

Master of Education

PROGRAM OBJECTIVE

The Master of Education program addresses the teacher in the context of the classroom, and the greater educational community in regard to school-wide reform, teacher growth and teacher leadership.

The program threads meaningful inquiry throughout a course of study that focuses on instructional practice. This approach of practice-rooted instruction culminates in a capstone project that demonstrates a deep understanding of both the core learning from the program as well as an area of practical, yet scholarly, emphasis.

PROGRAM PHILOSOPHY

The philosophy of this program is "inquiry as a stance" (Cochran-Smith & Lytle, 1999); a linked theory-practice dimension that informs— curriculum, instruction, student experience and even policy.

As such, inquiry addresses and incorporates classroom-based and learner-centered knowledge in three ways. These domains are described by Cochran-Smith & Lytle as "knowledge for practice, knowledge in practice and knowledge of practice." Thus, this structure suggests that inquiry be threaded throughout this teacher course of study to mastery.

This approach encourages the development of practice-rooted questions as a way of entering into a learner-centered model of professional development as well as generating meaningful knowledge about teaching.



The College of New Jersey

For application and program information, visit:

www.tcnj.edu/~graduate/regional.html

Or call:

Office of Graduate Studies
The College of New Jersey
Phone: 609-771-2300
graduate@tcnj.edu

Quality and excellence have been the tradition at TCNJ since its founding in 1855 as the first teaching training school in New Jersey (and the ninth in the nation). Today, TCNJ's campus is located in Ewing, between Trenton and Princeton. The RTC courses have been fully approved by the faculty and administration of TCNJ, and may be utilized as elective credits in various graduate degree programs. The College of New Jersey is accredited by the Middle States Association of Colleges and Schools.

The RTC/TCNJ Difference

Better than online

- Meaningful activities: no busy work

Better than lectures & tests

- Intellectually stimulating: interactive and fun

Better than once a week classes

- A compressed schedule: we value your time

Better because you decide

- Numerous locations: choose one to suit you



The College of New Jersey

in partnership with



A 30-credit graduate degree program with a concentration in instruction for licensed P-12 classroom practitioners offered throughout New Jersey



For further information call RTC at (800) 433-4740 or visit www.theRTC.net



The College of New Jersey and Regional Training Center do not discriminate according to gender, race, religion, or sexual orientation.

Master of Education
with the RTC difference in New Jersey

Program Outline

REQUIRED INSTRUCTIONAL CORE COURSES (Four 3-credit courses)

The core courses provide a framework and foundation for effective teaching practices which enhance student achievement in a learning community

- **EDPD 570: Differentiated Instruction**

This course provides a framework to design effective instruction for all students using differentiated instruction (DI). Course instruction includes modeling of DI principles and strategies, including tiered assignments, flexible grouping, compacting, complex thinking, problem solving, individual contracts, and interest groups.

- **EDPD 548: Styles of Teaching:
Personality Type in the Classroom**

Personality type in the classroom focuses on the need to address style differences in perception, conceptualization, and decision making as applied to a learning environment.

- **EDPD 560: Brain-Based Teaching and Learning**

Explore current research in cognitive science and its application to the K-12 classroom. The focus is on how the brain processes information through the senses, memory, and development of the self-concept.

- **EDPD 542: Assessment Techniques:
Assessing for Student Learning**

Authentic assessment offers varied alternatives to measure how well (and how much) students learn of what is being taught, as well as the effectiveness of those various assessments. Assessment is seen as "checking for growth," which benefits both teacher and student.

REQUIRED CLASSROOM ACTION RESEARCH (Three 3-credit courses)

With her/his advisor, the candidate will determine the topic, body of research, research techniques, applied research strategies and the writing/recording of the capstone project. This activity, which will run through the candidate's term of matriculation, is conducted in three stages:

EDUC 510: Exploration of Classroom Inquiry

EDUC 601: Modes of Inquiry and Research

EDUC 602/700: Inquiry in Practice

...and choose a focus in ONE of these three areas of emphasis:

TEACHING STRATEGIES OPTION (Three 3-credit courses)

EDPD 545: Expanding Student Thinking in the Classroom

EDPD 547: Integrating Essential Skills into the Curriculum

EDPD 549: Teaching and Learning Through Multiple Intelligences; **OR**

EDPD 567: Multiple Intelligence Strategies

DIVERSITY OPTION (Three 3-credit courses)

EDPD 546: Teaching for Success in the Multicultural Classroom

EDPD 555: Skills and Strategies for Inclusion and Disability Awareness

EDPD 561: The Cooperative Classroom

CLASSROOM CLIMATE & MANAGEMENT OPTION (Three of the following four 3-credit courses)

EDPD 544: Increasing Student Responsibility and Self Discipline in Learning Communities

EDPD 550: Dealing with AD/HD - Type Behavior in the Classroom

EDPD 565: Cooperative Discipline

EDPD 561: The Cooperative Classroom

ADMISSION REQUIREMENTS

Candidates for admission must:

- hold an appropriate Bachelor's degree from an accredited institution with at least a B (3.0) undergraduate grade point average;
- have teaching certification;
- have received an acceptable score on the Graduate Record Examination (GRE)*;
- complete the application and essay;
- pay the application fee;
- submit all official undergraduate [and any graduate] transcripts;
- provide a professional resume
- provide two professional recommendations

**Those holding a Masters degree are exempt.*



Program utilizes Regional Training Center-distributed courses.

PLEASE NOTE: Due to the coherent nature of this program, no courses other than those offered by TCNJ and RTC as part of this program may count toward fulfillment of its requirements.