



Woodmont
College

WOODMONT COLLEGE

MA in Education - STEM Concentration

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Program Description:

Looking to make a difference in the next generation? An MA in Education with a STEM focus is a great place to start. STEM teachers are positioned to make the most profound impact on society by instructing future technology innovators. At Woodmont College, you master the skills and knowledge of today's instructional methods to be that inspiring teacher. Study and learn to apply the most advanced teaching pedagogies to build your dream classroom. Gain the confidence to motivate and educate tomorrow's leaders.

Who Will Benefit

- Creative educators seeking to enhance student learning through innovative methodologies
- Current STEM teachers who seek to advance in their profession
- Individuals seeking to transition into the education field
- Recent graduates of undergraduate education programs seeking to continue their professional development
- Technology professionals who would like to educate students in their areas of expertise

Program Details:

- Semester Start: January 2024
- Duration: Approximately 2 years
- Program requirements: 33 credits, including a 6-credit Capstone project
- Tuition: \$500 per course, total tuition \$5,500 (\$10,175 to be covered by Title funded grants.)
 - For educators working in Manhattan, Brooklyn, Queens, the Bronx, and Staten Island.
 - Teachers who teach outside of this geographic area are welcome to apply, but are not eligible for the scholarship above and will have to pay the full tuition of \$15,675.
- Admissions requirements: Accredited Bachelor's degree, minimum GPA of 3.0, Statement of Purpose



The Woodmont College Online Advantage

Woodmont College offers top notch accredited 100% online degree options in an ethical and values-based environment. Study at your convenience and master core concepts and cutting edge skills necessary in today's competitive job market. Learn with expert instructors and engage with a cohort of like-minded peers in a cohesive, innovative milieu that nurtures potential into reality.

- Cutting edge collaborative learning and support
- Immersive synergetic online environment
- Top faculty
- Personalized academic and career guidance
- Hybrid model- Both synchronous and asynchronous instruction





What You'll Learn:

Program Outcomes:

Students will be able to:

1. Implement current pedagogies and methods for teaching science, engineering, and mathematics education
2. Analyze student learning to develop rich learning experiences
3. Use educational technology to enhance instruction and assessment
4. Research methods and analyze data to develop new practical approaches to education
5. Design and deliver curricula to maximize student achievement, while aligning with state standards
6. Develop an ethical approach to teaching that helps build a sensitive and respectful classroom culture





Course Descriptions: **Education Core (12 credits)**

EDUC 501: Foundations of Learning and Implications for Teaching (3):

Required Foundation course, pre-requisite for all other courses

Examine theories and philosophies of how students learn and relate them to current educational aims and practices. Strengthen your own philosophy about education and thoughtfully implement it in your own classrooms.

EDUC 520: Curriculum Theory and Design (3):

Identify, study, and apply curriculum design models across learning environments to meet learning objectives, state standards, and student needs. Practically apply curriculum planning, development, implementation, and evaluation within the classroom. Describe and analyze your own instructional planning, teaching practice, and learning environment. Use state standards to design learning activities, assessments, and scoring guides that will prioritize learning based on the curriculum.

EDUC 531: Assessment and Evaluation of Student Achievement (3):

(Pre-requisite: EDUC 520)

Analyze the role of assessment in curricula to determine authentic assessments. Develop and build assessments using measurement methods and through data-driven decision-making. Explore the different types of assessments and their use for guiding curricular decisions, differentiating instruction, fostering student achievement, and improving teacher performance. Investigate the importance of reliable assessments through fair grading practices, rubrics, portfolios, and student feedback. Master education technology tools as means for assessment alternatives.

EDUC 532: Methods and Strategies for Effective Instruction (3):

(Pre-requisite: EDUC 520)

Examine instructional trends that engage students in learning through instruction or learning strategies such as graphic organizers, class-wide peer tutoring, paraphrasing, station rotations, and the Socratic Seminar. Excel in the active learning methodology and practice using technology and multimedia as part of instruction. Describe and reflect on your instructional planning, teaching practice, and learning environment. Peer review other participants' reflections.



STEM Concentration (9 credits):

EDUC 601 Teaching to STEM (3):

Research philosophy, perspectives and pedagogy that make STEM learning successful. Discover and discuss the different methodologies and engagements necessary for truly integrated STEM learning. Incorporate technology and engineering tools, practices, and standards that contribute to K-12 Science, Technology, Engineering, and Mathematics (STEM) education in your curriculum.

EDUC 611: Technology in the Classroom (3):

Investigate the theoretical underpinnings of the field of Educational Technology. Study current methods and research projects in effect, as well as future trends, as technology in learning evolves as a practice. Learn how to use technology as an effective learning tool and leave equipped with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom.

EDUC 622: Developing Innovators and Driving Innovation (3):

(Pre-requisite: EDUC 601)

Design content-based integrated STEM curricula with appropriate assessments. Specialize in developing innovation capabilities in your students by fostering scientific and mathematical thinking and practices, and exploring discovery skills such as associating, questioning, observing, networking, and experimenting. Learn how to create a culture of innovation and provide learning opportunities that promote perseverance, encourage curiosity, and ignite intrinsic motivation.

Research (3)

EDUC 630: Research methods (3):

Interpret and compare qualitative, quantitative, mixed methods, and action research studies. Evaluate the quality and value of different research methodologies. Apply statistical procedures conducted in educational research and program evaluation through both qualitative and quantitative techniques. Use experimental, quasi-experimental, and non-experimental designs to determine the best solutions to educational problems and issues. Study components of research papers such as ethics in educational research, the development of a research question, an annotated bibliography, a literature review, statistical techniques, causation, validity and reliability, and testing and assessments relevant to educational settings.



Ethics (3)

EDUC 540: Ethics in Education (3): *(Asynchronous)*

Study Jewish sources for a theoretical and practical understanding of Jewish ethics concerning education and the role of the educator. Consider how particular philosophical ideas inform educational values, and how they might be articulated in your own ethical teaching practice. Apply fundamental moral principles in the Jewish faith to create a classroom culture of respect and sensitivity.

Project/Internship (6):

EDUC 700: Student Teaching and Capstone Project (6):

(Final course of the program)

Execute a solution to a research-based STEM Education issue in formal or informal educational settings. Review self-selected theoretical literature and their relevant pedagogical strategies to design an appropriate curriculum. Include in the curriculum effective instructional practices and assessment methods studied in the program. Implement the curricula in a school classroom or other educational setting, allowing for at least two observations by a supervisor. Maintain a portfolio with artifacts such as resources, strategies, assessments, and other related items. Submit a report that includes the research, design and development process, implementation, and evaluation of the curriculum as a STEM teaching practice.



Academic Calendar:

SEMESTER	COURSE SCHEDULE
Spring Semester A YR1 (8-weeks) <i>Jan-March 2024</i> 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/3, 3/10	EDU501 Foundations of Learning and Implications for Teaching
Spring Semester B YR1 (8-weeks) <i>March – May 2024</i> 3/17, 3/31, 4/7, 4/14, 5/5, 5/12, 5/19, 5/26	EDU 520 Curriculum Theory and Design
Summer Semester YR1 (8-weeks) <i>June – August 2024</i> 6/16, 6/23, 6/30, 7/7, 7/14, 7/21, 7/28, 8/4	EDU 531 Assessment and Evaluation of Student Achievement
<i>August 11, 2024 – Sep 6, 2024</i>	Summer Break
Fall Semester A YR1 (8 weeks) <i>September – November 2024</i> 9/8, 9/15, 9/22, 9/29, 10/6, 10/27, 11/3, 11/10	EDU 532 Methods and Strategies for Effective Instruction
Fall Semester B YR1 (8-weeks) <i>Nov 2024-January 2025</i> 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 1/5/25, 1/12/25	EDU 601 Teaching to STEM
YR2 – Asynchronous course This course may be taken at any point during Year 2	EDUC 540: Ethics in Education
Spring Semester A YR2 (8 weeks) <i>January – March 2025</i> 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2, 3/9	EDU 611 Technology in the Classroom
Spring Semester B YR2 (8 weeks) <i>March – May 2025</i> 3/16, 3/23, 3/30, 4/27, 5/4, 5/11, 5/18, 5/25	EDU 622 Developing Innovators and Driving Innovation



Summer Semester YR2 (8 weeks) <i>June - July 2025</i> 6/6, 6/15, 6/22, 6/29, 7/6, 7/13, 7/20, 7/27	EDU 630 Research methods
August 1, 2025 – September 5, 2025	Summer Break
Fall Semester A YR2 (8 weeks) <i>September - November 2025</i> 9/7, 9/14, 9/21, 10/19, 10/26, 11/2, 11/9, 11/16	EDU 700 (PT1) Student Teaching and Capstone Project
Fall Semester B YR2 (8 weeks) 11/23, 11/30, 12/7, 12/14, 12/28, 1/4, 1/11, 1/18	EDU 700 (PT2) Student Teaching and Capstone Project
Graduation	February 15, 2026

Please note: Vacations are scheduled for Tishrei Yamim Tovim and Pesach, as well as a three-week summer break, to accommodate the needs of the student body.

EDUC 540: Ethics in Education is an asynchronous course that must be taken during the second year of the program. Students can choose when to take the course during the allotted timeframe.



FAQ's

Q: What degree will I be earning?

A: A Master of Arts (MA) in Education with a concentration in STEM education

Q: What will I be studying?

A: You will be learning the different components of education that will help you create engaging, dynamic, rich learning experiences for your STEM students.

Q: How many courses are included the program?

A: 9 courses, plus a capstone project, totaling 33 credits.

Q: What is involved in the courses?

A: Participate in synchronous online classes, course readings, writing papers, completing assignments, participation in discussion forums, and periodic exams.

Q: What is the capstone project?

A: The capstone is where you get to apply everything you learned in the program by implementing, in a real classroom, a solution to an educational problem you researched.

Q: How do I access the courses and do my work?

A: All courses and coursework will be accessed online via Woodmont College's student learning platform.

Q: How long will the program take?

A: Each course will be given in an 8 week semester. Total program time is 6 semesters over 2 years.

Q: Is there a specific schedule when classes take place?

A: Yes, courses must be taken in a specific sequence. The academic calendar will be set to 8 week semesters taking into account the Jewish calendar.

Start Date: January 21, 2024

Q: What is the attendance policy?

A: Each student is allowed one excused absence per course.

- To be counted as "present", students must have their cameras on for the entirety of each session.



Q: What are the admission requirements?

A: Applicants must submit a legal photo ID, documentation of an undergraduate degree with a minimum of a 3.0 GPA, and a statement of purpose.

Q: Where can I find the application?

A: Apply online at Woodmontcollege.edu.

Q: Is there any transfer credit option?

A: No, this is a cohort based program and all participants must take all courses together.

Q: Are there advisors available to guide students?

A: Yes, Woodmont College offers individualized academic advisement and guidance throughout the program. Our focus is on the specific needs and circumstances of each individual student.

Q: Does this degree lead to New York State Teacher Certification?

A: No, this program does not lead to licensure.

Q: How much does it cost?

A: For New York City educators, a special scholarship lowers students' tuition to \$500 per 3-credit course. Tuition for the program will cost \$5,500.

- Total program tuition, not including administrative fees & course texts, is \$5,500. There is a Professional Development scholarship of \$10,175 that will be funded with federal Title funds, for New York City educators.
- For educators who do not teach in the 5 boroughs of New York City, tuition is \$475 a credit. Tuition for the program will cost \$15,675.

Q: Does Woodmont College help graduates with employment?

A: Yes, Woodmont College provides personal career guidance with concrete support for graduating students. Woodmont College does not guarantee employment.