



**MASTER OF EDUCATION
CANDIDATE EXPECTATIONS
AND
LEARNING GUIDE**

2019-2020

Table of Contents

Master of Education Program Expectations	3
Programmatic Accreditation	3
Grading and Feedback	3
Program Learning Outcomes and Common Assessment	4
Course Components and Learning Activities	4
Academic Honesty and APA Mastery	4
Professional Dispositions and Model Code of Ethics for Educators	5
Personal Qualities Important to the Teaching/Education Profession	5
Qualities Important to Collaboration	5
Commitment to Professional Growth	5
Commitment to Diversity and Social Justice	5
Commitment to Ethical Practices	6
Group Projects	6
Intellipath	6
Discussion Boards	6
Capstone Experience	7
Live Chat Presentations, Mini-Lessons, and Archived Recordings	7
Software Tools	7
APA and Information Literacy	8
Researching for Source Material	8
Originality Verification	8
Learning Materials	8
Scholarly Writing is the Expectation	8
Writing for the Audience	8
Support Services	9
Faculty	9
Academic Advisors	9
Librarians	9
Smarthinking	9
Technical Support	9
AACTE	9
Planning Your Master’s Experience: The Learning Process	10
Lifelong Learning Skills	10
Structuring the Learning	10
Time Management	11
Learning Community	11
ACKNOWLEDGMENT, RECEIPT, AND REVIEW	12

Welcome to the American InterContinental University (AIU) Master of Education Program

Master of Education Program Expectations

Congratulations on your decision to pursue graduate studies! To begin this awesome journey, the AIU Master of Education (M.Ed.) faculty share this foundational framework document to guide you, the candidate, through the program expectations, support services, and personal strategies to maximize your success through the program. The M.Ed. team is dedicated to your graduate academic growth, and we want to be sure you are aware of the many support systems available to you along the way. Program expectations require a heightened level of attention for learning with the robust use of learning skills. How you demonstrate planning of learning with effective time management, comprehensive reading, and scholarly writing is paramount for success in obtaining the degree.

Ultimately, your success depends upon your commitment to your goals and your dedication to reach the mastery level required for a graduate degree. The M.Ed. team is excited to welcome you and share these valuable strategic tips to get you started.

Programmatic Accreditation

American InterContinental University is a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP). The Master of Education program has been awarded full accreditation by AAQEP through June 30, 2026.

Grading and Feedback

The M.Ed. faculty is dedicated to guiding your learning through the use of formative feedback and the use of course tools. As an M.Ed. candidate, you are expected to utilize the tools provided, be accountable for your efforts, and embrace faculty feedback as a learning opportunity. The faculty feedback may not be what you are expecting, given your experiences in undergraduate education or even in your successful work environments. However, a mindset to grow from feedback is a critical first step. Graduate studies are more rigorous than undergraduate studies, and therefore the feedback is more comprehensive and robust. It is your responsibility to review the feedback you receive and incorporate the suggestions for improvement to develop as a learner. In addition to specific formative feedback, faculty use grading rubrics in the assessment of work. These rubrics are available to you in each assignment description. Prior to submitting an assignment, you should review the rubric and evaluate your own work based on the rubric specifications. Reflective and honest self-evaluation will benefit you in the learning process and will help you develop the critical analysis skills required in this graduate program.

The M.Ed. program follows standard graduate school grading processes, which require candidates to earn a 3.0 cumulative grade point average (CGPA) to graduate. The M.Ed. grading scale is provided here for your convenience. Please note that meeting all expectations on an authentic assessment/assignment equates to a “B” grade and is the expected norm. To receive an “A” on an authentic assessment/assignment, candidates must **exceed** the expectations. While a “C” grade is the threshold for passing, be aware that too many “C” grades will lower the final CGPA and may put a candidate at risk of not graduating. **The AIU M.Ed. program does not accept resubmissions for assignments already graded.** Graduate level candidates are expected to submit their best work for grading. Faculty at AIU are not

permitted to average up or down. The earned score will be the final grade.

Candidates must pass the capstone experience and have a 3.0 CGPA to graduate.

Letter Grade	Percentage
A	100.000000 -93.000000
A-	92.990000 - 90.000000
B+	89.990000 - 87.000000
B	86.990000 - 83.000000
B-	82.990000 - 80.000000
C+	79.990000 - 77.000000
C	76.990000 - 73.000000
F	Below 72.990000

Program Learning Outcomes and Common Assessment

In addition to the course objectives you will find in your classes, the AIU M.Ed. program has also developed Program Learning Outcomes (PLOs), which are aligned with industry standards and expectations for professional educators. The PLOs follow:

OUTCOME 1. Analyze research findings to respond to academic, physical, social, and cultural differences in educating students and recommend method modifications based on research results.

OUTCOME 2. Design educational programs that effectively address objectives integrating the appropriate use of various instructional media and technologies for learning.

OUTCOME 3. Develop educational programs that use the appropriate criteria for selecting curricular content, organization of content, and methods of curriculum evaluation.

OUTCOME 4. Create a plan for implementation of learning content in various educational settings.

OUTCOME 5. Evaluate the opportunities and challenges involved in the organizational development and delivery of learning programs using formative and summative instruments.

OUTCOME 6. Evaluate educational situations and problems in order to develop and substantiate solutions using leadership and management strategies.

OUTCOME 7. Demonstrate advanced, discipline appropriate communication skills in written and presentation formats.

Throughout the program, you will notice that some assignments are marked as Common Assessment assignments. For these assignments, faculty will grade the assignments per the rubric provided, but they will also assign rankings for each of the PLOs based on the Common Assessment rubric found within the assignment description. Although these rankings have no bearing on the assignment or course grade, the expectation is that candidates will progress throughout the program to achieve the ranking of “Proficient” for all PLOs by the final capstone course.

Course Components and Learning Activities

Academic Honesty and APA Mastery

The Publication Manual of the American Psychological Association (APA) is the standard tool for writing and researching within the education discipline. Therefore, all AIU M.Ed. candidates are provided the complete manual for use throughout the program. All assignments submitted to the university are subjected to an online similarity report system. Therefore, sources used to support original writing by the candidate must be cited and referenced per the

APA method. The APA manual must be used as a guide by all M.Ed. candidates to ensure correct formatting. Faculty will provide specific guidance in feedback, and candidates are required to refer to this feedback to improve writing and research skills.

Professional Dispositions and Model Code of Ethics for Educators

Professional dispositions are attitudes, principles and values demonstrated through both verbal and non-verbal communication. These values influence behaviors when we interact with our students, colleagues, families, and the community. As you navigate your program, you will encounter unique opportunities to communicate and collaborate with your classmates and course instructor, which will allow you to develop proficiencies in the dispositions listed below. These professional dispositions play an integral role in candidates' academic and professional development throughout their program at AIU.

Personal Qualities Important to the Teaching/Education Profession

- Possesses integrity
- Highly motivated
- Displays perseverance
- Exhibits self-control
- Punctual and reliable
- Presents a professional appearance and demeanor
- Accepts responsibility
- Evidences high academic achievement
- Takes initiative
- Shows maturity of judgment
- Demonstrates warmth and advocacy for children

Qualities Important to Collaboration

- Establishes rapport with others
- Works well with others and communicates respectfully
- Values teamwork
- Demonstrates a commitment to achieving team goals
- Assumes appropriate roles in the collaborative process
- Demonstrates effective communication skills
- Demonstrates a respectful appreciation for diverse perspectives, including global and international perspectives
- Seeks to develop and maintain professional workplace relationships

Commitment to Professional Growth

- Responds appropriately to supervision
- Accepts constructive criticism and suggestions
- Uses suggestions to improve skills and understanding
- Strives to achieve competence and integrity
- Reflects on/evaluates strengths and areas for improvement
- Displays interest and curiosity in the learning process
- Values life-long learning
- Self-directed learner

Commitment to Diversity and Social Justice

- Demonstrates cultural respect and understanding
- Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals
- Treats all people equally

- Believes in equal educational/vocational opportunity
- Advocates high and appropriate expectations for *all* students

Commitment to Ethical Practices

- Maintains confidentiality
- Honest and trustworthy
- Uses sound, informed judgment
- Displays ethical behavior
- Abides by legal mandates and ethical responsibilities

In addition to these professional dispositions, AIU M.Ed. candidates are expected to abide by the Model Code of Ethics for Educators (MCEE), which can be found in its entirety here:

https://www.nasdtec.net/page/MCEE_Doc.

Group Projects

Authentic assessment group projects are a critical component of the candidate's M.Ed. experience. Therefore, full participation and collaborative contributions are required. The program provides a group learning charter and a peer-review tool that candidates must complete and sign for each group project assigned within the program. Candidates who do not participate or collaborate will not be successful in this program.

Intellipath

Intellipath, the AIU adaptive learning experience, is embedded within the M.Ed. program curricula. Determine Knowledge is a method of assessing the candidate's current knowledge level through general questions. Candidates should complete Determine Knowledge first, before attempting lessons. Intellipath is an ongoing assignment across the entire course, and Intellipath grades will adjust as candidates perform additional work. Faculty check the progress of candidates regularly, assigning revisions, and sending interactions often. Learning materials should be used to find the correct answers to the knowledge checks after each module.

Discussion Boards

Discussion Boards (DB) are a key component of online learning. They foster active participation of learners and dialog with fellow learners and instructors. Graduate level courses require learners to create original posts to course DBs and to engage in dialogue by responding to posts created by others throughout the course. Original posts and responses should be substantive and, if references are made to the works of others, APA guidelines for in-text citations and references apply.

Minimum weekly DB Expectations

- Post an original and thoughtful **Main Post** to the DB prompt.
- Respond to at least two other posts from learners and/or the instructor (**Response Posts**).
- The first contribution (**Main Post or Response Post**) must be posted before midnight (Central Time) on Friday of each week.
- Two additional responses are required after Friday of each week.
- For DB assignment prompts with a Part One and Part Two, Part One should be addressed in the first week of the unit with a Main Post and minimum of two Response Posts, and Part Two should be addressed in the second week of the unit with a Main Post and minimum of two Response Posts.

More on DBs

At the end of each unit, DB participation is assessed based on level of engagement and the quality of the contribution to the discussion. DBs allow learners to learn through sharing ideas and experiences as they relate to course content. Because it is not possible to engage in two-way dialogue after a conversation has ended, no posts to the DB are accepted after the end of the unit. Learners must demonstrate an appropriate depth of understanding of course content to receive credit for having submitted substantive posts. Typically this is achieved with three to four strong paragraphs for Main Posts and two to three strong paragraphs for Response Posts. **In the M.Ed. Program, six total substantive posts are required per unit at a minimum.**

Capstone Experience

The final course in your program will be the capstone, which is designed to be a rigorous and comprehensive evaluation of your progress and learning throughout this graduate degree program. The final capstone projects are unique to each specialization and are real world deliverables that can be used to demonstrate your skill and ability in your chosen field. Capstone projects are unlike standard individual projects both in scope and expected outcomes, thus it is advised that candidates plan appropriately to ensure that the capstone course receives the attention and dedication necessary for success.

Live Chat Presentations, Mini-Lessons, and Archived Recordings

M.Ed. faculty provide a variety of resources to facilitate learning in courses, such as live chats, mini-lessons, and one-on-one interactions. These resources are vital elements of your journey. While live attendance is not mandatory in the M.Ed. program, candidates **are** responsible for any material shared during chat events. If you are unable to attend live, watching the archived recordings is highly recommended.

Software Tools

AIU candidates are provided with the software necessary for completion of assignments, including Microsoft Office tools, Lectora, etc. For assignments that indicate a specific file format, such as a Word document, then a Word document is the **only** submission format that will be accepted. If an assignment does not specify a format for submission, Microsoft Word is the default file format. Candidates may not submit PDFs, Google docs, or any other type of file formatting that is not specifically addressed in the assignment directions. Failure to follow the assignment requirements may result in a grade of zero on the assignment.

APA and Information Literacy

Learning how to efficiently search for sources through the course resources, the AIU library, and the Internet is a fundamental skill required in this program. Candidates are expected to develop a responsible approach to using valid information and connecting sources to the written work. The faculty has provided the following tips to support and guide you through this skill development process.

Researching for Source Material

Finding resources to support your original content in assignments is a necessary practice in the master's program. How you search is very important, as using Internet search engines to locate sources requires verification of the validity of sources. At the graduate level, candidates must be able to identify the appropriateness of source material. As a general rule, the sources that you use should be current (typically having been published within the past five years) and peer-reviewed, meaning that the source has been approved by an external subject matter expert.

Originality Verification

Originality verification is a tool located on the main classroom menu. Submitting your work to the originality verification tool before posting it in the virtual campus generates a Turnitin similarity report. The report will highlight items, including those properly cited and referenced. Learning to use this tool will significantly enhance the proper use of APA citations and references. You may submit your work to the originality verification tool as many times as you wish. Additional information about using the originality verification tool can be found in the Citation Resources link located in the AIU online library.

Learning Materials

Learning materials are content sources provided within the virtual course area to assist you with revising knowledge and unit assignments and can be supplemented by faculty materials. If learning material content is used to complete assignments, the candidate must reference and cite correctly. All sources must be appropriately cited and referenced using the APA method. M.Ed. candidates are provided the complete APA Manual with the expectation that it will be used as the primary writing, citation, and reference tool. If there is ever a discrepancy regarding the use of APA between the candidate and the faculty during grading, identification of a page number specific to the APA issue from within the APA manual will be expected.

Scholarly Writing is the Expectation

Effective written communication is a required element of the program. Learning to write for the audience is the expectation. Candidates must expect that to be a good writer also requires the candidate to be a reader. Carefully reading the assignments with deliberate attention to the rubric details will enable the candidate to look at the written assignment as a process and not just placing thoughts on paper. Using proper writing mechanics such as correct spelling, sentence structure, and grammar is expected. Proofreading resources and writing support can be found through Smarthinking in the Learning Center.

Writing for the Audience

M.Ed. instructors are members of your professional audience. Writing for effective communication is expected for all written work, including assignment and discussion board content. Writing to ensure that the audience understands is a requirement. Continuous

improvement and review of the writing process is the anticipated norm for the program. Faculty strive to support the candidate through continuous development of writing skills to demonstrate professionalism in writing for the audience. Note: In certain assignments, the audience may be determined by a needs analysis or otherwise specified in the assignment description.

Support Services

Faculty

The role of faculty is to empower you in your journey. Contacting faculty on a regular basis establishes a relationship that will provide guidance on assignments and should be your first step as each course begins. The AIU M.Ed. instructors are experts in their content areas, and all have earned doctoral degrees from accredited institutions. As this is a scholarly community, a professional demeanor is expected by all candidates and faculty members to facilitate effective communication. Since your faculty member is your first point of contact for course related items, candidates are expected to reach out to instructors as quickly as possible should unforeseen circumstances occur.

Academic Advisors

Advisors are another key support service for managing your learning experience. Academic advisors can assist with a variety of questions or concerns that you may have regarding your courses and schedule. Advisors can also aid with emergency situations that arise; you are encouraged to reach out to them as support is needed.

Librarians

Librarians are available to support your search for sources, provide writing support, and guide you to academic resources that might be necessary to complete your assignments. The librarian support is especially important for ensuring academic integrity. Librarians can guide your use of materials to ensure compliance with our academic policies. LibGuides are also provided for each course, which can assist in your research. Another incredibly helpful tool the library offers is a collection of video tutorials examining APA writing.

Smarthinking

AIU provides access to Smarthinking tutoring, which is a one-on-one online tutoring service. Accessing Smarthinking to connect with a subject matter expert is a great way to improve the learning process and the quality of your work. Smarthinking can be found in the Learning Center of the virtual campus.

Technical Support

Technical support is available 24 hours a day to solve any technical issues that you may experience in our virtual campus.

E-mail: support@aiuniv.edu

Phone: 847-585-2268

For courses that utilize special video or instructional design technologies, such as Practice or Lectora, your instructor will clarify the appropriate supports available.

AACTE

The AIU School of Education has become a member of the American Association of Colleges for Teacher Education (AACTE), which serves as the largest network of educator preparation

providers. As a candidate of the AIU School of Education, you are also entitled to receive exclusive access to and free or discounted fees for a range of programs, events, products, and services offered by AACTE including an extensive resource library and online community forums. We encourage you to take advantage of this wonderful benefit and opportunity, by visiting the AACTE website at <https://aacte.org/> and setting up your individual account under the American InterContinental University profile. A step-by-step guide can be found within the LibGuides for all M.Ed. courses.

Planning Your Master's Experience: The Learning Process

The Faculty of the School of Education have provided the following information for candidate learning growth.

Lifelong Learning Skills

Continuous improvement is a factor of good learning. How you engage with the master's coursework is much different than an undergraduate program. The habits you may have become accustomed to in the undergraduate programs will not produce the same results in this master's program. Attention to detail and responsible approaches for demonstrating lifelong learning skills are very important. Advisors and faculty will work to guide your understanding and help with empowering you to continuously improve learning habits.

Structuring the Learning

How you manage your learning process is extremely important. As a graduate level candidate, you are expected to submit all of your assignments and to submit them on time. Planning your learning process to ensure that assignments are submitted is critical. If, however; for some reason you are running behind, immediately contact your instructor. If an assignment is late, the AIU M.Ed. program follows the University-established late policy. Even with a late penalty assessed, it is in your best interest to submit an assignment. Please note that **discussion board posting must meet the deadline requirements as stated, with no exceptions granted.** A summary of the policy is below for convenience. However, the complete policy, located in the Course Catalog, supersedes this document. As a graduate level candidate, it is imperative that you effectively communicate with your advisor and course instructors, as well as familiarize yourself with the university catalog. This will ensure that you are knowledgeable about up-to-date policies, which includes the incomplete process and repeating courses.

Late Deductions for Individual Projects and Group Projects

- Assignments submitted within 7 calendar days after the stated due date: **10% penalty of total assignment points.**
- Assignments submitted 8–14 calendar days after the stated due date: **20% penalty of total assignment points.**
- Assignments submitted 15–21 calendar days after the stated due date: **30% penalty of total assignment points.**
- Assignments submitted 22–28 calendar days after the stated due date: **40% penalty of total assignment points.**
- Work cannot be accepted for grading after 28 days from the original due date.
- No assignments, including late assignments, will be accepted after the end of the course unless an approved Incomplete has been granted.

Final-Week Restriction

Candidates may only submit one late assignment for assessment in the final week of class. Any additional assignments submitted by the candidate will not be graded.

Time Management

Scheduling a structured learning process is critical as part of your learning journey. For each 6- credit 10-week graduate course you take, you should anticipate spending 18 hours per week on your learning activities. This program requires a significant time commitment, which is why managing learning time is of the utmost importance.

Learning Community

The M.Ed. team welcomes you to this graduate learning community. We look forward to your participation and collaboration with us, the content, the resources, your peers, and the university as a whole. Please take advantage of all the experiences the School of Education has to offer. In a graduate learning community, we learn from, and depend on, the commitment of all participants. Therefore, you will be required to acknowledge your awareness of the foundational expectations presented in this guide. Let the journey begin!

SAMPLE SIGNATURE PAGE

ACKNOWLEDGMENT, RECEIPT, AND REVIEW

The faculty of the AIU School of Education, M.Ed. program created the MASTER OF EDUCATION CANDIDATE EXPECTATIONS AND LEARNING GUIDE as a foundational tool for candidate program expectation and resource identification. Please sign below (electronic signature is permitted) indicating that you have received and reviewed this document. Please address any questions to your faculty member.

Submit this Acknowledgment page to your faculty member through the Assignment Submission area of the virtual campus.

Date:

Candidate Name:

Candidate Program Specialization:

Candidate Signature (electronic signature is acceptable):