# MASTER OF EDUCATION WITH A CONCENTRATION IN TEACHING AND LEARNING

## Program Overview

The Master of Education with a concentration in Teaching and Learning is designed specifically with working, licensed educators 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 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, health, physical 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 prior coursework form that will be shared with the director of the program to determine if additional content courses 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.
- Develop skills and knowledge in all five areas of the National Board of Professional Teaching Standards.

#### 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, curriculum project, or extended literature review.

## 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/).

## Transfer Credit

Transfer credits are allowed to no more than one-third of the total number of graduate hours required.

Thirty credits are required, so no more than 10 credits can be transferred in to count towards the program.

## Tuition and Fees

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

## Contact Information

**Cassandra L. Glynn, Ph.D.**
Director, Master of Education Programs
Associate Professor of Education
Concordia College
901 8th St. S.
Moorhead, MN 56562
218.299.3857 / email: cglynn@cord.edu

**Teri J. Langlie, Ph.D.**
Chair, Department of Education / Associate Professor of Education
Concordia College
901 8th St. S.
Moorhead, MN 56562
218.299.3622 / email: langlie@cord.edu

**Meredith Wagner, PhD, RDN, LRD, LD, FAND**
Director, Graduate and Post Baccalaureate Education
Concordia College
901 8th St. S.
Moorhead, MN 56562
218.299.3755 / email: mailto:wagner@cord.edu

## Program Requirements

The **Master of Education with a concentration in Teaching and Learning** requires 30 credits distributed among the following six areas (a minimum of 4 credits in each area are required):

- Area 1: General Educational Theory
- Area 2: Learning Theory/Educational Psychology
- Area 3: Planning and Delivering Effective Instruction
- Area 4: Social Foundations of Education
- Area 5: Research
- Area 6: Electives/Concentration

| Code | Title | Hours |
|---|---|---|
| **Required Master of Education Coursework** | | |
| EDUC 600 | Impactful Practices in the Classroom | 4 |
| EDUC 602 | Educational Research | 4 |
| EDUC 612 | Meaningful Assessment Practices | 4 |
| EDUC 690 | Online Seminar | 2 |

| | | |
|---|---|---|
| EDUC 699 | Thesis | 4 |
| **Required Courses for Teaching and Learning Concentration** | | |
| EDUC 604 | Motivating Students via Technology | 2 |
| EDUC 610 | Social & Emotional Elements of Learning | 4 |
| EDUC 620 | Critical Pedagogy and Equity | 4 |
| EDUC 624 | Special Topics in Education | 2 |
| EDUC 626 | Effective Approaches to Teaching English Learners in the Classroom | 4 |
| **Total Hours** | | **34** |

| Code | Title | Hours |
|---|---|---|
| **Additional Courses for Students Seeking Licensure** | | |
| EDUC 670 | Clinical Experience Seminar I | 1 |
| EDUC 675 | Clinical Experience Seminar II | 1 |
| EDUC 676 | Add-on Licensure Clinical | 1 |
| EDUC 685 | Student Teaching and Teacher Performance Assessment | 4 |
| EDUC 3801 | Education of the Exceptional Child | 2 |
| EDUC 3802 | Minoritized Students in Minnesota | 2 |
| EDUC 3803 | Literacy Skills for Secondary Educators | 2 |
| EDUC 6810 | Social and Emotional Elements of Learning | 2 |

The following plan of study outlines the typical sequence of coursework:

| Course | Title | Hours |
|---|---|---|
| **First Year** | | |
| **Summer** | | |
| EDUC 600 | Impactful Practices in the Classroom | 4 |
| EDUC 612 | Meaningful Assessment Practices | 4 |
| EDUC/AMLA 604 | Motivating Students via Technology | 2 |
| | **Hours** | **10** |
| **Fall** | | |
| EDUC 610 | Social & Emotional Elements of Learning | 4 |
| | **Hours** | **4** |
| **Spring** | | |
| EDUC 620 | Critical Pedagogy and Equity | 4 |
| | **Hours** | **4** |
| **Second Year** | | |
| **Summer** | | |
| EDUC 602 | Educational Research | 4 |
| EDUC 624 | Special Topics in Education | 2 |
| EDUC 626 | Effective Approaches to Teaching English Learners in the Classroom | 4 |
| | **Hours** | **10** |
| **Fall** | | |
| EDUC/AMLA 690 | Online Seminar | 2 |
| EDUC/AMLA 699 | Thesis | 4 |
| | **Hours** | **6** |
| **Spring** | | |
| EDUC/AMLA 698 | Continuing Registration [1] | 1 |
| | **Hours** | **1** |
| | **Total Hours** | **35** |

[1] This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirements.

# Course Descriptions

**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 - Educational Research, 4 credits.**
Students will be introduced to the vocabulary, theory, primary principles, methods and techniques of qualitative, quantitative, and mixed methods of inquiry in the education field.. They will also learn about action research in the classroom. Students will read and review a variety of research articles in the field of education, in general, and in their specific content areas.

**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 610 - Social & Emotional Elements of Learning, 4 credits.**
This course focuses on the social and emotional needs of K-12 learners in today's classrooms. Teachers will gain both a deeper understanding of complex emotional and behavioral issues, and a clear sense of how to apply principles of social and emotional learning to students in their own classrooms.

**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 626 - Effective Approaches to Teaching English Learners in the Classroom, 4 credits.**
In this course, students will investigate and evaluate a variety of approaches for supporting English learners such as translanguaging, assessment in both the L1 and L2, phonemic awareness and decoding, acquisition of vocabulary, and explicit versus interactive teaching.

**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 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.