

Master of Education *+ Teacher Certification*

**Invest in the success of the next generation.
Become a teacher or advance your teaching career.**

Franklin Pierce University's Master of Education (M.Ed.) program offers several options for those who have a bachelor's degree and have never taught, as well as for those who are already certified and want to take their career to the next level.

Graduates of the Master of Education program at Franklin Pierce are prepared to be caring and supportive teachers in a standards-based environment that stresses accountability and excellence. The program is solidly based on "best practices" research that integrates the most current knowledge of technology, state and federal standards, multiple ways of learning, alternative assessment, reflective practice and more.

Students can earn a Master of Education degree or Master of Education degree with certification or Teacher Certification only in the following areas:

- ◆ Elementary Education (K-8)
- ◆ Middle/Secondary Education in Biology (7-12), English (5-12) or Social Studies (5-12)
- ◆ General Special Education with Learning Disabilities (K-12)
- ◆ General Special Education with Emotional/Behavioral Disabilities (K-12)
- ◆ Curriculum and Instruction Program (M.Ed. only)

For more information, contact the College of Graduate & Professional Studies at 1.800.325.1090 or e-mail cgps@franklinpierce.edu



MASTER OF EDUCATION

Program Objectives

All phases of the M.Ed. Programs are built around “Best Practices” research and Action Based Learning in an effort to foster an understanding of the implications of the No Child Left Behind Act and to help meet the challenges set forth in the Act.

The M.Ed. degree program thoroughly grounds students in research based practice and action based research methodology.

Upon successful completion of the program (and Teacher Certification) a graduate will have:

- A thorough understanding of the implications of No Child Left Behind and the practical implementation of “Best Practices” including, but not limited to technology initiatives, accountability, state and national standards, research-based assessment practices, including alternative assessment such as Portfolio and e-Portfolio, reflective practice, Action-Based Learning, Action and Collaborative Action Research, Self-Determination Research, Multiple Intelligences Theory, Differentiated Learning, and the guiding principles of “Understanding by Design” (UBD).
- An understanding of the complexity and implications of what it means to afford real equal educational opportunities for successful teaching, learning, and technology in a democratic society.
- The skills to become “action-based learners” and reflective practitioners in their field of study in order to help all students achieve success.
- An understanding of the importance of assessment, evaluation and subsequent improvement.
- An understanding of the importance of the characteristics of self-determination-Autonomy, Self-regulation, Psychological Empowerment, and Self-realization (Wehmeyer, 1995) in a teaching and learning environment in order to initiate or collaborate with others to effect positive school change.
- The oral, written, and technology skills essential for effective communication with colleagues, supervisors, students, and the community, especially within the context of teaching and learning environments.
- Opportunities for state certification.
- An understanding of the connection between the Portfolio Process and reflective practice.
- Knowledge of what it means to be a caring, supportive teacher and leader in a standards-based environment which stresses accountability and excellence.

M.Ed. and Teacher Certification Programs of Study

Students may apply to either the M.Ed. Program, Teacher Certification Program, or both in any of the following areas:

Elementary (K-8) M.Ed.

Degree and Certification	48 credits
M.Ed. Only	42 credits
Certification Only	44 credits

Secondary Social Studies (5-12) and Secondary Biology (7-12)

M.Ed. Degree and Certification	40 credits
M.Ed. Only	34 credits
Certification Only	36 credits

Secondary English (5-12)

M.Ed. Degree and Certification	43 credits
M.Ed. Only	37 credits
Certification Only	39 credits

General Special Education with Learning Disabilities (LD) (K-12)

M.Ed. Degree and Certification	39 credits
M.Ed. Only	33 credits
Certification Only	35 credits

General Special Education with Emotional / Behavioral Disabilities (EBD) (K-12)

M.Ed. Degree and Certification	39 credits
M.Ed. Only	33 credits
Certification Only	35 credits

Curriculum & Instruction (M.Ed. only)

33/34 credits

Double Certification

Students interested in combining Elementary (or Secondary) Certification with General Special Education with Learning Disabilities or Emotional/Behavioral Disabilities may do so by indicating that in the application process. Students must also specify whether the M.Ed. degree will be in the area of Elementary, Secondary or Special Education. Once accepted, students will need to complete an e-Portfolio in each certification area as they progress through their coursework, take all applicable coursework in each area and take ED565 in order to student teach/intern in each area. Questions should be forwarded to the Director of Graduate Teacher Education Programs.

Information accurate at time of printing. Please see the full Academic Catalog on our web site for complete program description and course information. Franklin Pierce University reserves the right to change academic programs, policies, regulations, fees and calendars without notice.
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