

Master of Education

MSU - Education (minotstateu.edu) (https://www.minotstateu.edu/graduate/future_students/programs/education.shtml/)
(701) 858-3028 or 1 (800) 777-0750 ext. 3028

Department of Education and Inclusive Services Chair: Dr. Daniel Conn

M. Ed. Program Director: Dr. Laura Zucca

Overview

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

- examining current trends in curriculum and instruction,
- developing breadth and depth in knowledge and understanding of the teaching and learning process,
- developing skills necessary to do action research, and
- 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:

Student Learning Goals (SLG) and Student Learning Outcomes (SLP):

Student Learning Goals	Student Learning Outcomes
SLG 1: Instructional Strategies: M. Ed. candidates will demonstrate the ability to use multiple instructional strategies and match instructional strategies to student needs.	SLO 1.1: Candidates will demonstrate the ability to match instructional strategies to student needs.
	SLO 1.2: Candidates will use multiple instructional strategies.
SLG 2: Pedagogy and Content: M. Ed. candidates will demonstrate mastery of disciplinary subjects and appropriate pedagogy for the discipline(s) they teach.	SLO 2.1: Candidates will demonstrate appropriate pedagogy for the discipline/s they teach.
	SLO 2.2: Candidates will demonstrate mastery of disciplinary subjects.
SLG 3: Assessment and Monitoring: M. Ed. candidates will describe and be able to use a range of assessment approaches; and will compare and contrast a variety of management models.	SLO 3.1: Candidates develop appropriate informal and formal assessment techniques.
	SLO 3.2: Candidates will describe a range of assessment approaches.
	SLO 3.3: Candidates will compare and contrast a variety of management models.

<p>SLG 4: Reflective Practice/Research: M. Ed. candidates will critique their professional practice, formulate research-based plans for changes in professional practice, and will apply their study to educational questions and issues in a program capstone.</p>	<p>SLO 4.1: Candidates will critique their professional practice.</p>
<p>SLG 5: Collaboration: M. Ed. candidates will collaborate with professionals in the field, analyze the relationships between schools and society, and describe processes by which positive relationships may be developed.</p>	<p>SLO 4.2: 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.</p> <p>SLO 4.3: Candidates will collaborate with professionals to design a relevant thesis or culminating project in the field.</p> <p>SLO 4.4: Candidates will apply appropriate research methodologies to educational questions and issues.</p> <p>SLO 5.1: Candidates collaborate with professionals in the field.</p> <p>SLO 5.2: Candidates will analyze the relationships between schools and society.</p> <p>SLO 5.3: Candidates will describe processes by which positive relationships may be developed with families and with the larger community.</p>
<p>SLG 6: Technology Incorporation: M. Ed. candidates will use current, appropriate technologies, and will analyze best practice in using technology to benefit student learning.</p>	<p>SLO 6.1: Candidates will use current, appropriate technologies.</p> <p>SLO 6.2: Candidates will analyze best practice in relation to technology use as related to student learning.</p>

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 in which those specializations reside. M.Ed. Core class enrollment size is capped to assure quality interaction with faculty and the best possible experience for our students.

To apply, visit, https://www.minotstateu.edu/graduate/future_students/index.shtml (https://www.minotstateu.edu/graduate/future_students/index.shtml/).

Admission Packet Deadlines:

Summer: Domestic Only Applications Accepted-May 15

Fall: Domestic-July 30, International-May 30

Spring: Domestic-Nov. 30; International-Sept. 30

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)

ED 501	Designing and Interpreting Education Research/Quantitative	3
ED 502	Designing and Interpreting Ed Research/Qualitative	3

ED 519	Diversity in a Global Perspective	3
ED 521	Integrating Technology into Teaching and Learning	3
ED 522	Curriculum Design and Assessment	3
ED 535	Models of Teaching and Learning	3
ED 550	Dynamics of Managing Learning	3
ED 595	Capstone Project	1-6
or ED 598	Project and Report	
or ED 599	Thesis	
or ENGL 599	Thesis	
or MATH 595	Capstone Project	
or MATH 598	Action Research Project	
or MATH 599	Thesis	
or BIT 595	MSIS Capstone Project	
or BIT 598	Project	
or ART 598	Professional Exhibition	

Total Hours **22-27**

M.Ed. Core Secondary Mathematics (13 credits)

ED 502	Designing and Interpreting Ed Research/Qualitative	3
ED 519	Diversity in a Global Perspective	3
ED 522	Curriculum Design and Assessment	3
ED 535	Models of Teaching and Learning	3
ED 550	Dynamics of Managing Learning	3

Total Hours **15**

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 and 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 Diversity in a Global Perspective.

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.

Business Concentration (15 SH)

Coordinator: Jan Repnow

BIT 510	Leadership 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. Sophia Rammell

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 and Learning in the M.Ed. Core which has been designated for mind/brain study, and the following Cognitive Science Concentration courses:

Required

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

Electives

SPED 502	-Studies in Autism Spectrum Disorders	
SPED 509	Infant/Toddler Development	
SPED 531	Psychoeducational Aspects of Exceptional Children	
SPED 561	Classroom Management and Positive Behavior Support	
SPED 572	-Methods Of Teaching the Learning Disabled	
ED 530	Development and Strategies for Educators	
ED 540	Reading: Advance Diag and Remed	
ED 541	Clinical Practice Remedial Read	
ED 544	Neurobiology of Communication	
ED 554	Teaching Reading in the Content Areas	
ED 572	Data Driven Instruction	
ED 573	Educational Leadership	
Total Hours		14-16

Curriculum and Instruction Concentration (12 SH)

Coordinator: Dr. Daniel Conn

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. Samuel Stinson

Core		
ENGL 516	Research in Teaching Writing	3
ENGL 536	Enrich Reading in Content Area	3
Electives		
Select from the following:		6
ENGL 525	Topics in Language Arts Pedagogy	
ENGL 535	Topics in Teaching Literature	
ENGL 540	Prof Issues and 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		12

Physical Education Concentration (12 SH)

KIN 510	Sports Leadership and Administration	3
KIN 560	Sports Media and Event Planning	3
KIN 540	Foundations of Sports and Exercise Psychology	3
KIN 555	Sports Law	3
Total Hours		12

Reading Concentration (14 SH)

Coordinator: Dr. Lisa Borden-King

ED 554	Teaching Reading in the Content Areas	2
ED 540	Reading: Advance Diag and 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.		6
ED 598 or ED 599	Project and Report Thesis	2
Total Hours		14

Secondary Mathematics Concentration (18 SH)

Coordinator: Dr. Laurie Geller

M.Ed. Core Secondary Mathematics

ED 502	Designing and Interpreting Ed Research/Qualitative	3
ED 519	Diversity in a Global Perspective	3
ED 522	Curriculum Design and Assessment	3
ED 535	Models of Teaching and Learning	3

ED 550	Dynamics of Managing Learning	3
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Total Hours **15**

Secondary Mathematics Concentration

Take 5 of the following 6 courses: 15

MATH 508	History and Philosophy of Mathematics for Teachers	
MATH 513	Precalculus for Teachers	
MATH 514	Geometry for Teachers	
MATH 521	Probability and Statistics for Teachers	
MATH 565	Calculus for Teachers	
MATH 590	Trends, Methods, and Technology in Mathematics Education	

Take one of the following courses: 3

MATH 595	Capstone Project	
or MATH 598	Action Research Project	
or MATH 599	Thesis	

Total Hours **18**

Special Education Concentration (17 SH)

Coordinator: Dr. Holly Pedersen

Required

SPED 510	Law and Policy in Special Education	3
SPED 531	Psychoeducational Aspects of Exceptional Children	3

Select a minimum of 6 credits from the following: 6-8

SPED 543	Assessment & Methods of Teaching ECSE	
SPED 505	Interdisciplinary Collaboration in Special Education	
SPED 504	Introduction to Services for Young Exceptional Children	
SPED 530	Physical and Medical Needs of Persons with Severe Disabilities	
SPED 561	Classroom Management and Positive Behavior Support	
SPED 563	Family and Community Systems in Early Intervention	
SPED 517	Methods for Mild Disabilities	

Total Hours **12-14**