



Master of Education in Educational Practice 30 Credits – Online Graduate Program

The Master of Education in Educational Practice program is specifically designed to meet the distinctive needs of the contemporary K-12 schoolteacher – preparing them to address the challenges of the 21st century classroom. The M.Ed in Educational Practice program is comprised of 12 courses, of which you take 10, totaling 30 credits. There are 8 required courses and 4 elective courses from which you choose 2. Courses are offered online in 8-week sessions.

During the program, you also have the opportunity, if you choose, of earning your NJ Teacher Leader Endorsement. The New Jersey Teacher Leader Endorsement gives teachers leadership opportunities within the school such as serving as instructional coaches, new-hire mentors, or team leaders; leading professional development, designing and developing curriculum, and planning community or family events. There is also a pathway to earn a supervisor certificate if you so desire with only two additional courses beyond the 30 credits.

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, extracurricular responsibilities, mandated professional development, and family life.

You will also be provided with a friendly introduction to the program, your fellow cohort members, and your instructor prior to the beginning of the first course.



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 8-week courses.
- Opportunity to complete in 2 ½ years or less.
- Pathway to supervisor certificate with two additional classes beyond the M.Ed

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 whether you relocate
- Complete 100% of your education online, including all administration, registration, and book purchasing
- Tuition costs may be partially tax-deductible

Admission Requirements:

- Completed application
- Bachelor's 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.*)

Additional Requirements for those pursuing the Teacher Leader Endorsement (required by program end)

- Minimum GPA: Candidates must earn a B or higher in all courses.
- Evaluation letter: Candidates must have earned at least two annual summative ratings of effective or highly effective during the 3 most recent years
- 4 years of teaching experience

Program Requirements:

Students are required to successfully complete the following program of study comprised of twelve courses selecting 10, totaling 30 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 631**	Strategic Literacy Instruction PreK - 12	3 credits
GED 633**	The Art and Science of Teaching & Learning: Brain Compatible Practices for the Elementary Classroom	3 credits
GED 636**	Inquiry Instruction in the Classroom	3 credits
GED 638	Action Research Based Thesis Implementation	3 credits

*Courses required for Teacher Leader Endorsement

**Elective courses: Choose Two

Course Descriptions:

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 child through learning models that are specifically organized around specific content and competencies, communication, collaboration, and connectivity. This course will require students to work both individually and collaboratively to research, examine, articulate, debate, and identify the essential criteria for exemplary contemporary teaching practices. The learning experience will be organized around an authentic performance task that will allow students to analyze the impact of families, cultures, and communities on schools and learning. This overarching task will require students to work both individually and collaboratively in the development of a foundation grant application that, in the end, will serve to promote collaboration with family and community members to expand opportunities for authentic student learning.

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 and challenges 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 regarding 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, Common Core State Standards (CCSS), 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 change and action research and their importance in the field of education. The experience will provide a theoretical and practical foundation for contemporary educators with emphasis on the relationship among leadership, action research, pedagogy, and the implications for student learning. Students will gain additional insight into the characteristics of effective instruction and further enhance their ability to serve as exemplary teacher leaders in the Information Age. The overall learning experience is organized around an authentic performance task that allows students to demonstrate the extent of their knowledge and skills relevant to applied research and complex change. This overarching task will require students to work both individually and collaboratively on a research prospectus that will address an issue and serve to improve the performance of the school community within a critical area. The action plan will be presented in a multimedia format and supported by a summary. This course is meant as an overview of the action research process and its components. It serves as a foundation for later courses in which students will write an individual action research proposal and carry it out.

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 21st-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 21st 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 related to the seamless integration of technology. The essential characteristics of the 21st-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 prerequisite to the school- or classroom-based action research project in GED638. Students will examine current research on educational change; qualitative, quantitative, and technological methodologies in school or classroom-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 activities, 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 action research of an authentic school- or classroom-based problem, which will be developed and completed during the implementation segment of the program.

- GED 629 Applications of Contemporary Educational Practice** 3 credits
Prerequisite: *A Prologue to Educational Practice*
Students will continue to develop and apply their understanding of teaching techniques that will serve to maximize the potential of each child through the most contemporary research-based best practices. Students will research and explore the constructivist learning strategy of Project Based Learning (PBL) and collectively uncover the variety of nuances it has to offer in contrast to traditional teacher-centered approaches.
- GED 631 Strategic Literacy Instruction PreK - 12** 3 credits
This course provides participants with a deep dive into best practices in literacy instruction for PreK - 12 classrooms. Participants will explore topics that impact literacy development from cognitive, affective, and sociocultural perspectives. The course is grounded in current research and critical theoretical underpinnings that guide best practices. Participants will review strategic actions that support research-based components of effective literacy instruction and apply these components to classroom practice using the gradual release of responsibility.

Participants will learn effective techniques to develop strategic readers within the general education and content area settings. They will learn about the importance of a critical approach to literacy instruction and will also gain additional knowledge and competencies in the area of information literacy.
- 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 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, students will investigate the use of inquiry-based techniques in many curricular and instructional areas. Students will explore ideas, issues, and practices in an inquiry-based classroom. As a result of this course, students will be able to apply their knowledge to their own classroom activities by analyzing and evaluating activities, developing activities and assessments, describing inquiry-based methods to 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
In this course, students will carry out their classroom-based action research project that was developed in GED627 using what they have learned about educational change; qualitative, quantitative, and technological methodologies in school- or classroom-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 activities, 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 action research of an authentic classroom-based problem.