Master of Education

(701) 858-3028/1 (800) 777-0750 ext. 3028

Department of Teacher Education and Human Performance
Department Chairperson: Dr. Terry Eckmann
M. Ed. Graduate Program Director: Dr. Daniel Conn

Overview

Minot State University’s Master of Education degree focuses on improving knowledge and skills relative to teaching and learning. The program concentrates on:

1. examining current trends in curriculum and instruction,
2. developing breadth and depth in knowledge and understanding of the teaching and learning process,
3. developing skills necessary to do action research, and
4. enhancing the knowledge base in the content area of choice.

This degree is set up to allow any discipline within the Teacher Education Unit at Minot State to offer a concentration, or to allow education related vocations to access graduate studies. Each student will be required to set up a program of study with the director of the M.Ed. program in consultation with the coordinator of the concentration.

The program consists of a minimum of 30 semester hours of graduate credit with a common core of 18 semester hours that all M.Ed. candidates must take. The elective component may reflect a particular concentration or it may be a self-designed concentration which is a combination of graduate course work acceptable to the director of the M.Ed. program— in which case there will be no mention of a particular discipline on the degree.

Mission and Goals of the M.Ed. Program

The objectives of this program are: to develop skills of scholarship and research; to increase professional competence in instructional strategies and curriculum development; and to develop perceptions of the characteristics and unique needs of the students in P-12 schools.

The Master of Education degree seeks to prepare candidates who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following National Board of Professional Teaching Standards (NBPTS)/North Dakota Program Approval Standards Outcomes.

Master of Education Program

The Master of Education degree is designed around the Teacher Education Unit’s ARK Conceptual Framework, including Action, Reflection and Knowledge and reflects the TEU’s focus on current cognitive science research. The program outcomes for the M.Ed. are aligned with the National Board for Professional Teaching Standards, 2012 InTASC Standards and North Dakota Program Approval Standards for Advanced Programs for Teachers. Expectations of candidates in the program include:

| Outcome 1a: | Candidates will demonstrate the ability to match instructional strategies to student needs |
| Outcome 1b: | Candidates will use multiple instructional strategies |
| Outcome 2a: | Candidates will demonstrate appropriate pedagogy for the discipline/s they teach |
| Outcome 2b: | Candidates will demonstrate mastery of disciplinary subjects |
| Outcome 3a: | Candidates develop appropriate informal and formal assessment techniques |
| Outcome 3b: | Candidates will describe a range of assessment approaches |
| Outcome 3c: | Candidates will compare and contrast a variety of management models |
| Outcome 4a: | Candidates will critique their professional practice |
| Outcome 4b: | Candidates will formulate plans for changes in professional practice, based on experience, professional literature and research, and then reflect on and evaluate those changes in relation to student learning |
| Outcome 4c: | Candidates will collaborate with professionals to design a relevant thesis or culminating project in the field |
| Outcome 4d: | Candidates will apply appropriate research methodologies to educational questions and issues |
| Outcome 5a: | Candidates collaborate with professionals in the field |
Outcome 5b: Candidates will analyze the relationships between schools and society

Outcome 5c: Candidates will describe processes by which positive relationships may be developed with families and with the larger community

Outcome 6a: Candidates will use current, appropriate technologies

Outcome 6b: Candidates will analyze best practice in relation to technology use as related to student learning

Admission Standards

Candidates seeking admission to the Master of Education program must complete the admission requirements of the Graduate School and have:

- an overall GPA of 2.75 or 3.0 G.P.A in the last 60 hours of coursework,
- a completed bachelor's degree in education or a related area
- Present position in educational institution or minimum of two years experience in education or a related area.

Admission applications are recommended to the Graduate School by the Master of Education Program Director in consultation with M.Ed. Core faculty and, for those seeking approved concentrations or licensure endorsements, the departments/divisions in which those specializations reside.

- Applications received by April 1 are reviewed for admission into the program for fall semester.
- International applicants: October 15 application deadline are reviewed for admission into the program for spring.
- Domestic applicants: November 1 application deadline are reviewed for admission into the program for spring.

Retention Policy

Students must maintain a 3.0 grade point average to remain in the M.Ed. program.

Academic Honesty

Cheating at the graduate level will result in disciplinary action. A committee of education faculty will meet to review each case on an individual basis. Students may be required to repeat work, accept a lower grade for the course, or be dropped from the program.

Overview

The Master of Education Degree consists of a Core of 18 credits in learning and teaching, which all candidates take, a specialization (full concentration or electives--minimum 10 credits) and a capstone Project and Report or Thesis (minimum 2 credits), for a minimum total of 30 credits. Some concentrations leading to additional licensure areas require more than the minimum 12 credits.

M.Ed. Core (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 501</td>
<td>Designing and Interpreting Education Research/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>ED 502</td>
<td>Designing &amp; Interpreting Ed Research/Qualitative</td>
<td>2</td>
</tr>
<tr>
<td>ED 519</td>
<td>Diversity in a Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Integrating Technology into Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 522</td>
<td>Curriculum Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED 535</td>
<td>Models Of Teaching &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 550</td>
<td>Dynamics Of Managing Learning</td>
<td>2</td>
</tr>
<tr>
<td>598/599 Project and Report or Thesis</td>
<td>2</td>
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</tbody>
</table>

Concentrations or Electives (minimum 10 credits)

Information on full concentrations or specialization electives can be viewed under the Concentrations tab. All options require completion of either a Project and Report or a Thesis, as the capstone assessment for the M.Ed. degree and a minimum of 12 SH in a specialization.

Capstone: Thesis and Project Research Options (minimum 2 credits)

The M. Ed. requires a minimum of 2 SH and maximum of 3 SH in either a ED 598 Project And Report or ED 599 Thesis, as the capstone assessment for the M.Ed. degree. The research sequence begins with ED 501 Designing and Interpreting Education Research/Quantitative and ED 502 Designing & Interpreting Ed Research/Qualitative taken in the first year, continues in the M.Ed. Seminars and work with the Graduate Committee, and finishes with 598/599. Graduate students in the M.Ed. program may elect to complete either a thesis or a project. Those choosing the thesis option (599) must satisfy the general requirements for a thesis outlined in the Minot State University Graduate Catalog. Graduate students wishing to pursue the project option must register for ED 598 or the appropriate 598 course within their concentration area. The graduate students will learn the techniques of action
research and will apply those skills in an action research project. A written report completes the requirement. Project reports have a seven-chapter format; available from the Director of the M.Ed. Program. Both theses and projects will be guided by, and eventually approved by, a graduate committee consisting of one faculty member from the chosen concentration, one faculty member from the M. Ed. Core faculty and one member outside of the Department of Teacher Education and Human Performance.

All candidates are required to attend the M.Ed. seminars for orientation and project/thesis parameters. Two additional seminar meetings are required in conjunction with the research courses for advising and orientation to graduate study.

**Continuing Enrollment**

Students who have completed all required M. Ed. coursework, but still continue work on the Project/Thesis, must enroll in ED 589 Continuing Enrollment each subsequent semester, to maintain access to faculty advisors, library, email, and other student support services. Students must be enrolled in the semester in which they intend to graduate. **Effective fall 2016 (1710,) a fee of $200 will be accessed for Continuing Enrollment.**

**Specialized Electives**

In addition to the Core requirements, all M.Ed. degree candidates must complete a minimum of 14 SH in specialized electives, for a total minimum of 30 SH in the overall M.Ed. degree. Electives may exceed the minimum 14 credits.* Elective course options are chosen by the student with their advisor; depending on whether they wish to study in early childhood, elementary, middle level, high school content areas, or specializations such as special education, reading or cognitive science. Elective courses are drawn from other letter-graded graduate course offerings either in Teacher Education and Human Performance, or in the departments/divisions offering those specializations.

* M.Ed. candidates seeking specific types of licensure endorsements along with graduate study may have substantially more electives to meet those licensure requirements. Electives comprising an approved concentration of at least 14 credits (including the capstone) may be listed along with the degree on the transcript.

**Community Engagement and Diversity Experiences**

All M.Ed. candidates are expected to complete a Community Engagement Experience, which may involve dissemination of the project/thesis results, or a separate experience approved by their advisor and the M.Ed. Program Director; and a Diversity Experience, which takes place in ED 519.

**Concentration Options**

A list of Concentration Coordinators and their contact information is available from the M.Ed. Program Director. Please verify the current availability of concentration courses with the Concentration Coordinators when preparing your Program of Study, as some courses are subject to adequate enrollment. Some concentrations are available within the Department of Teacher Education and Human Performance and some reside in other MSU departments/divisions. Information on coursework and schedules for courses outside of TEHP can be obtained from the respective Concentration Coordinator.

**Art Concentration (Minimum 15 SH total)**

**Coordinator: Linda Olson**

Select 6 to 10 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 510</td>
<td>Drawing</td>
</tr>
<tr>
<td>ART 511</td>
<td>Painting</td>
</tr>
<tr>
<td>ART 512</td>
<td>Ceramics</td>
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<tr>
<td>ART 513</td>
<td>Sculpture</td>
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<tr>
<td>ART 514</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>ART 515</td>
<td>Metalsmithing; Jewelry and Small Sculpture</td>
</tr>
<tr>
<td>ART 516</td>
<td>Crafts</td>
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<tr>
<td>ART 517</td>
<td>Photography</td>
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<tr>
<td>ART 518</td>
<td>Printmaking</td>
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<tr>
<td>ART 519</td>
<td>Computer Graphics</td>
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<tr>
<td>ART 520</td>
<td>Mixed Media</td>
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<tr>
<td>ART 521</td>
<td>Multi-Media</td>
</tr>
<tr>
<td>ART 570</td>
<td>Workshop</td>
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<tr>
<td>ART 590</td>
<td>Individual Research</td>
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</tbody>
</table>

Select 4 to 7 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 525</td>
<td>Research In Art Education</td>
</tr>
<tr>
<td>ART 540</td>
<td>Art History: Contemporary Trends &amp; Theory</td>
</tr>
<tr>
<td>ART 550</td>
<td>Issues In Art; Graduate Seminar</td>
</tr>
</tbody>
</table>
Master of Education

ART 598 Professional Exhibition
or ART 599 Thesis

Total Hours 15

Business Concentration (15 SH)
Coordinator: Dr. Lori Willoughby

BIT 510 Managerial Communication 3
BIT 562 Management Information Systems 3
BIT 581 Contemporary Methods Teaching Business 3
BIT 592 Special Topics 3
BIT 598 Project 3
or ED 599 Thesis

Total Hours 15

Cognitive Science Concentration (14-16 SH)
Coordinator: Dr. Deb Jensen
Since this multi-disciplinary concentration draws from many program areas, candidates are advised to frame their program of study as early as possible, as some courses may be offered on a three-year rotation rather than the typical M.Ed. rotation. Individuals who are interested in this concentration, but are not professional educators, may be admitted with the permission of the M.Ed. Program Director and Cognitive Science Concentration Coordinator.

Required mind/brain/education anchor courses:
Candidates for the Cognitive Science Concentration will take the section of ED 535 Models Of Teaching & Learning in the M.Ed. Core which has been designated for mind/brain study, and the following Cognitive Science Concentration courses:

Required
PSY 510 Cognitive Science 3
ED 557 Readings in Cognitive Science 1-3
ED 558 Trauma Informed Practice for Teachers 3

Electives
SPED 502 Studies in Autism Spectrum Disorders 2
SPED 509 Infant/Toddler Development
SPED 531 Conducting the Academic Literature Review
SPED 561 Behavior Problems of Exceptional Children 3
SPED 572 Methods Of Teaching the Learning Disabled
ED 540 Reading: Advance Diag & Remedi 2
ED 541 Clinical Practice Remedial Read
ED 544 Neurobiology Of Communication
ED 554 Teaching Reading in the Content Areas 2
ED 555 Middle School: Philosophy and Curriculum
ED 572 Data Driven Instruction
ED 573 Educational Leadership 3
ELED 552 Theories of Early Childhood Curriculum
ELED 553 Symbolism: Reading & Child

Total Hours 19-21

Curriculum and Instruction Concentration (12 SH)

M.Ed. Curriculum and Instruction Concentration (online) would consist of course work centered on curriculum development and pedagogical practice. By focusing on these broader dimensions of teacher education, this concentration will have the flexibility to include a variety of disciplines. Furthermore, this could provide foundational work for students seeking future educational leadership programs. Proposed courses in the curriculum and instruction concentration include:

ED 570 Curriculum Theory 3
ED 571 Assessment Theory 3
ED 572 Data Driven Instruction 3
ED 573  Educational Leadership  3
Total Hours  12

**English Concentration (14-15 SH)**
**Coordinator: Dr. Ashley Bowen**

**Core**
- ENGL 516  Research In Teaching Writing  3
- ENGL 536  Enrich Reading In Content Area  3
- ENGL 599  Thesis  2-3 (or ED 598  Project And Report)

**Electives**
Select from the following:
- ENGL 525  Topics In Language Arts Pedagogy
- ENGL 535  Topics In Teaching Literature
- ENGL 540  Prof Issues & Methods In English
- ENGL 543  Pract. Approach To Teach Writing
- ENGL 545  Topics In Teaching Writing
- ENGL 592  Special Topics
- ENGL 597  Independent Study

Total Hours  14-15

**Gifted and Talented Concentration (17 SH)**
**Coordinator: Dr. Deb Jensen**

15 SH of Coursework in Gifted Education
2 SH of Student Teaching in Gifted Education

- ED 509  Historical Perspectives, Public Policy, & Programming Gifted Education  3
- ED 510  Characteristics Of Gifted Children and Teaching Strategies  3
- ED 511  Curriculum Models  3
- ED 512  Student Teaching  2
- SPED 531  Conducting the Academic Literature Review  3
- ED 592  Special Topics  3

Total Hours  17

**Middle School Concentration (14 SH)**
**Coordinator: Dr. Deb Jensen**

- ED 554  Teaching Reading in the Content Areas  2
- ED 555  Middle School: Philosophy and Curriculum  2
- ED 556  Middle School: Teaching Strategies  3
- ED 590  Seminar In Education  1-2

Additional related graduate level electives to total 14 SH in the concentration. Electives may include either additional middle level pedagogy or coursework to help students work toward content area specializations aligned with middle level curriculum.

- ED 598  Project And Report  2
- or ED 599  Thesis  2

Total Hours  14

**Reading Concentration (14 SH)**
**Coordinator: Dr. Lisa Borden-King**

- ED 554  Teaching Reading in the Content Areas  2
- ED 540  Reading: Advance Diag & Remed  2
- ED 541  Clinical Practice Remedial Read  2
Additional related graduate level electives approved by the student's advisor. Students are advised to take ELED 528 (Current Trends in Language Arts and Reading) as three of their elective credits.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ED 598</td>
<td>Project And Report</td>
<td>2</td>
</tr>
<tr>
<td>or ED 599</td>
<td>Thesis</td>
<td></td>
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</tbody>
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**Total Hours: 14**

**Special Education Concentration (17 SH)**

**Coordinator: Dr. Holly Pedersen**

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 510</td>
<td>Intro To Disability Services</td>
<td>3</td>
</tr>
<tr>
<td>SPED 505</td>
<td>Consultation and Supervision in SPED</td>
<td>2</td>
</tr>
<tr>
<td>SPED 531</td>
<td>Conducting the Academic Literature Review</td>
<td>3</td>
</tr>
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Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 504</td>
<td>Introduction to Preschool Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 542</td>
<td>Methods &amp; Materials in DD/ASD</td>
<td>2</td>
</tr>
<tr>
<td>SPED 572</td>
<td>Methods Of Teaching the Learning Disabled</td>
<td>3</td>
</tr>
<tr>
<td>SPED 530</td>
<td>Physical and Medical Needs of Persons with Severe Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 17**