

Master of Education

Handbook

Health and Physical Education

Teaching and Learning

World Language Instruction



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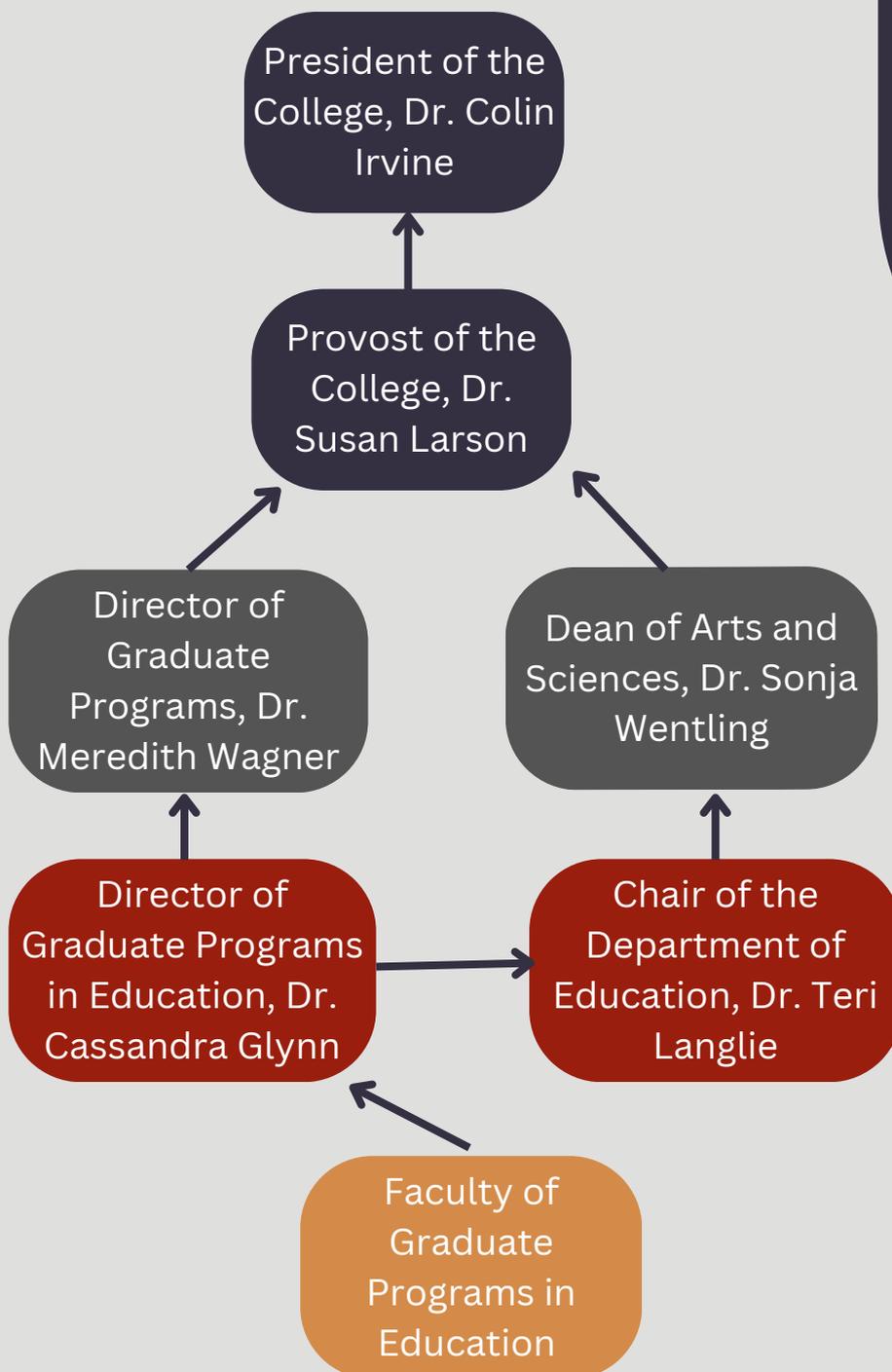


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Organizational Chart

Your main point of contact will be the Director of Graduate Programs in Education.





Concentration in Health and Physical Education



Description of the Program

The Master of Education with a concentration in Health and Physical Education is a fully online program that offers teachers the means to expand their understanding of how students learn and how to apply learning theories to design innovative and equitable lessons, activities, and classroom environments that best serve all students. This program offers 2 pathways: One for teachers already licensed in Health and/or PE and one for students seeking licensure in Health and PE. The concentration coursework is aimed to further develop teachers' skills in teaching Health and Physical Education to children and adolescents. The strong curriculum and experienced faculty will equip students with the knowledge and professional skills needed to stand out as a leader in the classroom.

This program also offers pathways to initial and additional licensure, allowing students to earn an M.Ed. + licensure in Health and/or Physical Education. It is expected that students seeking licensure have completed some of the content necessary; however, foundational coursework is offered at the graduate level to meet content standards for licensure that may be missing from previous coursework. Students will complete a prerequisite form with the director of the program to determine if the foundational courses in Health and PE are needed. These paths to licensure have been approved by PELSB in Minnesota.

This program is fully accredited by the Higher Learning Commission.

Program Goals

- 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 skills-based health education and physical education.

Program Outcomes

- Gain a deeper understanding of student development and contextual influences on student development and learning.
- Develop pedagogical content knowledge to become more purposeful and intentional in their instructional practice as health and physical education teachers.
- Evaluate and apply best practices in assessment.
- Create effective, standards-based instructional materials, activities, and assessments to facilitate skills-based health and physical education experiences for students.
- Evaluate scholarly literature and research and be able to conduct and report on research in their own classrooms and schools.

Coursework

Health/PE

Concentration

**Note: The schedule for coursework will depend on whether you start in summer or fall and on if you are licensure-seeking.*



Core M.Ed. Coursework - 24 credits

- EDUC 600 - Impactful Practices in the Classroom (4 credits)
- EDUC 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- EDUC 604 - Motivating Students via Technology (only for licensed teachers) (2 credits)
- EDUC 612 - Meaningful Assessment Practices (4 credits)
- Health/PE licensed teachers choose one: (4 credits)
 - EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom
 - EDUC 610 - Social and Emotional Elements of Learning
 - EDUC 620 - Critical Pedagogy and Equity
- EDUC 690 - Capstone Seminar (2 credits)
- EDUC 699 - Capstone Credits (4 credits)

Concentration Coursework - 10 credits

- EDUC 641 - Advanced Practices of Health Education - **Spring Semester Only!**
- EDUC 642 - Advanced Practices of Physical Education - **Fall Semester Only!**
- EDUC 624 - Special Topics in Health and Physical Education

Licensure in Health and PE

- EDUC 631 - Foundations in Skill-Based Health Education (4 credits) - **Summer Only!**
- EDUC 632 - Teaching Strategies and Practices in Physical Education (2 credits) - **Summer Only!**
- EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom (4 credits)
- EDUC 620 - Critical Pedagogy and Equity (4 credits)
- EDUC 610 - Social and Elements of Learning (4 credits) - can be taken as graduate credit or transcribed credit on Configio
- EDUC 670 - Clinical I (1 credit)
- EDUC 675 - Clinical II (1 credit)
- EDUC 685 - Student Teaching (4 credits)
- Additional licensure requirements may be necessary and can be met through courses on Configio (Literacy, American Indian Education, Education of the Exceptional Child)



Concentration in Teaching and Learning



Description of the Program

The Master of Education with a concentration in Teaching and Learning is a fully online program that offers teachers the means to expand their understanding of how children learn and how to apply learning theories to design innovative and equitable lessons, activities, and classroom environments to best serve all students. The strong curriculum and experienced faculty will equip students with the knowledge and professional skills needed to stand out as a leader in the classroom.

This program also offers paths to initial and additional licensure, allowing students to earn an M.Ed. + licensure in mathematics, life science, chemistry, communication arts literature, business education, and social studies. It is expected that students seeking licensure have completed most of the content necessary; for example, a student might have a math major, but not math education, or a history major, but not social studies education. Students complete a prerequisite form with the director of the program to determine which content courses are still needed. These paths to licensure have been approved by PELSB in Minnesota.

This program is fully accredited by the Higher Learning Commission.

Program Goals

- 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 to carry out effective instruction in their content area.

Program Outcomes

- Gain a deeper understanding of student development and contextual influences on student development and learning.
- Develop pedagogical content knowledge and become more purposeful and intentional in their instructional practice.
- Evaluate and apply best practices in assessment.
- Create effective, standards-based instructional materials, activities, and assessments for both face-to-face and online learning.
- Evaluate scholarly literature and research, and be able to conduct and report on research in their own classrooms and schools.

Coursework

Teaching and Learning Concentration

(34 Credits)



Summer I - 10 credits

- EDUC 600 - Impactful Practices in the Classroom (4 credits)
- EDUC 604 - Motivating Students via Technology (2 credits)
- EDUC 612 - Meaningful Assessment Practices (4 credits)

Fall and Spring I - 8 credits

- EDUC 610 - Social and Emotional Elements of Learning (4 credits)
- EDUC 620 - Critical Pedagogy and Equity (4 credits)

Summer II - 10 credits

- EDUC 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- EDUC 624 - Special Topics (2 credits)
- EDUC 626 - Effective Approaches to Teaching English Learners in the Classroom (4 credits)

Fall and Spring II - 6 credits

- EDUC 690 - Capstone Seminar (2 credits)
- EDUC 699 - Capstone Credits (4 credits)

Licensure

- EDUC 670 - Clinical I (1 credit)
- EDUC 675 - Clinical II (1 credit)
- EDUC 685 - Student Teaching (4 credits)
- Additional licensure requirements may be necessary and can be met through courses on Configio (Literacy, American Indian Education, Education of the Exceptional Child)

Fall Start Schedule

A fall start is possible, and students will begin with EDUC 600 as the first course, followed by either EDUC 610 or 620 in the spring. In Summer I, students would take EDUC 612, 604, and 626 (10 credits). In Fall II, students would take either EDUC 610 or 620, depending on what they took in Spring I. Finally, students wrap up Spring II with EDUC 602 and work into Summer II on EDUC 690 and 699 to complete their capstone.



World Language Instruction



Description of the Program

The Master of Education in World Language Instruction is an innovative program building on the strengths of the Concordia College undergraduate teacher education program and the pre-collegiate language programs at Concordia Language Villages. This program was the first Master's level program offered at Concordia College and is our flagship program.

Most of the three summer courses take place online. The program gathers for 10 days of intensive in person instruction in Bemidji, Minn., to make use of the Concordia Language Villages that are located there. The rest of the summer work is completed asynchronously and synchronously online. The courses during the academic year are fully online. Students complete courses during two summers and one academic year with the final fall semester spent writing their Master's thesis or professional project and participating in an online seminar.

This program also offers an initial and additional path to licensure in the areas of Spanish, French, German, Chinese, Arabic, Hmong, Somali, and Karen. Students complete a prerequisite form with the director to determine how the content standards have been met through either being a speaker of the language or through undergraduate and/or graduate level language coursework. If there is missing content, the director will work with students to develop a plan for completing the content. All other standards for licensure are embedded in the M.Ed. coursework, allowing students to earn an M.Ed. + licensure in one of the languages listed above. These paths to licensure have been approved by PELSB in Minnesota.

This program is fully accredited by the Higher Learning Commission.

Program Outcomes

Upon completion of this program, graduates are expected to:

- Understand and demonstrate current methodologies in second language instruction
 - Understand and demonstrate immersion teaching principles in the second language classroom
 - Understand and demonstrate appropriate curricular design and instruction practices in content-based learning in the second language classroom
- Understand and demonstrate best practices in assessment in the second language classroom including Integrated Performance Assessments
 - Understand principles of structuring research topics, gathering and using appropriate information, and employing valid statistical techniques in educational research designs
 - Understand and demonstrate design procedures for qualitative and quantitative research in second language teaching and learning
- Critically interpret current research in second language teaching and learning
 - Apply current technology methods and innovations to second language teaching and learning
 - Evaluate modern electronic resources and considers strategies and issues involved in incorporating them in the classroom
 - Demonstrate how technology can be used to deliver and enhance instruction in the second language classroom

Coursework

World Language Instruction

AMLA = Advanced Methodologies of Language Acquisition

Summer I - 10 credits

- AMLA 600 - Immersion Methodologies (4 credits)
- AMLA 604 - Motivating Students via Technology (2 credits)
- AMLA 620 - Assessment in the Language Classroom (4 credits)

Fall and Spring I - 8 credits

- AMLA 610 - Advanced Practices of Effective Language Instruction (4 credits)
- AMLA 612 - Teaching for Intercultural Communicative Competence and Citizenship (4 credits)

Summer II - 10 credits

- AMLA 602 - Introduction to Quantitative and Qualitative Research (4 credits)
- AMLA 622 - Content Based Instruction (4 credits)
- AMLA 624 - Immersive Language and Teaching Experience (2-4 credits)

Fall and Spring II - 6 credits

- AMLA 690 - Capstone Seminar (2 credits)
- AMLA 699 - Capstone Credits (4 credits)

Licensure

- EDUC 670 - Clinical I (1 credit)
- EDUC 675 - Clinical II (1 credit)
- EDUC 685 - Student Teaching (4 credits)
- Additional licensure requirements may be necessary and can be met through courses on Configio (Linguistics, American Indian Education, Education of the Exceptional Child)

Fall Start Schedule

A fall start is possible, but it is not recommended as the foundational courses for the program, AMLA 600 and AMLA 620, are only offered in the summer. Students are most successful when they have taken these courses prior to the Fall I course. If you are seeking licensure, a summer start is the only option. However, we can work with licensed, experienced teachers who may need a fall start.



M.Ed. + Licensure



We are so glad that you want to become a teacher through one of our graduate programs. Our schools need great teachers, and we are confident that you'll leave with the skills to be an effective teacher in your chosen content area! Licensure comes with a few additional requirements and some additional information beyond the Master's coursework. This page is intended to lay out some of that information. Candidates seeking licensure will have varying requirements that are dependent on undergraduate coursework that has already been completed.



Does the coursework meet the requirements for licensure?

- Coursework has been designed to meet Minnesota standards and requirements for licensure in each of our respective programs. If seeking licensure in another state, requirements could vary.
- The Director of Graduate Programs in Education completes a transcript analysis and creates an individual licensure plan for you that accounts for undergraduate coursework already completed and coursework still needed.
- Some of the licensure requirements can be done through Configio in self-paced courses at half the price of graduate coursework. These result in transcribed credit and can be found at this link.



What should I know about clinicals and student teaching?

- Initial licensure will require 100 hours of clinical experience in EDUC 670 and 675. There is an additional fee in 670 for Student Learning and Licensure (portfolio management), where all clinical hours, evaluations, and student teaching materials are stored, and 670, 675, and 685 all contain fees for stipends for cooperating teachers.
- You may complete clinicals and student teaching in your own classroom.
- If you are seeking additional licensure, you will only need EDUC 670 in which you will complete 80 hours of teaching with a consecutive group of students. This counts as student teaching.
- You will work with the Director of Graduate Programs in Education to arrange the clinical experiences. You will also be in touch with Lorelee Meier, who directs field experiences and licensure for the Department of Education.



What else do I need to get licensed?

- You will need to complete the edTPA, a teacher performance assessment that is scored nationally. In order to be able to successfully complete it, you should attend Dr. Teri Langlie's EDUC 488 evening sessions or watch her class recordings.
- When all requirements have been met, please access Lorelee Meier's video about licensure that is on the Graduate and Continuing Studies webpage. This video gives you step-by-step instructions for applying for licensure.

Graduate Programs in Education Policies

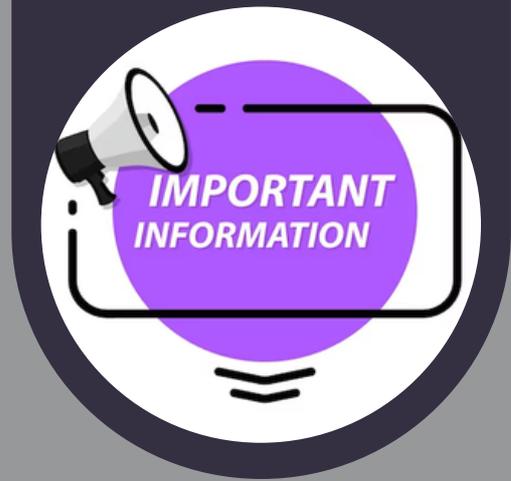
Attendance and Participation

Attending class and being present to participate fully in synchronous class sessions are of utmost importance. Our graduate programs provide opportunities for cohorts to discuss, collaborate, and engage in hands-on work, all of which occurs differently in synchronous class sessions than in asynchronous work.

It is possible that students may need to be absent for back-to-school night, school conferences, professional conferences, or another school event that demands their attendance. There are also occasions when students may be traveling with students or need to miss a session due to a family event or illness. In these cases, students will be required to watch the video recording of the class session and complete a reflection or response as outlined by their instructor. If there are multiple absences, a conversation between the student and instructor will occur.

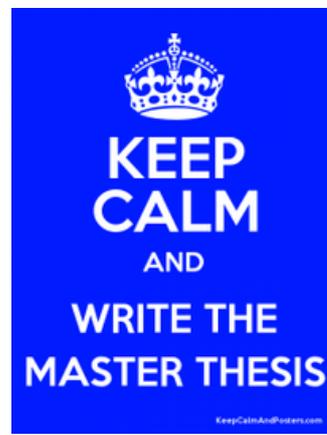
During synchronous sessions, we ask that you turn on your camera and limit distractions. It is important to set aside other technologies, grading, planning, or other tasks while you are in the synchronous session. Your voice and contributions enrich the discussions and class activities; the more you put into class, the more you will get out of it.

We do understand that you may have things going on in your life or other obligations like coaching, a summer job, travel, or family events. It is not the responsibility of the program to adapt to your schedule or to make exceptions for you. Please meet with the Director of Graduate Programs in Education to discuss your situation. It may be necessary to reduce the number of credits you are taking or take a leave of absence for a semester. There are a variety of possibilities and we will discuss options with you.



Finishing Your Degree

The Capstone



Students have two options for the capstone project: A research thesis or a professional project. You will receive a capstone handbook.

Research Thesis: This is an appropriate project for someone who wants to design a study and take an objective stance to examining a topic or issue in education. The thesis is 5 chapters and in many cases, involves human subjects, therefore, will require IRB approval from the college, and possibly, school district.

Professional Project: This is an appropriate project for someone who would like to test the effectiveness of their own teaching by examining a current practice or integrating a new practice. Ultimately, it is a curriculum project and is 6 chapters. IRB approval is not required.

The Process:

- In EDUC/AMLA 602, you will be able to reflect on what you want to study, and you'll write your project proposal.
- EDUC/AMLA 690 is a capstone seminar course designed to support you in starting and implementing your project.
- In the fall, you will be assigned an advisor based on your topic and proposed research design. The director will also assign two committee members. This will be your committee for your defense.
- Your advisor and committee will read chapters 1 and 3 (both capstone options) and your IRB paperwork (thesis). If there are concerns with the design, you'll receive feedback in order to improve it before you implement the study or project.
- You will work with your advisor on drafts of your capstone and data analysis. Communication is key.
- Defenses take place by April 15 for spring graduations and by August 15 for summer graduations.

Links and Contact Information



Director of Graduate Programs in Education:

Dr. Cassandra Glynn
cglynn@cord.edu
(218) 299-3857

Master of Education with a Concentration in Health and Physical Education:

Dr. Kristen Ford
kmford@cord.edu
(218) 299-4510

Faculty in the Master of Education with a Concentration in Teaching and Learning

Faculty in the Master of Education in World Language Instruction

- On our website for each program, there is a link to a student resource page for current graduate students through Cobbernet. This page contains important forms such as the following:
 - Intent to Graduate
 - Master's Cap and Gown Order
 - Academic Leave
 - Withdrawal
- On the student resource page, you can also find contact information for the following offices:
 - Information Technology Services - if you are having issues with Banner, Cobbernet, Moodle, Zoom, or email, contact ITS.
 - Business Office - we are unable to help with billing questions; please contact the Business Office directly.
 - Financial Aid
 - Registrar
 - Center for Holistic Health - please reach out to staff in this office for disability services as well
 - Bookstore

Graduation and Wrapping up Your Program Experience



After you have successfully defended, you are able to walk graduation and be hooded!



The Education Department hosts a reception for the graduates, their families and friends in attendance, faculty in the programs, and advisors and committee members.

We love to celebrate our graduates and hope that you'll plan on coming to graduation!

