

M.A. IN EDUCATION K-12

Overview

The M.A. in Education K–12 programs are designed for K–12 classroom teachers and focus on educators’ expanding leadership roles and responsibilities in a rapidly changing educational environment. Students are provided an opportunity to reflect, engage in systematic inquiry, and collaborate in a supportive environment. Learning associated with standards, goals, and outcomes is assessed in part through the use of professional portfolios.

Accreditation

Bethel’s graduate teacher education degree programs are accredited by the Minnesota Professional Education Licensing and Standards Board (PELSB: formerly called Minnesota Board of Teaching) which has approved Bethel’s Graduate education programs leading to initial and add-on licenses in various K–12, 9-12 and 5-12 content areas; initial and add-on licenses in various special education disability areas; as well as an add-on license in Teacher Coordinator of Work-based Learning.

Program Design

- Courses are offered sequentially throughout the calendar year, including the summer months.
- Courses are generally taken one at a time.

Delivery format:

The Education K–12 major requires completion of all core courses and one concentration. All core courses are taken online. Some courses include synchronous components. Students have the option of selecting an online, face-to-face, or hybrid concentration from one of the following:

- Educational Leadership Concentration—hybrid (one face-to-face course and two online courses)
- International Baccalaureate Certificate in Teaching and Learning—online
- Special Education Concentration—hybrid or online
- Teacher Coordinator of Work-based Learning License—online
- Custom Concentration

Admission Requirements

The M.A. degree program in Education K–12 will consider applicants who:

- Meet the general requirements (<http://catalog.bethel.edu/graduate/admission/admission-requirements/>) for admission to the Graduate School.
- Submit an official transcript (U.S. schools) or NACES or AICE evaluation (international schools) showing an earned baccalaureate or higher degree from a regionally accredited (or internationally recognized as equivalent) institution and official transcripts or NACES or AICE evaluations from all graduate schools attended.
- Have earned a GPA of 3.0 or higher on a 4.0 scale on the highest degree completed.
- Submit two professional *Admission References*.
- Submit a written *Statement of Purpose*.
- Interview with the program director.
- Submit a copy of current or most recent state or internationally recognized teaching license at the elementary, secondary, or K–12 (or equivalent) level.
- Have completed a minimum of one year of teaching experience.
- Submit a current resume.

Students who have not achieved the minimum GPA, grade standards, or other assessment criteria may still apply to be considered for provisional acceptance. See *Admission Categories*.

Degree Requirements

M.A. in Education K–12

The required curriculum for the M.A. in Education K–12 comprises a 33–34 semester credit sequence of courses, including 24 semester credits of core courses and nine to ten credits in one concentration.

Code	Title	Credits
TEAC 606	Teacher as Leader *	3
TEAC 610	Content Research in Practice	2
TEAC 616	Improving Instruction	3
TEAC 635	Applied Classroom Assessment	3
TEAC 730	Introduction to Differentiation and Responsive Teaching	3
TEAC 731	Responsive Pedagogy for English Language Learners	3
TEAC 732	Culturally Responsive Instruction	3
TEAC 756	Preparing to Write the Thesis *	1
TEAC 790	Thesis Writing Studio *	3
Select one concentration from the Concentrations section.		9-10
Total Credits		33-34

* Course must be taken for credit at Bethel.

M.A. in Education K-12 Concentrations

Educational Leadership

The three courses in this concentrations are doctoral level. Doctoral-level credit is earned and doctoral-level tuition is charged. The student will discuss with the Ed.D. Enrollment Counselor course options that will best match the student's goals.

Code	Title	Credits
Select 9 credits from the following:		
EDUC 800	Historical, Cultural, and Philosophical Issues Impacting School Administration	3
EDUC 805	Principles of Organizational Leadership	3
EDUC 810	Curriculum and Instructional Management and Student Development	3
EDUC 819	Meeting the Needs of All Stakeholders	3
EDUC 825	Leading in a Complex and Pluralistic Society	3
EDUC 830	Administration of Essential Educational Programs	3
EDUC 835	Measurement and Assessment	3
EDUC 840	Operations and Personnel Administration	3
EDUC 855	Administrators as Agents of Change	3
EDUC 860	Legal Issues in School Administration	3
EDUC 865	Resource Management in K-12 Education	3
Total Credits		9

International Baccalaureate Certificate in Teaching and Learning

Code	Title	Credits
EDUC 771	Curriculum Processes	3
EDUC 772	Assessment and Learning	3
EDUC 773	Teaching and Learning	3
EDUC 774	Capstone	1
Total Credits		10

Special Education

Code	Title	Credits
Select 9-10 credits from the following		
SPED 600	Characteristics of Mild-Moderate Disabilities	3
SPED 601	Characteristics of ASD	3
SPED 604	Child & Adolescent Psychopathology	3
SPED 607	Foundations of Developmental and Cognitive Disabilities/ Intellectual Disabilities	3
SPED 620	Reading Foundations	3
SPED 631	Responsive Instruction, Intervention, and Assessment	3
SPED 641	Introduction to Behavioral Methods & Mental Health for Mild to Moderate Special Needs	3
SPED 780	Student Teaching - Academic Behavior Strategist * ‡	4
EDUC 751	Special Education Student Teaching Seminar *	3
Total Credits		9-10

* These courses are for BA Special Education Studies graduates who are seeking initial license only.

‡ Pre-Reqs can be waived as long as students have successfully completed the BA in SPED Studies program

Teacher Coordinator of Work-Based Learning License

Code	Title	Credits
EDUC 705	History and Advancement of Work-Based Learning	3
EDUC 707	Designing School-Based Instruction for Work-Based Learning	3
EDUC 709	Implementing and Monitoring Work-Based Learning	3
Total Credits		9

Custom Concentration

At times the program director is able to build a customized concentration for students. This may include courses from multiple concentrations and/or transfer work from other institutions