



The Master of Education in Teacher Leadership (M.Ed.) Course Description Sheet

Donna Jorgensen, Chairperson, Teacher Education, Education Hall, 856-256-4736, teachered@rowan.edu

Gina M. Gondos, M.Ed. Academic Advisor, Education Hall, 856-256-4792, gondos@rowan.edu

Program Goals

The M.Ed. degree program has three goals:

- To develop teacher leaders who practice teaching skills aligned with the NBPTS 's Five Core Propositions (see Guiding Principles),
- To develop teacher expertise in a content area of choice, and
- To empower teachers to assume leadership roles within their schools and districts.

The M.Ed. program is designed for teachers who desire to develop and hone their leadership skills and who wish to remain in the classroom. The program approaches leadership from the perspectives of exemplary teaching, continuous learning for all, a need to balance change with stability and the importance of peaceful existence in a diverse community of learners. To that end, teachers will enhance their abilities to lead not only in their classrooms, but also in the school at large by working with curriculum, becoming mentor/master teachers, developing new programs, and through a variety of other activities that improve schooling for all children.

Guiding Principles

The following Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and three additional Principles identified by College of Education faculty provide the focus for the master's program.

NBPTS Propositions

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from their experience.
5. Teachers are members of learning communities.

Rowan Program Principles

6. Teachers account for the needs of culturally, linguistically, and cognitively diverse learners.
7. Teachers are change agents, teacher leaders, and partners with colleagues.
8. Teachers use technology to facilitate student learning and their own professional development.

Course of Study

The Master's in Education degree requires a total of 33-36 s.h. The program consists of three components: the Core COGS classes (which also stand alone as the Teaching and Learning Certificate of Graduate Study), the Content COGS classes (which are any other College of Education-approved COGS) and then the Program Exit. (See below.)

Core COGS Classes 18 s.h.

LDTC 18.510	Applied Theories of Learning 3 s.h.
ELEM 02.511	Learning Community Classrooms 3 s.h.
READ 30.566	Researching Classroom Practice 3 s.h.
EDST 24.624	Educational Change 3 s.h.
CURR 29.580	Fundamentals of Curriculum Development 3 s.h.
ELEM 02.550	Analysis of Classroom Teacher Behavior 3 s.h.

Content COGS Classes 15-18 s.h.

The requirement is satisfied by completing any COGS (Certificate of Graduate Study) approved by the M.Ed. program. Consult the College of Education for a complete list and CPCE for a those Content COGS offered in a non-traditional mode of delivery.

Note: If students hold National Board certification, two courses in the Teaching and Learning COGS will be waived.

Program Exit

Program exit includes successful completion of all required coursework as well as a Professional Synthesis Portfolio (which includes an Action Research Project) and a Teacher Leadership Presentation. The M.Ed. does not require a thesis.

M.Ed. Core Course Descriptions

ELEM 02.511: (3 s.h.) Learning Community Classrooms

This course focuses on identifying the characteristics of a learning community classroom, the propensities of learning community teachers, and the stages of group development in establishing a learning community. Course activities include study of personal planning, implementing, and reflecting strategies for establishing a learning community classroom.

M.Ed. Core Course Descriptions Continued

ELEM 02.550: (3 s.h.) Analysis of Classroom Teacher Behavior

Through a review of the literature and self-analysis, students will examine relationships between teacher personality characteristics, classroom processes, and pupil achievement. All students will have opportunities to identify variables which research reveals as significantly correlated with pupil growth. Ample opportunity will be provided for students to develop expertise in the use of a low-inference, relatively objective, and highly reliable system of analyzing classroom interaction. This course may not be offered annually.

READ 30.566: (3 s.h.) Researching Classroom Practice

This course will provide opportunities for students to read and analyze various types of research for the purposes of improving practice. Students will focus on action research by designing a project that includes selecting the issue, determining the data to be collected, data analysis and interpretation, and change of teaching and learning behavior.

EDST 24.624: (3 s.h.) Educational Change

To assume leadership roles and to become change agents in their respective schools, teachers will analyze the influences, trends, social and political forces that generate and impact educational change at varying levels, i.e., at the classroom, school, community, state, and national levels. They will develop knowledge of the stages of systemic educational change and strategies to achieve and sustain momentum for change.

CURR 29.580: (3 s.h.) Fundamentals of Curriculum Development

This course provides background in goals, objectives, assumptions, values, issues, and theory related to modern curriculum. Topics include learning and curriculum, the nature and structure of knowledge and curriculum design, criteria for staff, lay advisers, committees, and consultants for the purpose of curriculum planning. This is a basic course which is a prerequisite for further study in curriculum.

LDTC 18.510: (3 s.h.) Applied Theories of Learning

Educators will develop and articulate their own theories of learning after examining carefully and critically the prevalently existing and competing theories of learning. The study of motivation and its effect on learning including the use of rewards and incentives will be covered as well.

For M.Ed. Content COGS Course Descriptions, please see the appropriate Detail Sheet at www.rowan.edu/cpce. (Click on "Academic Services" and then the appropriate program).

Helpful Rowan Contact Information

Sheri K. Rodriguez

CPCE Administrative Advisor (Provides assistance from initial inquiry to matriculation)
Phone: 856-256-4708 Email: rodriguez@rowan.edu

Gina M. Gondos

M.Ed. Academic Advisor (Provides academic assistance after initial registration to graduation clearance)
Phone: 856-256-4792 Email: gondos@rowan.edu

CPCE Email: cpceacademicservices@rowan.edu

(For general questions)

CPCE Website: www.rowan.edu/cpce

(Check here for program updates and handouts.)

CPCE Schedules and Registration Deadlines:

www.rowan.edu/cpceschedules

CPCE Course Tally Listing:

www.rowan.edu/cpcecoursesearch (Check here for course details each term including day/time offered, textbook information and any pre-reqs or restrictions.)

Registrar's Office

Registration/Official Transcripts/Course Override Forms
Phone: 856-256-4350 Email: registrar@rowan.edu

Bursar's Office

Payment/Tuition/Fees/Billing
Phone: 856-256-4150 Email: bursar@rowan.edu

Financial Aid Office

Aid/FAFSA/Scholarships
Phone: 856-256-4250 Email: financialaid@rowan.edu

Course Catalog

Rowan program & course descriptions are listed in the appropriate course catalog at www.rowan.edu/catalogs.

**Excerpted from the Rowan University Graduate Catalog, 2007-2008, with updates provided by CPCE*

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