



## GRADUATE DEGREE IN CURRICULUM AND INSTRUCTION K-12

Designed to accommodate practicing teachers, the program is directly applicable to the classroom with an underlying philosophy of reflective teaching and a focus on action research. Courses may be taken to fulfill requirements for the Master of Education degree, to satisfy Act 48 requirements, or to meet personal professional development goals.

### Application Process

Apply to the Master of Education program by completing an application online at [moravian.edu/education](http://moravian.edu/education). An official copy of undergraduate and graduate transcripts must be on file before your application will be reviewed. Candidates interested in earning a graduate degree must possess a valid teaching certificate. Advance standing may be awarded for appropriate coursework completed in an accredited graduate education program as long as those courses have been completed within seven years and are consistent with the objectives of Moravian's Master of Education program.

### Course Requirements

Candidates pursuing the degree must complete the following EDUC 500-series courses (12 credits) with a cumulative Quality Point Average of at least 3.00 with no more than one letter grades less than B-.

#### EDUC 500 - The Teacher as Inquirer

The purpose of this course is to introduce teachers to current issues in reflective teaching, with an emphasis on developing essential questions related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. (Fall; Three credits; Ziegenfuss)

Candidates pursuing the degree must complete any 4 600-series courses (12 credits) with a cumulative Quality Point Average of at least 3.00 with no more than one letter grade less than B-.

- EDUC 600** Best Practices in Online Teaching
- EDUC 601** Online Teacher as Instructional Designer
- EDUC 602** Online Teaching for the Online Learner
- EDUC 603** The Online Instruction Endorsement Practicum
- EDUC 605** Media Production: The Power of Digital Publication
- EDUC 606** Reading and Writing across the Curriculum
- EDUC 609** Teaching Grammar in the Context of Writing
- EDUC 610** Differentiating Instruction
- EDUC 612** Literacy Seminar in New Zealand

**EDUC 614** English Education in London, Oxford, Stratford-on-Avon, and York

**EDUC 615** High Achieving Learners in the Regular Classroom

**EDUC 616** Drama in Education

**EDUC 617** Special Education: Identification and Effective Intervention

**EDUC 618** Effective Inclusionary Practices

**EDUC 620** A Constructivist Approach to Teaching Mathematics

**EDUC 622** School Law and Professional Ethics

**EDUC 623** Special Education Processes and Procedures

**EDUC 624** Educating Students with Disabilities and Exceptionalities

**EDUC 625** Making History Live: New Approaches to History Teaching

**EDUC 626** Comprehensive Literacy Practices for Grades Pre-K–4

**EDUC 627** Comprehensive Literacy Practices for Grades 4–8

**EDUC 628** Literature Circles

**EDUC 629** The Literacy Specialist

**EDUC 630** Managing the Constructivist Classroom

**EDUC 633** Teaching Mathematics K-8 with a Problem-Solving Approach

**EDUC 635** Assessment in Mathematics K-6

**EDUC 637** Making Meaning in Mathematics

**EDUC 640** Environmental Science Education

**EDUC 650** Sociology of Education

**EDUC 653** Transforming Classroom Instruction through Curriculum Mapping

**EDUC 655** Standards-Based Curriculum Design

**EDUC 658** Building a Culture of Learning

**EDUC 660** Literacy and Resistance in Secondary Schools

**EDUC 667** Teacher Supervision and Evaluation

**EDUC 668** Data-Driven Instructional Decision-Making

**EDUC 669** Organizational Leadership

**EDUC 670** Language Acquisition and Development

**EDUC 671** ESL Curriculum and Instruction

**EDUC 672** ESL Learner, Family, and Community

**EDUC 673** ESL Assessment and Support

**EDUC 674** The ESL Specialist

**EDUC 675** World Language Curriculum and Instruction

**EDUC 676** Literacy Assessment and Evaluation

Additional special topics courses have been offered in music, technology, mathematics, science, and literacy.

### **EDUC 506 - The Teacher as Researcher**

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. (Three credits; Spring; Shosh)

### **EDUC 508 - The Teacher as Evaluator**

This course prepares teachers to design, interpret, and evaluate assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer; Ziegenfuss)

Candidates pursuing the degree must complete the following EDUC 700-series courses (15 credits) with a cumulative Quality Point Average of at least 3.00 as follows:

### **EDUC 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)

### **EDUC 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)

### **EDUC 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)

### **EDUC 704-705 - Action Research Thesis**

Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. Prerequisite: EDUC 702 with B or higher. (Three credits each; Spring; Shosh, Grove, Dilendik)

For additional information, contact Dr. Joseph Shosh, Chair and Director of Graduate Education, at (610) 861-1482, or email at [shoshj@moravian.edu](mailto:shoshj@moravian.edu).



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