



## Master of Education in Educational Practice 36 Credits – Online Graduate Program

Centenary University is pleased to announce a unique and innovative online graduate program: The Master of Education in Educational Practice. The program is specifically designed to meet the distinctive needs of the contemporary K-12 school teacher – preparing them to address the challenges of the 21<sup>st</sup> century classroom. The M.Ed in Educational Practice program is comprised of twelve courses, totaling 36 credits. Understanding the busy lives of professional educators, Centenary University has scheduled the M.Ed in Educational Practice to coordinate with the public school calendar.

Your learning outcomes are achieved through course work and learning experiences that are cohort based. As a member of a cohort, you will work with teachers in a collaborative way. Courses are designed around authentic project based activities, action research, and reflective practices. Each course has activities, strategies, and techniques that are immediately applicable to your classroom. As a result, you will be able to comfortably achieve your personal professional goals in a flexible, convenient, and practical online environment.

You will join in a cohort of students and progress through the program together. All classes are online, asynchronous and accelerated, providing you with the flexibility to juggle the demands of teaching, extra-curricular responsibilities, mandated professional development, and family life.

You will also be provided with a friendly introduction to online learning, your fellow cohort members, and your instructor prior to the beginning of the first course. You may be surprised to learn how easy and how much fun it is to learn online.



**Program Features :**

- Designed using best practices in online adult education for practicing teachers.
- Online classes which allow you to work at times and places convenient to your schedule.
- Cohort model, where the same group of students progress through the entire program together.
- Accelerated, eight-week courses, scheduled to fit within the K-12 school calendar.

**Program Advantages:**

- Project-based activities, techniques, and strategies that you can immediately use in your classroom
- Small classes that strongly emphasize participation, interaction, and practical application in your classroom
- Highly relevant, accessible, and efficient program
- Highly qualified faculty
- Unsurpassed student service
- Opportunity to complete your degree no matter where you live, whatever hours you work, how often you travel or relocate
- Complete 100% of your education via the Internet, including all administration, registration, and book purchasing
- Tuition costs may be partially tax-deductible

**Admission Requirements:**

- Completed application
- Bachelors degree
- Official transcripts from all colleges and universities attended
- Minimum undergraduate GPA of 3.0
- Must be a certified, currently employed teacher in an Elementary, Middle, or High School setting (a copy of your Certification or Certificate of Eligibility with Advanced Standing will be required)
- No GRE/GMAT required
- Students must achieve a grade of "B" or higher in each course. Students who do not achieve a "B" or higher in each course shall be dropped from the program. *(See the Centenary University course Catalog for details.)*

## Technological Requirements:

### PC Platform

- 700 MHz or faster
- Windows 2000, XP Home, or XP Pro
- 512 MB RAM (1 GB recommended)
- Broadband (cable or DSL) preferred
- Internet connection and Web browser (Internet Explorer 6.0 or later, Netscape 7.0 or later, or Firefox 2.0 or later with Java support)
- Microsoft Office Suite or the ability to save files in Microsoft Word or rich text format
- RealPlayer 8.0 Basic or later.
- Flash

### MAC Platform

- 700 MHz or faster
- Mac OS X
- 512 MB RAM (1 GB recommended)
- Broadband (cable or DSL) preferred
- Internet connection and Web browser (Firefox 2.0, Safari 2, or Netscape 7.0 or later with Java support)
- RealPlayer 8.0 Basic or later
- Microsoft Office Suite or the ability to save files in Microsoft Word or rich text format
- Flash

## Program Requirements:

Students are required to successfully complete the following program of study comprised of twelve courses, totaling 36 credits:

GED 621	A Prologue to Contemporary Educational Practice	3 credits
GED 622	Collaborative Teaching Concepts	3 credits
GED 623	Assessment and Evaluation: Relevant Instructional Design Models	3 credits
GED 624	Teachers as Change Agents and Educational Researchers	3 credits
GED 625	Contemporary Curriculum Design and Development	3 credits
GED 626	Educational Technology Integration Strategies	3 credits
GED 627	Action Research Based Thesis Proposal	3 credits
GED 629	Applications of Contemporary Educational Practice	3 credits
GED 633	The Art and Science of Teaching & Learning: Brain Compatible Practices for the Elementary Classroom	3 credits
GED 634	Innovative Approaches to Literacy Instruction	3 credits
GED 636	Inquiry Instruction in the Classroom	3 credits
GED 638	Action Research Based Thesis Implementation	3 credits

## Course Descriptions:

Technology will be effectively integrated within the program experience through Internet-based discussion forums, e-mail, video conferencing and other appropriate online applications. Ultimately, this experience will serve to provide instruction and educational leadership that will best align to the critical needs of the 21<sup>st</sup> century learner.

### **GED 621 A Prologue to Contemporary Educational Practice**

3 credits

This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will further develop and apply their understanding of teaching strategies that will serve to maximize the potential of each student through learning models that are specifically organized around content, competencies, communication, collaboration, and connectivity.

Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the classroom.

### **GED 622 Collaborative Teaching Concepts**

3 credits

The role of the professional educator is changing and collaboration is becoming an increasingly more important component. The course addresses the purpose and scope of co-teaching situations, examines several of the collaborative models that educators engage in, and explores the interpersonal and communicative skills inherent in effective collaboration. This is about general education teachers, special education teachers, and special education support personnel working together in a classroom to meet the needs of diverse learners. Topics covered in this course include various collaboration models, inclusive practices, technology support for students with special needs, working with paraprofessionals, and administrative support for inclusion practices. This course prepares teachers to meet the challenges of the current educational climate in which collaborative teaching is a common occurrence, as well as challenging them to develop solutions to common collaborative teaching concerns.

### **GED 623 Assessment and Evaluation: Relevant Instructional Design Models** 3 credits

This course is designed to introduce the concepts of student assessment and evaluation, and their importance in the field of education. The course provides a theoretical and practical foundation for teachers with emphasis on the relationship among assessment, teaching, and learning, and the implications for standards-based classroom instruction.

Students will become knowledgeable as to current trends in assessment, types of assessments and their characteristics and uses, the testing program in New Jersey, analyzing and using assessment data, developing performance objectives outcomes and assessment plans to evaluate lessons and student learning, and developing a classroom-based assessment program and grading/record-keeping system. The course takes an in-depth look at authentic assessment in the context of learning theory, effective educational practices, and the constructivist classroom. In addition, students will be able to better understand and apply their knowledge of ISTE, NCTM, NCTE, NJCCCS and other important standards of learning.

- GED 624 Teachers as Change Agents and Educational Researchers** 3 credits  
This course is designed to introduce the concepts of different types of research and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the relationship among leadership; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective instruction and further enhance their ability to serve as effective teacher leaders in the Information Age. Course objectives will be organized within three specific areas of study: teacher leadership, action research, and effective instruction in a standards-based model.
- GED 625 Curriculum Design and Development** 3 credits  
This course examines the nature and development of curriculum, assessment procedures and strategies within a contemporary context. Models for curriculum design will include critical thinking, cooperative learning, constructivist instructional strategies, and brain-based concepts. Performance based tasks and assessments will be an additional focus. Issues relating to 21<sup>st</sup> century learning environments that include relevance and rigor within the context of authentic intellectual work will be addressed. Students will develop a personal view of how to develop curriculum in the twenty-first century using appropriate research methods.
- GED 626 Educational Technology Integration Strategies** 3 credits  
This course serves to increase the individual awareness and competencies of teachers and educational leaders as it relates to the seamless integration of technology. The essential characteristics of the 21<sup>st</sup> century learner and learning environment provide the rationale of the need for effective technology integration strategies. Students are provided the opportunity to use state of the art educational technologies, such as online 3D MUVE (multi-user virtual environments) or simulations, and Web-based e-learning technology applications within their professional practice. **Specific functionalities of these innovative technologies will be utilized within an authentic and practical instructional context.**
- GED 627 Action Research Based Thesis Proposal** 3 credits  
This course serves as a pre-requisite to the school based research project and thesis. Students will examine current research on educational change, qualitative, quantitative, and technological methodologies in school-based action research, and various school improvement and change models. Students will learn how to evaluate school programs for continuous improvement, including curricular and instructional practices, professional development, athletics, co-curricular, technology, support services, and community involvement. Students will extend and reinforce their knowledge, skills, and competencies related to professional and educational practice through identification and preliminary research of an authentic school-based problem, which will be developed and completed during the implementation and thesis segment of the program.

**GED 629 Applications of Contemporary Educational Practice** 3 credits

**Prerequisite: *A Prologue to Educational Practice***

This course supports the constructivist philosophy of student-centered instruction and relevant, meaningful learning. Students will continue to develop and apply their understanding of teaching strategies that will serve to maximize the potential of each child through learning models that are specifically organized around elementary level content, competencies, communication, collaboration, and connectivity.

Each student will be required to design a thematic, interdisciplinary instructional model organized around a global issue that demonstrates how such important issues can be used to define meaningful, worthwhile, and effective learning contexts that address the achievement of core curriculum content standards and meet the needs of a diverse group of learners in the elementary classroom.

**GED 633 The Art and Science of Teaching & Learning** 3 credits

**Brain Compatible Practices for the Elementary Classroom**

The art and science of teaching is addressed in this course within the context of brain compatible learning environments and strategies at the elementary level. The recent research on learning and the human brain is translated into effective classroom practices and strategies that will serve to meet the needs of all of our young learners. This course provides students with information and practical applications that are supported by extensive research on developmental learning. The biology of readiness, critical and sensitive windows for learning, nutrition and the development of memory space will be addressed and linked to effective instructional practices in the classroom.

**GED 634 Innovative Approaches to Literacy Instruction** 3 credits

This course approaches literacy instruction by examining literacy from the cognitive, affective and sociocultural perspectives. This course introduces participants to the latest research on reading and writing instruction. Participants will discover answers to questions and issues relating to readiness, phonological awareness, metacognition, comprehension and critical literacy skills. An in-depth review of five critical factors (phonemic awareness, phonics instruction, vocabulary instruction, fluency instruction, and comprehension strategies) will be provided.

Strategies in reading instruction in elementary classrooms and in content areas will be emphasized throughout this program. Students will also gain additional knowledge and competencies in the critical area of information literacy. Specifically, they will discover ways to help elementary age children locate relevant information in an efficient manner, understand and evaluate information and use the information. Clear communication of that information will be emphasized.

**GED 636 Inquiry Instruction in the Classroom**

3 credits

In science, inquiry refers to “the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.” (National Research Council. 1996. National science education standards.) Once the domain of the science and mathematics disciplines, inquiry-based instruction can also refer to the diverse ways that any discipline can be explored. In this course, you investigate the use of inquiry-based techniques in many curricular and instructional areas. You will explore ideas, issues, and practices in an inquiry-based classroom. As a result of this course, you will be able to apply your knowledge to your own classroom activities by analyzing and evaluating activities, and developing activities and assessments, describing inquiry-based methods to your colleagues, investigating the use of inquiry-based techniques with special needs populations, and recognizing that inquiry-based learning occurs outside as well as inside the classroom.

**GED 638 Action Research Based Thesis Implementation**

3 credits

This course is designed to introduce the concepts of research, specifically applied research/action research, and their importance in the field of education. The course will provide a theoretical and practical foundation for teachers with emphasis on the research; action research; teaching and learning; and their implications for classroom instruction. Students will gain further insight into characteristics of effective research, and further enhance their ability to serve as effective teacher researchers in the Information Age. Models of research that best serve teacher practitioners will be examined and applied. Students will complete a research project within the context of their professional working environment. The emphasis of the project is the improvement of student achievement. The research projects will be supported with a thesis that describes the various chapters of the specific research project.