

Education - Master's

Department Information

- **School of Education Head:**
Chris Ray, Ph.D.
- **Department Location:**
School of Education, FLC 210
- **Department Phone:**
(701) 231-7101
- **Department Web Site:**
www.ndsu.edu/ted/ (<http://www.ndsu.edu/ted/>)
- **Application Deadline:**
March 15 for summer admission; July 15 for fall admission; October 15 for spring admission.
- **Credential Offered:**
M.Ed.; M.S.
- **English Proficiency Requirements:**
TOEFL iBT 88, IELTS 6.5, Duolingo 110

The School of Education offers graduate study leading to the Master of Education (M.Ed.) and Master of Science (M.S.) degrees. Graduate majors are offered in the following areas: Curriculum and Instruction, Agricultural Education, English Education, Family and Consumer Sciences Education, History Education, Mathematics Education, Music Education, Science Education, Social Science Education, Whole Child Approaches and Teacher Licensure.

The graduate program in Teacher Education is committed to the further development of educational leaders who are dedicated to educational equity for all persons. The Teacher Education graduate program is aligned with the National Board for Professional Teaching Standards (NBPTS) and Interstate Teacher Assessment and Support Consortium (InTASC) to reflect the importance of applied research and content development of educators. Programs offered in Teacher Education are designed for the practitioner. Students pursuing the M.Ed. will engage in action research as a component of the program. Students are encouraged to work closely with an academic adviser to ensure that personal and professional goals are clear and achievable.

Curriculum and Instruction

The program focuses on further development of teacher leaders. The curriculum includes areas of human development, learning, foundations of education, school curriculum, assessment, and further study in areas of interest. Candidates choosing this option for an M.S. degree must also complete a thesis.

Agricultural Education (<http://catalog.ndsu.edu/past-bulletin-archive/2023-24/programs-study/graduate/agricultural-education/>)

Graduate study in Agricultural Education leads to an M.Ed. or M.S. degrees. Advanced work may involve specialized training in vocational education, extension education, international extension, and agricultural education.

Degree programs are planned cooperatively to meet the needs of individual students. Candidates are encouraged to include supporting work relevant to subject matter areas of interest. Some courses focus on problems related to various phases of Agricultural Education, including secondary, post-secondary, adult, and extension programs. Others emphasize issues common to all service areas in agricultural and extension education. Provision may be made for candidates to include internships in agribusiness, natural resources education, or other aspects of agricultural and extension education in their programs. Candidates should work closely with an adviser.

English Education

Content-focused master's degree program in Teacher Education focus on increasing both pedagogical skills and content expertise. Candidates in these programs complete the four core pedagogical courses listed on the program of study and at least nine credits of master's-level content coursework; the total program of study is typically 33-36 credits. Candidates work with their graduate committee and adviser to identify an appropriate plan of study. This degree plan does not lead to teacher licensure, and candidates are encouraged to work with their advisers if licensure is desired.

Family and Consumer Sciences Education (<http://catalog.ndsu.edu/past-bulletin-archive/2023-24/programs-study/graduate/family-consumer-science-education/>)

Students have the option of pursuing a Master of Education (M.Ed.) or Master of Sciences (M.S.) degree in Family and Consumer Sciences Education. Advanced work may be taken in FCSE, Career and Technical Education, Extension, and curriculum design and development.

History Education

Content-focused master's degree program in Teacher Education focus on increasing both pedagogical skills and content expertise. Candidates in these programs complete the four core pedagogical courses listed on the program of study and at least nine credits of master's-level content coursework; the total program of study is typically 33-36 credits. Candidates work with their graduate committee and adviser to identify an appropriate plan of study. This degree plan does not lead to teacher licensure, and candidates are encouraged to work with their advisers if licensure is desired.

Mathematics Education

Content-focused master's degree program in Teacher Education focus on increasing both pedagogical skills and content expertise. Candidates in these programs complete the four core pedagogical courses listed on the program of study and at least nine credits of master's-level content coursework; the total program of study is typically 33-36 credits. Candidates work with their graduate committee and adviser to identify an appropriate plan of study. This degree plan does not lead to teacher licensure, and candidates are encouraged to work their advisers if licensure is desired.

Music Education (<http://catalog.ndsu.edu/past-bulletin-archive/2023-24/programs-study/graduate/music/>)

The Master of Education (M.Ed.) degree with a Music Education option is a dual program offered collaboratively by the School of Education and the Department of Music. The program is designed to facilitate the needs of currently working music teachers as well as students who wish to continue their education to the master's level after having completed the baccalaureate degree. It is possible to complete the M.Ed. degree in Music Education by attending three consecutive summer sessions, two years in residence during the academic year, or a combination of both. Most courses in the degree program are offered in the late afternoon or evening. Applied study may be in the areas of vocal, instrumental, or conducting. Students electing the choral emphasis will take vocal pedagogy and survey of choral literature. Students electing the instrumental emphasis will take instrumental pedagogy (woodwind, brass, or percussion) and survey of band literature. No thesis is required; rather, students will complete 2 three-credit hour practicum experiences: one in education and one in music. The practica will be agreed upon and planned jointly by the student and his/her adviser(s).

Science Education

This content-focused master's degree program in Teacher Education focuses on increasing both pedagogical skills and content expertise. Candidates in these programs complete the four core pedagogical courses listed on the program of study and at least nine credits of master's-level content coursework; the total program of study is typically 33-36 credits. Candidates work with their graduate committee and adviser to identify an appropriate plan of study. This degree plan does not lead to teacher licensure, and candidates are encouraged to work with their advisers if licensure is desired.

Social Science Education

This content-focused master's degree program in Teacher Education focus on increasing both pedagogical skills and content expertise. Candidates in these programs complete the four core pedagogical courses listed on the program of study and at least nine credits of master's-level content coursework; the total program of study is typically 33-36 credits. Candidates work with their graduate committee and adviser to identify an appropriate plan of study. This degree plan does not lead to teacher licensure, and candidates are encouraged to work with their advisers if licensure is desired.

Whole Child Approaches

The Master's degree in Education with an option in *Whole Child Approaches* integrates education, human development, and health fields to foster holistic approaches to student-centered learning. The program prepares elementary and secondary educators to engage families and communities in creating positive and healthy school climates that promote student wellness and academic achievement. Graduates will be prepared to implement the Whole School, Whole Community, Whole Child model to advance K-12 students' social, emotional, physical, and cognitive development through evidence-based practices.

Teacher Licensure

The Teacher Licensure option allows candidates with a degree in teachable major to complete professional education coursework to earn teacher licensure. The program is aligned with North Dakota (ND) teacher licensure options but transfers well to other states. Additional content coursework may be needed to meet licensure requirements and will be evaluated upon entry to the program. The Praxis Core Academic Skills

exam is required for full admission to the program. Contact the Teacher Education program for a transcript evaluation to determine a plan of study.

The Teacher Licensure programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and are approved by the ND Education Standards and Practices Board. Changes in national and state legislation, standards, or rules can affect academic program requirements.

Qualified students may apply for admission to graduate programs in the School of Education leading to Master of Education (M.Ed.) or Master of Science (M.S.) degrees.

In addition to the Graduate School's required application materials, the program requires submission of a statement of career goals consistent with the five propositions of the National Board of Professional Teaching Standards (NBPTS) (<http://www.nbpts.org/>), as well as reasons for applying to the program. The School of Education reserves the right to obtain additional information about the student's professional competence from qualified professionals.

Requirements for the **Teacher Licensure** option:

1. Hold a bachelor's degree in a content area related to a teaching major offered at NDSU, including the following: biology, chemistry, earth science, English, French, health, history, mathematics, music, physics, or Spanish. If you hold a different major, consult with program faculty for additional information.
2. Compose a 400-500 word original essay that answers the following questions:
 - a. What are your reasons for applying to the Teacher Licensure program?
 - b. How do your 20 hours working with youth support your decision to apply to the Teacher Licensure program?
3. Pass the Praxis Core Academic Skills exam, meeting ND cut scores in reading, writing and math.
4. Complete 20 hours working with youth. Verification forms are provided in the application system.

Admission is considered only after all required application materials have been received and reviewed. Where appropriate, all international student requirements must be met.

Admission decisions are based upon the predicted success of the applicant as a student and professional in the chosen field and are made only after considering all available data. A student must meet all requirements for full admission.

Financial Assistance

Graduate assistantships are available in the School of Education. Applications are considered on the basis of scholarship, potential to undertake advanced study and research, and financial need. Students must be accepted into the Graduate School before they are eligible for an assistantship.

Master's programs within the School of Education require a minimum of 30 semester credits (minimums vary by academic program). The Master of Science (M.S.) degree requires a disquisition. The Master of Education (M.Ed.) degree is a non-disquisition, practitioner-oriented degree. Programs vary on requiring a written comprehensive exam or a portfolio/oral.

Teacher Education Required Courses

Code	Title	Credits
Required Courses		12
EDUC 750	Reflective Practice and Research in Education	
EDUC 751	Students and Their Learning	
EDUC 752	Curriculum Design and Delivery	
EDUC 753	Managing/ and Monitoring Learning	
Major/Concentration		18
Practicum (M.Ed.) or Thesis (M.S.)		3-6
EDUC 794 or EDUC 798	Practicum/Internship (or) Master's Thesis	
Total Credits		33-36

Teacher Licensure Option

Code	Title	Credits
EDUC 651P	Instructional Planning, Methods and Assessment	3
EDUC 661	Introduction to Special Education	3

EDUC 681P	Classroom Practice/Methods of Teaching I (Some content areas require an additional special methods course, EDUC 682)	3
EDUC 685P	Student Teaching Seminar	1
EDUC 686	Classroom Management for Diverse Learners	3
EDUC 689	Teaching Students of Diverse Backgrounds	3
EDUC 724	Advanced Educational Psychology	3
Practicum		
EDUC 687P	Student Teaching	9
EDUC 688P	Applied Student Teaching	3
Total Credits		31

WHOLE CHILD OPTION

Code	Title	Credits
Required Courses		18
HNES 645	Organization and Administration of Coordinated School Health Programs	
HNES 737	School-wide Physical Activity Promotion	
EDUC 751	Students and Their Learning	
EDUC 790	Graduate Seminar (two 3-credit courses)	
EDUC 794	Practicum/Internship	
Focused Electives		12
CNED 712	Counseling Across the Lifespan	
CNED 728	Guidance Administration and Consulting	
CNED 729	Professional K-12 School Counseling	
CNED 890	Graduate Seminar	
EDUC 712	Social, Cultural and Political Dimensions of Schools	
EDUC 724	Advanced Educational Psychology	
EDUC 755	Exceptional Learners in the Secondary School Classroom	
SOC 610	Social Inequality	
Total Credits		30

Computer Science Education Option

Code	Title	Credits
Education Core		12
EDUC 750	Reflective Practice and Research in Education	
EDUC 751	Students and Their Learning	
EDUC 752	Curriculum Design and Delivery	
EDUC 753	Managing/ and Monitoring Learning	
Computer Science Core		12
CSCI 641	Introduction to Computer Science Education	
CSCI 642	Problem Solving in Computer Science Education	
CSCI 643	Introduction to Computer Programming (Introduction to Computer Programming, pending)	
CSCI 644	Data Structures and Algorithms (Data Structures and Algorithms, pending)	
Focused Electives		6
Students must also choose two of the following:		
CSCI 605	Principles of Cybersecurity (Principles in Cyber Security, pending)	
CSCI 650	Cloud Computing	
CSCI 713	Software Development Processes	
CSCI 773	Foundations of the Digital Enterprise	
Capstone Experience		3

EDUC 794

Practicum/Internship (or)

Total Credits**33**

Core Faculty

Mari Borr, Ph.D.

University of North Dakota, 2005

Research Interests: Qualitative Research, Family and Consumer Science Education, Adolescent Development, Experiential Learning, and Professional Development Evaluation

Joe Deutsch, Ph.D.

North Dakota State University, 2007

Research Interests: Physical Education Teacher Education, Youth Sport Coaching

Brandon Foye, Ed.D.

Boston University, 2022

Research Interests: Physical Education Teacher Education, Online Physical Education

Jeanette Hoffman, Ed.D.

University of St. Thomas, 2006

Research Interests: Multicultural education, Social justice education, Assessing student learning

Jenny Linker, Ph.D.

University of Illinois Urbana-Champaign, 2011

Research Interests: Comprehensive School Physical Activity Programs, Physical Education Teacher Preparation

Larry Napoleon, Ph.D.

The Pennsylvania State University-University Park, 2009

Research Interests: Student Options and Retention, Career and Technical Education, Historically Disenfranchised Learners, African-American History

James M. Nyachwaya, Ph.D.

University of Minnesota, 2012

Research Interests: High School And College Students' Conceptual Understanding of the Particulate Nature of Matter, Pre-Service And In-Service Teachers' Pedagogical Content Knowledge (PCK) of Chemistry/Science

Amber O'Shea, Ed.D.

University of Nebraska, 2020

Kim Overton, Ph.D.

North Dakota State University, 2008

Justin Pieterick, M.S.

Minnesota State University Moorhead, 2016

Research Interests: Health Education, Teacher Preparation

Florin Salajan, Ed.D.

Columbia University, 2007

Research Interests: Areas Of Expertise: Interactive Learning Technologies; Educational Technology Effectiveness For Teaching And Learning; Generational Attitudes Toward Learning Technologies; Comparative E-Learning; European Higher Education Policies; International Education

Teresa Shume, Ph.D.

University of North Dakota, 2013

Research Interests: Place-based Environmental Education, Socio-Scientific Issues, Ecojustice Theory and Practice, Systems Thinking, Content-Area Language Instruction

Bradford N. Strand, Ph.D.

University of New Mexico, 1988

Research Interests: Physical Education Curriculum and Instruction, Fitness Education, Sport Sociology

Justin J. Wageman, Ph.D.

University of North Dakota, 1999

Research Interests: Standards, Curriculum, Instruction, Assessment, Professional Development and Evaluation

Associate Faculty

Ashley Baggett, History Education

Warren Christensen, Physics/STEM Education

Stacy Duffield, Reading/Literacy

Mila Kryjevskaia, Physics/STEM Education

Adam Marx, Agricultural Education

Lisa Montplaisir, Biology/STEM Education

Brooke Thiel, Agricultural Education

Warren Olfert, Music Education

Michael Weber, Music Education