Master of Education Program

602. Online Teaching for the Online Learner

Online Teaching for the Online Learner examines the conditions necessary for an effective online or blended learning environment. Registrants will explore issues of teacher and student ethics, including acceptable use, digital citizenship, legal issues with online education, confidentiality procedures/protocols, copyright, academic honesty, and strategies for communicating and collaborating with others in a global environment. The course also focuses on the ethical professional responsibilities of meeting the needs of diverse learners including students with IEP and ELL supports. (Three credits; Spring; Ziegenfuss.)

603. The Online Endorsement Capstone Practicum

This capstone course in the Online Instruction Endorsement Program sequence explores the professional role of the online teacher and includes a 60-hour practicum under the mentorship of a certified classroom instructor and college supervisor. Registrants will articulate a personal philosophy of teaching and learning in an online environment, conduct action research in the blended/online classroom and collaborate with school instructional and technology staff as they design and implement online/blended learning to meet the varied needs of diverse learners. Acting as an online instructor, registrants will demonstrate their abilities to plan, deliver, and assess instruction in a blended/online learning environment. *(Three credits; As Needed; Ziegenfuss.)*

604. Online Curriculum Development

This course will provide educators with an opportunity to work with online resources that are available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. *(Three credits; Ziegenfuss.)*

605. Media Production: The Power of Digital Publication

Using a framework for network literacies, this course will focus on digital participation and the development of persuasion, curation, discussion and self-presentation skills through media production and digital publication. A variety of publication tools related to print, web, video, audio and interactives will be used to fully explore what it means to publish on the web and engage in participatory culture. *(Three credits; Ziegenfuss.)*

606. Reading and Writing across the Curriculum

Participants will explore a variety of process-based reading and writing strategies in the content areas, including shared and guided paths to independent reading, literature circles, and representing-to-learn activities. The specific needs of students with disabilities and English language learners will be addressed in the context of universal design of instruction and meaningful content area literacy in K-12 classrooms within a reading and writing workshop setting. *(Three credits; Fall of Odd-Numbered Years; Conard.)*

607. Digital Alternatives to Test Preparation

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with

626. Comprehensive Literacy Practices for Grades PreK-4

This course is designed to prepare teachers to utilize evidence-based literacy assessment and instructional strategies effectively in their classrooms. Teachers will investigate a variety of ways to thoroughly assess various components of a well-balanced, research-based literacy program for children from pre – K to 4th grade. They will learn literacy assessment tools and techniques to

understanding for successful implementation in their classrooms. *(Three credits; Staff.)*

635. Assessment in Mathematics K-6

methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored. *(Three credits; Summer; Modjadidi.)*

673. ESL Assessment and Support
Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition

700. Curriculum Development and Action Research

This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree Candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. *(Three credits; Spring; Grove.)*

701. Writing a Review of Educational Research

Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with *B* or higher. *(Three credits; Summer; Shosh)*

702. Reflective Practice Seminar

This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. Prerequisite: EDUC 700 with *B* or higher. *(Three credits; Fall; Shosh.)*

704-705. Action Research Thesis

Candidates will work indepe

714. Supervisory Practicum I

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include
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725. Principal Certification Practicum II
This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects focus on improving student achievement and include an action-based research project and the development and implementation of a curriculum project including scheduling and budgeting that integrates federal, state, and district requirements and policies. Prerequisite: