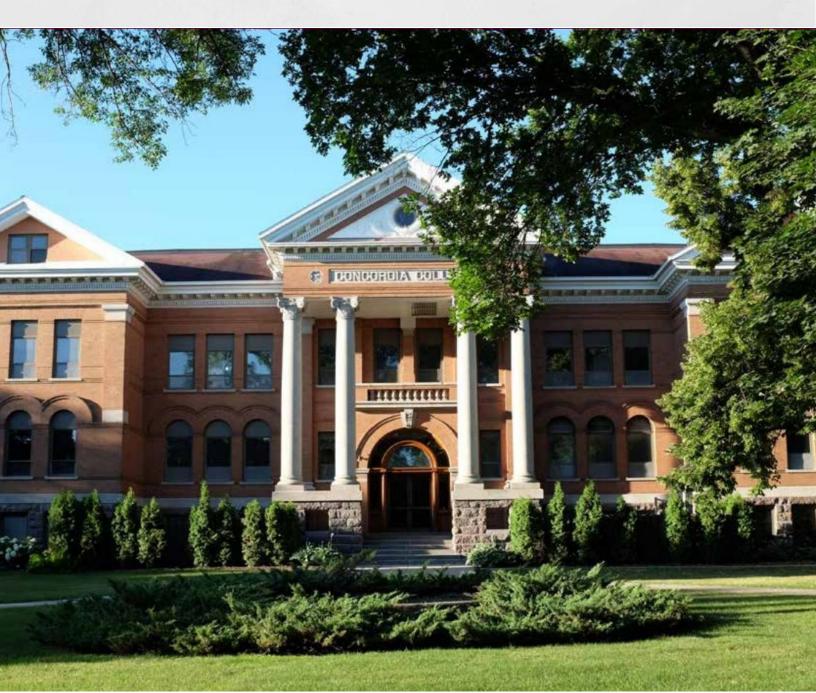## 2021–2022 Graduate Student Handbook

MOORHEAD · MINNESOTA
CONCORDIA COLLEGE

MASTER OF EDUCATION

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MASTER OF EDUCATION IN WORLD LANGUAGE INSTRUCTION

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President of Concordia College
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Dr. Darrell Stolle

Program Director, Master
of Education in World
Language Instruction
Dr. Cassandra Glynn

Master of Education Faculty

MASTER OF EDUCATION

Description

The Master of Education in Teaching and Learning builds on the strengths of the Concordia College undergraduate teacher education program and integrates the National Board of Professional Teaching Standards into all courses. The degree consists of 34 credit hours and is offered to cohort groups beginning each summer brought together either solely online or as a hybrid with a combination of online work and face-to-face instruction within a particular school or district. Summer courses, when the majority of coursework is completed, take place either completely online or as a hybrid of online and face-to-face at a designated location for cohorts being formed within the region.

This program is designed to meet the needs of individuals who have an interest in pedagogy, a desire to improve their own skills as educators, and wish to pursue an advanced degree in education while continuing their professional work. The program provides the opportunity for participants to learn alongside cohort members and dedicated faculty as they test the effectiveness of their teaching through the hands-on, meaningful work they will do in each of the courses.

MASTER OF EDUCATION

PROGRAM PHILOSOPHY

The Concordia College Master of Education with a Concentration in Teaching and Learning draws on the desire of the Department of Education to create classrooms in K-12 settings that are dedicated to equity and justice and that draw on the students' personal and community assets. This means that the program strives toward innovation, engagement, and understanding in a variety of ways in order to achieve the goals of equity and justice that are necessary for today's schools. A red thread of the program woven into each of the courses is the importance of building community and giving students a voice.

Cohorts of approximately 6-12 students complete the program together, allowing instructors to adapt coursework to address the needs of individual participants and their particular classroom or professional situations. The small group size allows ample time for students to share ideas, ask questions, and discuss relevant issues and concerns.

The final component of the program is an independent research thesis or professional project supported by an online seminar facilitated by Concordia faculty of the Master of Education program. The thesis or project seminar combination allows students to fully explore a topic of personal interest, and benefit from continued discussion with members of their cohort. Faculty will address topics of interest and protocols for research in education, while providing ongoing feedback on individual projects during the online seminar.

The first graduates of the M.Ed. in World Language Instruction completed their degrees in May 2009 and are using their newly gained knowledge and expertise in schools throughout the United States and abroad. The first cohort of the M.Ed. with a Concentration in Teaching and Learning begins in June 2021 and we look forward to following their success in the years to come.

MASTER OF EDUCATION

PROGRAM GOALS AND OUTCOMES

On completion of the Master of Education, graduates are expected to:

Goals of the Program:

- Understand and demonstrate current methodologies in teaching and learning in today's classrooms

- Understand principles of systematic inquiry in order to apply results to planning, instruction, and assessment

- Apply current technology methods and innovations to teaching and learning

- Develop skills and knowledge in all five areas of the National Board of Professional Teaching Standards

Outcomes:

- Students will gain a deeper understanding of student development and contextual influences on student development and learning.

- Students will develop pedagogical content knowledge and become more purposeful and intentional in their instructional practice.

- Students will evaluate and apply best practices in assessment

- Students will be able to create effective, standards-based instructional materials, activities, and assessments for both face-to-face and online learning

- Students will be able to evaluate scholarly literature and research, and they will be able to conduct and report on research in their own classrooms and schools.

MASTER OF EDUCATION

SEQUENCE OF COURSES

Summer One

EDUC 600 – Impactful Practices in the Classroom, 4 semester credits

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. It focuses on understanding theories and strategies that address the needs of a diverse population that compose today's classrooms in the public school systems. Included in this course will be diversity issues, planning techniques, effective teaching strategies, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices. Most importantly, this course is focused on practices that impact student learning positively and engage students in the content.

EDUC 604 – Motivating Students via Technology, 2 semester credits

The focus of this course is on identifying opportunities to integrate technology in a pedagogically sound way into the world languages classroom. Students will discuss how technology can be used in the second language classroom to motivate language learners. Specifically, students will reflect on how the capabilities of technology relate to specific pedagogical issues: individual differences, attention and awareness, task-based instruction, and the integration of students' identities. Students will develop unit plans that integrate the use of technology to motivate students in the classrooms.

EDUC 612 – Meaningful Assessment Practices, 4 semester credits

This four-credit course offers an in-depth exploration of the principles of assessment and the challenges of evaluation. Students will discuss the theoretical and practical foundations in learner-centered and performance-based assessments. The role of national and state standards in assessing language learning will be presented. Students will examine a variety of assessment tools and their use in providing meaningful feedback to both teachers and students.

Academic Year One

EDUC 610 – Social and Emotional Elements of Learning, 4 semester credits (fall)

This is an advanced course that addresses application of social and emotional concepts in educational settings. The course will be organized around major themes that describe current views of learning. Students will gain an understanding of how these themes apply to instruction, assessment and human development.

EDUC 620 – Critical Pedagogy and Equity, 4 semester credits (spring)

This course examines social, environmental and ecological justice in educational settings. Power inequalities in society shape these injustices in ways that are systemic and structural but also personal. The study of social, environmental and ecological justice and then planning curriculum and teaching accordingly is a core feature of the curriculum.

EDUC 602 – Introduction to Quantitative and Qualitative Research, 4 semester credits

Students will be introduced to the vocabulary, theory, primary principles, methods, and techniques of qualitative and quantitative methods of inquiry. Students will read and review a variety of research articles related to education.

EDUC 624 – Special Topics, 2 semester credits
The focus of the course will depend on the interests and needs of the cohort.

EDUC 626 – Effective Approaches to Teaching English Learners in the Classroom, 4 semester credits
The purpose of this course is to focus on effective strategies for supporting language learners in various contexts. Multilanguage learners have distinct needs as they develop literacy skills and content knowledge. Their alphabetic and phonological awareness impacts their ability to progress in reading and writing in various content areas. In this course, students will investigate and evaluate a variety of approaches for supporting English learners such as translanguaging, assessment in both the L1 and L2, phonemic awareness and decoding, acquisition of vocabulary, and explicit versus interactive teaching. Ultimately, students will apply the readings, discussions, and conference activities to their own classroom by designing materials to support their own students' development of skills and content knowledge.

Academic Year Two

EDUC 690 – Online Seminar, 2 semester credits
Students will participate in an online seminar to work on their thesis or professional project with their faculty advisor and to share progress with others who are working on their theses or professional projects. Instruction will provided in online units that will vary according to the students' needs and the topics of the capstones. During the spring semester, the director of the program will provide additional assistance and support with extra sessions focused on topics such as reviewing common APA errors, using the capstone templates, and preparing for the oral examination of the capstone.

EDUC 698 – Continuing Registration, 1 semester credit
Continuing enrollment in graduate programs. This is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirement. Prerequisites: EDUC 690 and EDUC 699

EDUC 699 – Thesis or Professional Project, 4 semester credits
The thesis or professional project will be a written work of publishable quality and will include
documentation of literature review and evidence of extensive research to inform the work.

Academic Policies

Academic Integrity

* All policies related to integrity and misconduct can be found at:
https://cobbernet.cord.edu/handbooks/student-handbook/academic-policies/

The Concordia community expects all of our members to act with integrity – to act with honesty, uprightness and sincerity. Every member of our academic community is charged with the responsibility of encouraging and maintaining an environment of academic integrity. Faculty are especially important in this regard: they should be models of academic integrity and foster an understanding of its importance and principles. Faculty are responsible for providing students with a syllabus within three class sessions. This syllabus serves as a contract between faculty and students and specifies the expectations of academic integrity, identifies what constitutes as academic misconduct, delineates consequences for academic integrity violations, and states that violations will be reported. Faculty are responsible for adhering to the goals of the course, the assessments of student learning, and fair grading. Students are responsible both for their own integrity and for engendering a respect for its values in their peers, values that apply to all their academic activities.

Although the area of academic integrity is commonly considered to be the province of faculty and students, the responsibility for academic integrity reaches beyond these groups. Because many staff may interact with students as they complete their course assignments, our integrity expectations for staff mirror those for faculty. We recognize that faculty and staff may also violate integrity. In instances involving faculty, the individual detecting a violation should contact the department chair or program director, or in cases involving department chairs or program directors, the Dean of the College or the Dean of Graduate Studies. For cases in which staff violate academic integrity, the supervisor of the staff member should be contacted. All employees of the college are further bound by the contractual responsibilities and consequences specified in the Faculty or Staff Handbooks, which can be consulted for further details about handling academic integrity violations.

Violations of academic integrity in a course may result in a failing grade on that assignment or a failing grade for the class. Serious violations or a pattern of violations of academic integrity may result in suspension or expulsion from the program and from the college.
For the entire information about appealing a determination of academic integrity, please consult the graduate section of the catalog at http://www.concordiacollege.edu/academics/course-catalog.

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Sexual Harassment

Concordia College is committed to being a welcoming, supportive and safe environment where everyone is expected to conduct themselves in a manner that does not infringe upon the rights of others. As a result, the College is committed to being a campus where sexual misconduct is unacceptable, and all members of the community are respected. All new Concordia students must watch a video training program at the following link: https://studentsuccess.org/SSO/cord All students must complete this training before beginning coursework, and this link can also be found in the welcome packet students receive.

Transfer Credit

To preserve the integrity of the cohort model, a maximum of four semester hours of graduate-level coursework may be transferred from a university accredited in the United States. All transfer credit documentation must be approved by the program director and the instructor of record.

Minimum Cumulative Grade Point Average
The overall cumulative GPA must be at least 3.0 for all graduate coursework completed. Because a 3.0 cumulative GPA is required for graduation, this is the standard by which academic progress is determined. No courses with grades lower than a C may be counted for graduate credit. Students receiving two grades of C (2.0) or lower in the program, earned after they have been admitted or admitted conditionally, will have their progress in the program reviewed by the program director.

Graduate Program Grades - Only those credits that were completed with a grade of A, A-,B+, B, B-, C+, C or S may be applied towards a graduate degree.

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

Academic Suspension
Two consecutive or three non-consecutive probation-level semesters (less than a 3.0 cumulative GPA) will result in suspension. In addition, students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA. A student may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Graduate Programs Committee will review appeals and their decision is final. After the suspension period has passed, a student is eligible to apply for readmission.

Academic Dismissal
If the student fails to meet the expectations established upon re-admission after suspension, the student will be dismissed from the college and is not eligible to be considered for re-admission. In addition to the criteria listed above, the college reserves the right to suspend or dismiss students who otherwise fail to meet college academic or conduct standards.

Repeating Courses
Students enrolled in graduate programs at Concordia College are allowed to repeat one graduate course. A course may be repeated if the student has earned a grade of C or below or a U and if space permits. An appeal to repeat an additional course may be made and granted by the Graduate Programs Committee.

Program Limit
There is a 7-year maximum time limit from the time students begin the first course to the completion of the capstone.

Retention and Appeal Procedures Related to Admission and Retention in a Graduate Program
Please see the graduate section of the catalog for detailed information about these procedures. The catalog can be found at http://www.concordiacollege.edu/academics/course-catalog

Financial Information
Please see the graduate section of the catalog for detailed information about the following:

- Financial arrangements
- Withdrawals and Refunds
- Financial Aid (Applying for Aid, Loans, Refunds)
- Satisfactory Academic Progress Policy
- Glossary of Terms

The catalog can be found at http://www.concordiacollege.edu/academics/course-catalog

MASTER OF EDUCATION

DEGREE TIMELINE

Application/Acceptance (2021 Cohort)
Mar. 1, 2021 .... Review of applications begins
April 1, 2021 .... Notifications of acceptance to Master's Program begin
May 30, 2021........ Deadline for submission of commitment form to Office of Graduate and Continuing Studies

Pre-program Mailings (2021 Cohort)

May 25, 2021 ..... Summer syllabi and pre-summer reading assignments sent to cohort members

Summer One Coursework (2021 Cohort) - Summer 2021

June 7 - June 25 ..... EDUC 600

July 5 - 23 .... EDUC 612*

June 7 - July 23 .... EDUC 604* mostly asynchronous

Academic Year One Coursework (2021 Cohort)
Aug. 30, 2021 ...... Online 620 course begins
Dec. 17, 2021 ...... First semester ends
Jan. 10, 2022 .... Online 612 course begins
April 11, 2022 ... Date for proposed advisor/student matches and invitations to Concordia advisors
April 29, 2022 .... Second semester ends

Summer Two Coursework (2021 Cohort) Summer 2022

June 6 - July 22 ...... EDUC 602

June 6 - June 24 ..... EDUC 626

July 5 - July 22 .... EDUC 624

Academic Year Two Coursework (2021 Cohort)
Aug. 30. 2020   Online Seminar 690 begins
Sept. 15, 2021   Proposals due to thesis advisor
Sept. 30, 2021   Proposals forwarded to IRB
Dec. 17, 2021   Semester ends

Graduation and Commencement

December 17, 2021 Graduation (graduation date only)
Sept.25, 2021   Application deadline for December 2021 graduation (form available on Registrar's website)
Nov. 15, 2021   Deadline for completion of oral examination/defense

May 1, 2022 Graduation and Commencement
Nov. 5, 2021   Application deadline for May 2022 graduation (form available on Registrar's
Mar. 1, 2022   website) Academic apparel for May Commencement must be ordered
April 15, 2022   Deadline for completion of oral examination/defense
May 1, 2022   Commencement Ceremony

August 12, 2022 Graduation (graduation date only)
Nov. 5, 2021   Application deadline for August 2022 graduation (form available on Registrar's website)
Aug. 5, 2022   Deadline for completion of oral examination/defense

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* Edits and the final checks of thesis by the graduate coordinator should take place as soon as possible after the defense.

* The Master's degree will not be released until the capstone project has gone through a final check and has been sent to print.

MASTER OF EDUCATION IN WORLD LANGUAGE INSTRUCTION

GENERAL DEGREE REQUIREMENTS

Number of Credits Required

A minimum of 30 semester credits of graduate level coursework are required. The Master of Education degree also requires a capstone of a thesis or professional project (4 semester credits) as a condition of progressing to candidacy for the master's degree. Total semester credits: 34.

Research Involving Human Subjects

If the proposed research involves human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. No research of this type will be initiated until it has been approved by the advisor and the Institutional Review Board (IRB). Allow at least four weeks during the academic year for IRB approval. Forms are available in the Office of Graduate and Continuing Studies or at:
https://moodle.cord.edu/pluginfile.php/315817/mod_resource/content/1/IRB_Forms_IrbReviewedProtocol Application.pdf

Forms

Proposed Graduate Thesis or Professional Project Plan:
The program director serves as students academic advisor. The program director will assign the student a mutually agreed upon capstone advisor. It is the student's responsibility to meet with the advisor to plan the appropriate time line for research for the thesis or professional project. The plan should be recorded on the template found in the Capstone Guidelines book. An electronic copy may also be requested from the program director.

Examining Committee, Topic Approval and Human Research:
The student determines a topic for the thesis/project in cooperation with their advisor. The advisor will ensure that appropriate action by the Institutional Review Board has been taken. The student, then, in consultation with the director, will form a committee consisting of their chair (advisor) and two other members. These members will approve the topic via email and offer feedback as needed.

Human Subjects Review: If human subjects are involved in the research, it is incumbent upon the student to submit appropriate forms to the Institutional Review Board and to have written approval before the research may be undertaken. The IRB Board will inform advisors as well as students of approval.

Announcement of Oral Examination:
When students are prepared to take oral examinations following the completion of their thesis/project, they set the time, place, and date in consultation with the program director and their examining committee. The oral exam/defense shall take place before Nov. 15 to qualify December graduation; before April 15 to qualify for May graduation; and before August 5 to qualify for August graduation.

The request for an oral examination must be submitted two weeks in advance of the time of the examination and agreed upon by each member of the committee.

Students who fail the final oral examination cannot receive a passing grade on their thesis/project and will not receive the degree. Students may appeal through the Graduate Studies Committee and the Provost to repeat the oral examination during a subsequent term.

Oral Examination Outcomes:

At the conclusion of the oral examination, the committee members will agree upon one of four options. The advisor or committee chair will inform the director of the decision, and the director will file the committee's decision. The program director is responsible for notifying the Registrar of the outcome of the oral examination. The four options are as follows: 1) pass, no changes   2) pass, with changes overseen by the advisor   3) pass, with changes overseen by the committee   4) no pass

Examining Committees

The thesis advisor is responsible for the development and supervision of the completion of the thesis. The thesis advisor and committee members should have background, expertise or interest in the topic and/or methodology that the student wishes to pursue. The student is required to meet with the thesis advisor as soon as a draft proposal has been prepared. The thesis advisor will provide input on the subject area, literature review, and methodology. All thesis advisors, except for the experts from the field, must hold terminal degrees.

The examining committee will have a minimum of three members. The members consist of:

1. The advisor from M. Ed. faculty of Concordia College. The advisor must hold a terminal degree. The advisor-student relationship must be a mutually acceptable one. The advisor will act as chair of the student's committee. The program director, in consultation with the thesis advisor, will suggest a proposed list of remaining members to the student. The director will contact the other members to be on the committee.

2. A second member must be a full or associate member of the faculty within a department or discipline at Concordia College.

3. A third member will be selected from the faculty at Concordia and must hold, at minimum, a Master's Degree and expertise in the topic.

4. A fourth member (not required), could be either a faculty member or a qualified off-campus expert in the field, and may be submitted in some situations. It is possible to invite the student's administrator or curriculum coordinator to serve as the fourth member, for example.

Students will register for 699 during the semester in which the project or thesis is initiated.

Please note: If the thesis project is not completed in that semester, students must register for 698 Continuing Registration (1 semester credit) in all subsequent semesters and summer sessions.

Continuing Registration Requirement

Students must be registered for at least one semester hour credit in the term in which the oral examination is scheduled. The registration may be in 699 — Master's Thesis or Professional Project or 698 — Continuing Registration.

Final Form for Thesis or Professional Project

Standards for the preparation of a research paper must conform to the *Publication Manual of the American Psychological Association, Sixth Edition* required by the discipline. The M.Ed. program thesis and project guidelines document must also be consulted and followed in preparation of the thesis. Students must work closely with their advisors in the preparation of the thesis/project.

The paper on which the thesis or project is printed must be at least 20 pound, 25 percent rag-content, white bond paper, printed on one side only. A minimum left-hand margin of 1 and one-half inches and a right, top and bottom margin of 1 inch are required (including appendices). Tables placed lengthwise on the paper should be placed so that the top of the table is at the left margin. Color printing is not available for theses. (Questions on color printing availability should be directed to the Graduate Coordinator at medwl@cord.edu.)

Neither the thesis nor the project paper should be bound in any permanent form prior to the oral examination. Upon final approval of the thesis/project, the examining committee will sign the signature page. The Master of Education program accepts theses or projects electronically. After all corrections and additions have been made in consultation with the advisor, the document and the checklist should be submitted as a Microsoft Word (.doc or .docx) file to the director of the M.Ed program. The document will be sent out for committee signatures via HelloSign.

Once a thesis or project is approved in accordance with the M.Ed. program guidelines, the document will be submitted for printing, binding, and distribution.

Students are responsible for costs of paper, printing, binding, and shipping. Color printing is not available for M.Ed. theses. Students must pay online for the required thesis production fee, which is $40 for each copy. The degree will not be released until payment has been received.

Graduation and Commencement Ceremony

There are three graduation months during the year (August, December, and May). Students should notify the Office of the Registrar and the Office of Graduate and Continuing Studies of intent to graduate according to the published dates on the academic calendar, and no later than eight weeks prior to the end of the term. Graduate students will be invited to participate in the commencement ceremony directly following successful defense of their thesis or professional project. **A successful defense is defined as passing or passing with edits approved by the thesis/professional project advisor.** If edits must be approved by the entire thesis committee, students will not be invited to participate in commencement until all edits have been approved by the committee.

Following settlement of all Business Office obligations and successful completion of required coursework, thesis/project defense, submission and approval, and printing payment of the final thesis, students can obtain an official transcript of degree completion through the Concordia College Registrar's website.

The college holds a Commencement ceremony each year in May, following the conclusion of the spring semester. Students are eligible to participate in the May Commencement ceremony following successful completion of all requirements (including coursework, thesis/project defense, and submission of the final thesis) and they will be hooded during the ceremony. Students should notify the Office of the Registrar and the Office of Graduate and Continuing Studies of intent to participate in May Commencement by the published deadline. Diplomas will be mailed to students upon completion of all degree requirements, whether the student participates or not in the May commencement ceremony. Academic attire should be ordered from the Cobber Bookstore by the published deadline. Please contact the Cobber Bookstore for more information.

MASTER OF EDUCATION

PREPARATION FOR THE MASTER'S THESIS OR PROFESSIONAL PROJECT AND DEFENSE

EDUC 690 – Online Seminar and EDUC 699 – Master's Thesis or Professional Project

Course Description and Overview

Students must register concurrently for EDUC 690 Online Seminar and EDUC 699 Thesis or Professional Project. Those who do not complete the work within the semester and are not currently registered in other courses must register for 1 semester credit hour of EDUC 698 Continuing Registration each semester and summer until they complete their work and schedule their oral examination. Tuition will be charged for EDUC 698. If the thesis (EDUC 699) is not completed in one semester, a grade of IP (in progress) is recorded. When the final oral examination is taken, the grade is changed to S/U (satisfactory/unsatisfactory).

Thesis Description

The thesis consists of major study in a selected area with an emphasis in research. The research for the thesis is carried out under the supervision of a thesis advisor with academic preparation and professional experience related to the topic selected by the student. A written paper of publishable quality and containing five chapters, (1) Statement of the Problem, (2) Literature Review, (3) Methodology, (4) Findings/Results, and (5) Conclusion/Discussion, is required. The final examination is an oral defense of the thesis before an Examining Committee of three faculty members, at least one of whom regularly teaches at Concordia Language Villages and at least one of whom regularly teaches on Concordia's campus in Moorhead.

Professional Project Description

The professional project is designed to allow teachers to examine curriculum, practices, and assessment in their own classroom and to demonstrate their own effectiveness as teachers. Qualitative and quantitative data are collected for the project under the supervision of a project advisor with academic preparation and professional experience related to the topic selected by the student. A written paper of publishable quality and containing six chapters, (1) The Context, (2) Review of Literature, (3) Goals, Outcomes and Planned Assessments,(4) Design for Instruction, (5) Analysis of Student Learning, and (6) Reflection and Self-Evaluation, is required. The final examination is an oral defense of the project before an Examining Committee of three faculty members, at least one of whom regularly teaches at Concordia Language Villages and at least one of whom regularly teaches on Concordia's campus in Moorhead. A fourth committee member consisting of an administrator or curriculum coordinator from the student's school may also be invited to serve on the committee.

Rationale and Additional Information

The purpose of the thesis is to develop and initiate a research study, utilizing all the steps of the research process. The thesis must either contribute new knowledge to the discipline or expand existing knowledge in an area of study and should be generalizable to a larger population. This may be a replication of other scholarly work, or may be a study utilizing secondary data, but the work must be original.

The purpose of the professional project is to demonstrate the ability to (a) plan instruction in light of student needs that is congruent with current literature on best practices; (b) implement evidence-based instructional practices; (c) creative summative and formative assessments that demonstrate awareness of how/why instructional decisions are made; and (d) reflect upon each aspect of the project, using literature and research from the field as supporting evidence. This may be based on concepts that were covered in

the M.Ed. courses, but the unit being used in the professional must be one that was not used during coursework.

The thesis and professional project are viewed as a scholarly work, and must follow the criteria in the *Publication Manual of the American Psychological Association*. Additionally, both the thesis and the project must adhere to the publishing guidelines of the Concordia College Office of Graduate and Continuing Studies.

The thesis must include the following elements in a five-chapter format appropriate to the research design:
    *See the Capstone Guidelines book for more details

  I. The Research Problem
       A. Introduction
       B. Statement of the problem
       C. Purpose of the study
       D. Significance for the field
       E. Limitations

  II. Literature Review and Framework for the Study
       A. Review of related literature
       B. Theoretical framework
       C. Research questions and/or hypotheses
       D. Conceptual and operational definitions
       E. Assumptions

  III. Methodology
       A. Research design (qualitative or quantitative format)
       B. Population and sample (if appropriate)
       C. Institutional Review Board Approval (if appropriate)
       D. Data collection
       E. Plan for data analysis

  IV. Findings/Results
       A. Demographic information
       B. Presentation of qualitative/quantitative data
       C. Data analysis

  V. Discussion and Conclusions
       A. Interpretation of results
       B. Limitations
       C. Implications for teaching
       D. Recommendations for further research

The professional project must include the following elements in a six-chapter format:
    *See the Capstone Guidelines book for more details.

  I. The Context
       A. Community
       B. School
       C. Classroom and students

  II. Review of Literature and Framework for the Study
       A. Review of related literature
       B. Research questions and/or hypotheses
       C. Conceptual and operational definitions

D. Assumptions

III. Goals, Outcomes and Planned Assessments
    A. Description of goals and learner outcomes (World-Readiness Standards)
    B. Assessment plan
    C. Meeting the needs of individual learners
    D. Rubric

IV. Design for Instruction
    A. Description of approach to language teaching in the unit
    B. Lesson plans and supplementary materials
    C. Description of and rational for formative assessments

V. Analysis of Student Learning
    A. Analysis of formative and summative assessment data (qualitative and quantitative)
    B. Analysis of individual students' work
    C. Analysis of recorded video

VI. Reflection and Self-Evaluation

Texts
Because the thesis and the professional project demand research and inquiry, there will be a required textbook on research in education for the online seminar. Students will use library and web-based resources to identify relevant literature and related research appropriate to the topic.

Major Goals and Learner Outcomes
1. Students will complete an empirical research study or professional project that is of publishable quality.
2. Students will conduct a literature review that is of sufficient depth to inform the methodology and scope of their research study.
3. Students will use research methodology that is appropriate to their research study.
4. Students will analyze data and use critical thinking to develop understandings based on the data which are applied to their work as teachers of world languages or administrators in schools.
5. Students will be able to defend their work in an oral examination within a committee of graduate faculty members from Concordia College.

Types of Instruction for Capstone Preparation

Students will work individually with their advisor and the program director to select the topic, define the scope of the research, identify appropriate supporting literature and research, select appropriate quantitative and/or qualitative research methodologies, conduct their research, and adhere to the formatting guidelines and the publication manual. The advisor, as well as the Examining Committee, will advise and critique the written thesis/project prior to the oral defense of the research.

Sequence of Work

Students will begin to explore general research topics during AMLA 602. During the academic year between the two summer sessions, students will engage in action research to explore topics of interest. Following the second summer session, students will plan the Capstone project and select appropriate research methodologies or develop a unit plan and focus with the support of their faculty advisors. Following the second summer session, students completing a research thesis will submit a formal proposal to the IRB and following written approval, conduct the research. When the faculty advisor believes that the student is ready for the oral examination, it will be scheduled in consultation with the program director toward the end of the fall semester, during the spring semester, or during the summer.

Reminder

Once students have completed their capstone projects and graduated, they will retain Concordia email addresses but all information stored on a website or in Qualtrics will be cleared from the servers. Please remember to transfer all work to a personal site.

Final Oral Examination/Defense

The **purpose** of the final oral examination is to give the degree candidate an opportunity to
    a. Present the findings of their research;
    b. Demonstrate his/her ability to explain the study, analyze its results and discuss its contribution to the discipline or its effect on the students' own instruction;
    c. Demonstrate mastery of concepts within and related to the research study;
    d. Obtain final approval of the written thesis/project for publication in an online database and as a print copy in the Concordia College Library.

Process

1. The final oral examination follows the completion of and precedes the acceptance/approval of the written thesis/project. Students work with their faculty advisor and the program director to schedule the oral examination. The final copy must be given to the committee 2 weeks prior to the defense.
2. When the advisor has determined that the thesis/project is ready for defense, he/she will send it to the other committee members. If the thesis/project is deemed acceptable for defense in spite of any revisions, the committee members inform the advisor that they can proceed with the defense one week prior to the defense date. The committee members will complete the rubric for the thesis/project to inform their decision. If the committee members find that the thesis is not ready for defense, they will inform the advisor of their decision and the defense will be postponed to allow for revisions.
3. Final examination is then conducted online by the Examining Committee consisting of three faculty, one of whom is the student's thesis advisor and two additional faculty members from Concordia. In some situations, an Examining Committee may have a member who has expertise that is unique to the student's research study and who practices in K-12 settings.

4. The online oral examination, approximately 60 minutes in length, proceeds as follows:
    a. The chair of the Examining Committee, usually the faculty advisor, invites the student to give a brief summary of the research study or project, to comment on the significance of the study, and to suggest areas for further research and/or areas where other researchers might challenge the findings in the study or project.
    b. The focus of the oral examination is the research study or project. The student is expected to prepare to defend all elements of the study.
    c. After the student has completed their brief presentation of the research study, the Examining Committee asks questions pertinent to the research contained in the study.
    d. The student is then excused and the Examining Committee makes recommendations to the faculty advisor.
    e. The student is then called back for discussion and notification of the final grade.

5. The Advisor, in consultation with the Examining Committee, decides if the student's written work is accepted and if the student passes or fails the oral examination.
    a. Pass with No Changes: If the Examining Committee members agree that the written thesis or project and oral examination are acceptable in their current state, the student passes and the members agree to sign the final Capstone.
    b. Pass with Changes Overseen by The Advisor: If the Examining Committee agrees that the final oral examination was successful but that the written thesis or project requires some minor revisions, the student must make and submit the revisions to the faculty advisor prior to the final Capstone being signed
    c. Pass with Changes Overseen by the Committee: If the Examining Committee agrees that that the final oral examination was successful but that the written thesis or project requires

some significant revisions, the student must make and submit the revisions to the faculty advisor and all other committee members prior to the final Capstone being signed.

d. Fail: If the Examining Committee members agree that the written thesis or project is acceptable but that the student fails the oral examination, the student may request a second oral examination. The request is made to the Graduate Studies Committee and the Provost through the Office of Graduate and Continuing Studies and must be supported with a letter from the student's thesis advisor.

* When all revisions are completed and submitted as a thesis or project in final form to the graduate director, the grade for the thesis is reported to the registrar as an S/U grade by the program director.

Rubric for Defense

Contribution to the Field or Own Classroom (20 points)

Findings advanced practice of classroom teaching within the field and/or within the researcher's own classroom:

> On a scale of 1-10, where 1 indicates the results of this study have low potential to make a significant contribution to the practice of teaching, and 10 indicates a very high potential to make a significant contribution to the teaching profession (either within the field and/or the teacher's own classroom), how would you rate this capstone?

> 1 2 3 4 5 6 7 8 9 10

Comments:_____
_____
_____

Findings advance pedagogical theories within the field and/or within the researcher's own classroom:

> On a scale of 1-10, where 1 indicates the results of this capstone have minor potential to contribute to pedagogical theory, and 10 indicates the results of this study have potential to make a substantial contribution to pedagogical theory within the field or the context of the researcher's own classroom, how do you rate this capstone?

> 1 2 3 4 5 6 7 8 9 10

Comments:_____
_____
_____

Quality of Writing (15 points)

Please rate the quality of writing along the following qualities.

Conciseness	1	2	3	4	5
Style	1	2	3	4	5
Technicality	1	2	3	4	5
Format	1	2	3	4	5
Readability	1	2	3	4	5

Total on this section: _____/15

Comments:_____

_____

_____

<u>Rigor (10 pts.)</u>

Originality-   The capstone addressed a unique problem, or a known
                topic in a unique manner? Yes _____ No _____

Complexity-

                The capstone effectively probed the experience of participants,
                synthesized the collective, and found meaning beyond surface level
                observation. 1 being weak, 4 being strong.

                1   2   3   4

Fidelity-   Researcher understood the strengths and weaknesses of the capstone,
                and did not deviate from accepted protocols.   Yes _____ No _____

Relevance   The findings, conclusions, and/or reflection were meaningful within
                the parameters of the capstone   Yes _____ No _____

Comments:_____

_____

_____

Decision:

Pass, no changes _____

Pass, changes overseen by advisor _____

Pass, changes overseen by committee _____

No changes _____

Calendar for Capstone Completion: Fall Timeline/December 2021 Graduation

Continuing Registration Requirement

Students must be registered for at least one semester hour credit in the term in which the oral examination is scheduled. The registration may be in 699 — Master's Thesis or Professional Project or 698 — Continuing Registration.

Graduation and Commencement Ceremony

There are three graduation months during the year (August, December, and May). Please see the capstone completion timeline below for information on completing requirements for graduation, receiving an official transcript (applicable to lane changes, etc.), and participating in an annual May Commencement Ceremony.

Capstone Completion Requirements
1. IRB proposals have been approved and returned by the IRB committee.
2. Thesis: Work on literature review, methodology, and data analysis chapters in AMLA 690.
3. Professional Project: Work on the context, learning outcomes and goals, assessment plan, and design for instruction chapters in AMLA 690.
4. Defense date prior to Nov.1 has been identified and sent to the program director.

Capstone Completion Timeline

Sep. 1	Draft of the literature review chapter or context and goals and objective chapter to advisor
Sep. 15	Draft of the methodology chapter or assessment plan and design for instruction to advisor
Sept 25, 2021	Application for Dec. 2021 graduation date due to Registrar's Office (see website for form)
Oct. 1	Data analysis and conclusion or analysis of student learning and reflection to advisor
Oct. 5	Final draft of thesis/project due to advisors
Nov.1 - 15	Final draft of thesis/project sent to Committee members
Nov. 15 -Dec. 5	Defense: plan for 2 hours. PowerPoint due 2 days in advance of defense date.
Dec. 5	Deadline for completion of oral defense
Dec. 17	December 2021 graduation date

Post-graduation……Students who have completed all requirements for graduation may request transcripts via the Concordia College Registrar's website

Final copy of thesis/project must be submitted electronically to the director.

Student responsibilities for final copy:
Completed M.Ed. Thesis/Project Guidelines Checklist
Content, grammar, and form
Correct formatting following formatting guidelines
APA requirements according to APA Style Manual 6th Edition

Advisor responsibilities for final copy:
Completed M.Ed. Thesis/Project Guidelines Checklist
Content, grammar, and form
Assurance that student has used formatting guidelines
Assurance that student has followed APA Manual for citations, bibliography

Mar. 1, 2021	Academic apparel for May Commencement must be ordered (Cobber Bookstore)
May 1, 2022	May 2022 Graduation & Commencement Ceremony

Calendar for Capstone Completion: Spring Timeline/May 2022 Graduation

Continuing registration requirement

Students must be registered for at least one semester hour credit in the term in which the oral examination is scheduled. The registration may be in 699 — Master's Thesis or Professional Project or 698 — Continuing Registration.

Graduation and Commencement

There are three graduation months during the year (August, December, and May). Please see the capstone completion timeline below for information on completing requirements for graduation, receiving an official transcript (applicable to lane changes, etc.), and participating in an annual May Commencement Ceremony.

Capstone Completion Requirements

1. IRB proposals have been approved and returned by the IRB committee.
2. Thesis: Work on literature review, methodology, and data analysis chapters in AMLA 690.
3. Professional Project: Work on the context, learning outcomes and goals, assessment plan, and design for instruction chapters in AMLA 690.
4. Defense date prior to March 26 has been identified and sent to the program director.

Thesis Completion Timeline

Nov. 1, 2021	Application for May 2022 graduation date due to Registrar's Office (see website for
Nov.	form) In 690: Draft of the literature review or context and goals and objective chapter.
Dec.	In 690: Draft of the methodology chapter or assessment plan and design for instruction
Jan-Feb.	Work on remaining chapters, data analysis, presentation of findings, and reflection
2022 **Mar. 1**	Academic apparel for May Commencement must be ordered (Cobber Bookstore)
Mar. 25-Apr. 1	Final draft of thesis/project due to advisors; defense should be scheduled
Apr. 1-Apr. 15	Defense: plan for 1 hour. PowerPoint due 2 days in advance of defense date.
	Final draft of thesis/project sent to Committee members
Apr. 15	Deadline for <u>completion</u> of oral defense.
	* Submit final copy of thesis to graduate coordinator in Education Department after revisions are completed
May 1	May 2022 graduation date & Commencement Ceremony

Post-graduation

*Students who have completed all requirements for graduation may request transcripts via the Concordia College Registrar's website

<u>Student responsibilities for final copy:</u>
Completed M.Ed. Thesis/Project Guidelines Checklist
Content, grammar, and form
Correct formatting following formatting guidelines
APA requirements according to APA Style Manual 6th Edition

<u>Advisor responsibilities for final copy:</u>
Completed M.Ed. Thesis/Project Guidelines Checklist
Content, grammar, and form
Assurance that student has used formatting guidelines
Assurance that student has followed APA Manual for citations, bibliography

Calendar for Thesis Completion: Summer Timeline/August 2022 Graduation

Continuing registration requirement

Students must be registered for at least one semester hour credit in the term in which the oral examination is scheduled. The registration may be in 699 — Master's Thesis or Professional Project or 698 — Continuing Registration.

Graduation and Commencement

There are three graduation months during the year (August, December, and May). Please see the capstone completion timeline below for information on completing requirements for graduation, receiving an official transcript (applicable to lane changes, etc.), and participating in an annual May Commencement Ceremony.

Capstone Completion Requirements

1. IRB proposals have been approved and returned by the IRB committee.
2. Thesis: Work on literature review, methodology, and data analysis chapters has been done in AMLA 690.
3. Professional Project: Work on the context, learning outcomes and goals, assessment plan, and design for instruction chapters in AMLA 690.
4. Defense date before Aug. 3, has been identified and sent to the program director.

Capstone Completion Timeline

Nov. 1,	**2021**	Application for Aug. 2022 graduation date due to Registrar's Office (see website for form)
June 1,	2022	Draft of the literature review or context and goals and objective chapters to advisor
June 10		Draft of the methodology or assessment plan and design for instruction chapters to advisor
June 15		Data analysis and conclusion or analysis of student learning and reflection to advisor
July 1		
July 15		Final draft of thesis/project due to advisor
July 25-Aug 6		Final draft of thesis/project sent to Committee members
Aug. 6		Defense: plan for 2 hours. PowerPoint due 2 days in advance of defense date.
Aug. 13		Deadline for completion of oral defense on Adobe Connect
Post-graduation		August 2022 graduation date

*Students who have completed all requirements for graduation may request transcripts via the Concordia College Registrar's website

Final copy of thesis/project submitted electronically to graduate coordinator

Student responsibilities for final copy:
Completed M.Ed. Thesis/Project Guidelines Checklist
Content, grammar, and form
Correct formatting following formatting guidelines
APA requirements according to APA Style Manual 6th Edition

Advisor responsibilities for final copy:
Completed M.Ed. Thesis Guidelines Checklist
Content, grammar, and form
Assurance that student has used formatting guidelines
Assurance that student has followed APA Manual for citations, bibliography

CONCORDIA COLLEGE™

Oral Examination Form

Print name as it should appear on diploma:

Student's Name _____
First   Middle/Maiden   Last

Permanent Address_____
Street   City   State   Zip

E-mail Address _____ Telephone No._____

Concordia ID No. _____

Date of Oral Exam: _____

Thesis/Project Title:_____

Oral Examination Committee:

Decision

- o Pass, no changes
- o Pass with changesoverseen by advisor
- o Pass with changes overseen by the commitee
- o No pass

_____ _____ _____
Thesis Advisor (Print Name) Signature Date

_____ _____ _____
Concordia Member (Print Name) Signature Date

_____ _____ _____
CLV/Outside Member (Print Name) Electronic Signature Date

_____ _____ _____
Outside Member/Expert in Field Electronic Signature Date

Return signed original to the director of the program.