

MASTER OF EDUCATION WITH A CONCENTRATION IN HEALTH AND PHYSICAL EDUCATION

Program Overview

The Master of Education with a concentration in Health and Physical Education is designed specifically with working professionals in mind. This fully online program 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 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 paths 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 and Outcomes

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.

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.

Degree Requirements

All course requirements must be completed with at least a grade of B-. An overall GPA in the graduate program must be a 3.0.

All candidates for the degree are required to complete a capstone project in the form of a research thesis or professional project.

Admission Requirements

Information about admission requirements and application materials is available on the Graduate and Continuing Studies website (<https://concordiacontinuingstudies.com/graduate-accelerated-post-bacc/master-education/admission-application/>).

Tuition and Fees

For information on tuition and fees, please visit the Graduate and Continuing Studies website (<https://concordiacontinuingstudies.com/>).

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Requirements

The requirements for a **Master of Education with a concentration in Health & Physical Education** are available below.

Code	Title	Hours
Required Master of Education Coursework		
EDUC 600	Impactful Practices in the Classroom	4
EDUC 602	Introduction to Quantitative and Qualitative Research	4
EDUC 612	Meaningful Assessment Practices	4

EDUC 620	Critical Pedagogy and Equity	4
EDUC 624	Special Topics in Education	2
EDUC 690	Online Seminar	2
EDUC 699	Thesis	4
Required Courses for Health & Physical Education Concentration		
EDUC 604	Motivating Students via Technology ¹	2
EDUC 631	Foundations of Skill-Based Health Education	4
EDUC 632	Teaching Strategies and Practices in Physical Education	2
EDUC 641	Advanced Practices of Health Education	4
EDUC 642	Advanced Practices of Physical Education	4
Additional Courses for Students Seeking Licensure²		
EDUC 670	Clinical Experience Seminar I	1
EDUC 675	Clinical Experience Seminar II	1
EDUC 685	Student Teaching and Teacher Performance Assessment	4

¹ Students who are already licensed in Health and Physical Education will take EDUC 604 along with EDUC 641 and EDUC 642. Students who are seeking initial licensure in Health and Physical Education will take EDUC 613 rather than EDUC 604, and they will also need to take EDUC 632 before taking EDUC 641 or 642. EDUC 631 and EDUC 632 will address the needed technology standards covered in EDUC 604.

² Students seeking licensure will have additional courses to complete, up to 44 credits. Students may need additional professional development credit for licensure depending on their previous coursework and the licensure requirements of content areas.

Courses

EDUC 600 - Impactful Practices in the Classroom, 4 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 602 / AMLA 602 - Introduction to Quantitative and Qualitative Research, 4 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 second language methodologies.

EDUC 604 / AMLA 604 - Motivating Students via Technology, 2 credits.

Students will discuss how technology can be used in the second language classroom to motivate language learners. Through observations and discussions of how technology is used at the Language Villages, students will design a unit of instruction incorporating technology.

EDUC 612 - Meaningful Assessment Practices, 4 credits.

This 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.

EDUC 620 - Critical Pedagogy and Equity, 4 credits.

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 624 - Special Topics in Education, 2 credits.

The topics in this course vary based on trends and needs in the field of education and based on the needs and interests of the cohort.

Repeatable: Yes

EDUC 631 - Foundations of Skill-Based Health Education, 4 credits.

This health education course prepares health educators to teach using a skills-based approach that prepares students for a health literacy. More specifically this course will study the foundational organizations, SPAs, NHES, tools, resources, and individuals or groups that are helping propel health education forward. This course will introduce the overarching aspects to teaching health education in the 21st century and prepare students for the advanced preparation of health education (methods).

EDUC 632 - Teaching Strategies and Practices in Physical Education, 2 credits.

This is an applied course focusing on teaching motor-skill acquisition techniques and strategies in a variety of standards-based activities and sports. Content includes theory, standards-based best practice for the elementary, middle, and secondary level. This course will also cover specific pedagogical and skill content focusing on equipment organization and management, skill progressions, common problems/corrections of basic and intermediate-level skills and tactics, and techniques for providing supportive student feedback.

EDUC 641 - Advanced Practices of Health Education, 4 credits.

This advanced health education course prepares health educators to teach using a skills-based approach that prepares students for a health literacy. More specifically this course will study teaching methods applicable to 21st century health education with emphasis placed on the preparation and presentation of research-based unit and lesson plans for health-related skills and developmentally appropriate and relevant content (5-12). The course provides advanced exposure to curricula, materials and resources, and an opportunity to apply engaging teaching strategies, instruction and student evaluation.

Prerequisites: EDUC 631

EDUC 642 - Advanced Practices of Physical Education, 4 credits.

This advanced physical education course prepares physical educators to teach using a contemporary teaching approach that helps prepare students to be physically literate. More specifically this course will study teaching methods applicable to 21st century physical education with emphasis placed on the preparation and presentation of a research-based unit and lesson plans (K-12). The course provides advanced exposure to curricula, materials and resources, and an opportunity to apply engaging teaching strategies, instruction and student evaluation.

Prerequisites: EDUC 631

EDUC 670 - Clinical Experience Seminar I, 1 credits.

This one credit course can be added on to the fall semester. During this seminar, students will complete 50 hours of clinical experience in a classroom. Students will be placed in the clinical based on the content area they are pursuing for licensure. This seminar is focused on the clinical hours, but students will complete asynchronous modules to gain knowledge about topics that will support their work in the clinical experience. The seminar will also hold several synchronous meetings during the semester in order to check in with students, reflect on the experience, and provide additional support where necessary.

Prerequisites: (AMLA 600 (may be taken concurrently) or EDUC 600 (may be taken concurrently)) and (AMLA 620 (may be taken concurrently) or EDUC 612 (may be taken concurrently)) and (AMLA 604 (may be taken concurrently) or EDUC 604 (may be taken concurrently))

EDUC 675 - Clinical Experience Seminar II, 1 credits.

This one credit course can be added on to the spring semester. During this seminar, students will complete 50 hours of clinical experience in a K-12 classroom specific to their content area. Students will be placed in the clinical based on the content area they are pursuing for licensure. This seminar is intended to build on Clinical Experience Seminar I, and students will be assessed on knowledge and skills that they began to work on in Clinical Experience Seminar I. Asynchronous modules will be completed throughout the clinical experience. The seminar will also hold several synchronous meetings during the semester in order to check in with students, reflect on the experience, and provide additional support where necessary.

Prerequisites: (AMLA 600 or EDUC 600) and (AMLA 620 or EDUC 612) and (AMLA 604 or EDUC 604) and EDUC 670 (may be taken concurrently)

EDUC 680 - Special Topics, 0-4 credits.

Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

Repeatable: Yes

EDUC 685 - Student Teaching and Teacher Performance Assessment, 4 credits.

This course is a comprehensive student teaching experience and prepares students to be able to successfully complete and submit the edTPA, required for Minnesota licensure. Student teaching will take place over the course of 12 weeks, during which time students will develop a unit of study and engage in a case study in one of the classes in which they are teaching. Both of these activities prepare students to plan their instruction, carry out a learning segment, and assess students effectively. Students will be supported in this course as they write and submit their edTPA.

Frequency: *Every Semester*

Prerequisites: EDUC 425 and EDUC 600 and EDUC 604 and EDUC 610 and EDUC 612 and EDUC 620

EDUC 690 - Online Seminar, 2 credits.

Students will participate in an online seminar to work on their thesis with their faculty adviser and to share progress with others who are working on their thesis. Instruction will be provided in online units that will vary according to the students' needs and the topics of the thesis.

EDUC 699 - Thesis, 4 credits.

The thesis will be a written work of publishable quality and will include documentation of literature review and evidence of extensive research to inform the work.