

# MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION NATIONAL BOARD for PROFESSIONAL TEACHING STANDARDS CERTIFICATION PATHWAY

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## OVERVIEW

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Teachers pursuing the Master of Education in Curriculum and Instruction at Gannon University may simultaneously prepare for National Board for Professional Teaching Standards (NBPTS) Certification.

Gannon University hosts one of four Pennsylvania Centers for Teaching Excellence, each of which supports teachers and counselors who are pursuing National Board for Professional Teaching Standards Certification. Gannon University is in the process of aligning the M. Ed. in Curriculum and Instruction with the National Board for Professional Teaching Standards. The core courses in the M. Ed. in Curriculum and Instruction provide a strong foundation for the pedagogical, curricular, analytical and reflective skills needed for National Board for Professional Teaching Standards Certification.

The National Board for Professional Teaching Standards Pathway provides support and guided learning for National Board candidates in preparing their portfolio entries, and studying for their certificate area examinations.

Students who wish to pursue National Board Certification as part of the M.Ed. in Curriculum and Instruction must talk to the Director of the Center for Teaching Excellence as part of the admission and advising process so that they can take the proper course sequence and meet all program requirements.

Students must be in at least the spring of their third year of full-time teaching before they take the first NBPTS Pathway course. Teachers are eligible for formal application and admission to the National Board for Professional Teaching Standards after completing their third year of teaching. All requirements of National Board for Professional Teaching Standards Certification, including successful submission of the portfolio and passing the certificate area examinations, must be met in order to attain National Board for Professional Teaching Standards Certification. Successful completion of the M.Ed. in Curriculum and Instruction NBPTS Pathway does not guarantee National Board Certification.

## ADMISSION REQUIREMENTS

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- A completed application for admission including three letters of recommendation.
- Final, official transcripts showing completion of a Bachelor's degree from a regionally accredited college or university with a cumulative grade point average of at least 3.0 on a 4.0 scale.
- Teacher Certification
- Teachers must be in their third year of teaching experience before they enroll in the NBPTS pathway electives.
- Evidence by previous academic record that the applicant has the general ability and preparation necessary to pursue graduate study successfully.

## **CURRICULUM REQUIREMENTS**

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This program requires the student to take 25 credits of core courses and 6 credits of electives which focus around preparation for National Board Certification.

### **MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION**

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GEDU 503	Educational Leadership (3 Credits)
GEDU 505	Classroom Discipline (3 Credits)
GEDU 601	Educational Research Methods (3 Credits)
GEDU 621	School Curriculum (3 Credits)
GEDU 603	Current Issues in Education (3 Credits)
GEDU 637	Learning Theory (3 Credits)
GEDU 604	Educational Testing and Measurements (3 Credits)
GEDU 650	Advanced Educational Computing (3 Credits Online)
GEDU 602	Portfolio (1 Credit)

### **COGNATES FOR THE NATIONAL BOARD for PROFESSIONAL TEACHER STANDARDS CERTIFICATION**

The NBPTS Pathway Courses should be taken in the following sequence, unless otherwise approved by the student's advisor:

GEDU 605	NBPTS Candidate Preparation I (3 required credits)
GEDU 608	NBPTS Candidate Preparation III (3 required credits)

This course sequence completes the requirements for the M.Ed.

**Total credits for M.Ed. Curriculum and Instruction                    31**

## **COURSE DESCRIPTIONS**

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### **GEDU 503 Educational Leadership (3 credits)**

This course studies models of leadership, issues dealing with human development, communications, culture, change management, developing leadership capacity, and assessment of leadership.

### **GEDU 505 Classroom Discipline (3 credits)**

This course is a study of major educational disciplines, theory, and practical applications for teachers as they use their knowledge and skills for effective classroom discipline.

### **GEDU 601 Educational Research Methods (3 credits)**

This course examines research techniques, interpreting research reports, employing data analysis procedures and applying statistical techniques to further investigation.

### **GEDU 621 School Curriculum (3 credits)**

This course examines the theory, history, purposes, and evolution of curriculum. Knowledge, understanding, and the skills necessary to analyze and generate school curriculum and to take a leadership role in curricular changes are emphasized.

### **GEDU 603 Current Issues in Education (3 credits)**

This course provides the opportunity for graduate students to explore current education topics in depth.

### **GEDU 637 Learning Theory (3 credits)**

This course examines human learning processes, the nature, and kinds of learning, factors that influence learning, and major learning theories.

**GEDU 604 Educational Testing and Measurements (3 credits)**

This course explores the various statistics and assessments that teachers utilize in the classroom.

**GEDU 650 Advanced Educational Computing (3 credits)**

This course will focus on the assessment and planning stages of the instructional design process. Students will engage in applied learning activities which stress the use of computer productivity tools for text/data processing, making presentations, and technology assessment and planning. This course has an online component that requires students to have computer and Internet access.

**GEDU 602 Portfolio (1 credit)**

The final development, presentation, and evaluation of the portfolio project

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**GEDU 605 NBPTS Candidate Preparation I (3 credits) (Required for NBPTS Pathway)**

This course is designed to provide support in the spring or summer as teachers begin their work toward National Board portfolio submission the following spring. This course is a foundation for understanding the National Board concept of master teaching. Students will explore the 5 Core Propositions and how their content area specific National Board Standards relate to the Propositions. Students will also define the three different writing requirements (Descriptive, Analytic, and Reflective) for the National Board process and analyze and critique writing as practice. It is expected that students will apply the three writing styles in their drafts of Portfolio Entry 4: Documented Accomplishments.

**GEDU 608 NBPTS Candidate Preparation III (3 credits) (Required for NBPTS Pathway)**

This course is designed to provide continuing support in the fall as National Board candidates complete their National Board portfolio entries for submission the next spring. Students will explore the decision making process in order to analyze their entry choices in relation to the NBPTS Standards and their practice of master teaching. They will also set personal goal calendars and are expected to prepare classroom-based portfolio entries to analyze, self-score, and share. Submitting completed portfolios to NBPTS is a final course requirement.

(11/08)

**Office of Graduate Admissions**

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