



SPECIAL EDUCATION

CERTIFICATION

Candidates interested in earning a graduate degree with Pennsylvania Special Education certification must hold Pennsylvania instructional I or II certification and demonstrate at least three years of effective teaching at the K-6, Pre-K-4, 4-8, art, music, or secondary level, or as a reading specialist.

Application Process

Apply to the Special Education Certification program by completing an application online at moravian.edu/graduate. 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 College's Master of Education program.

Course Requirements

Special education certification candidates must complete the following course sequence with a cumulative Quality Point Average of at least 3.00 with no more than three letter grades less than B-, Final Portfolio, and Praxis Special Education: Pre-school/ Early Childhood examination (Test Code: 5691).

EDUC 500 - Teacher as Inquirer

The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, 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. (Three credits; Fall; Ziegenfuss)

EDUC 506 - 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 610 - Differentiating Instruction

This course will emphasize strategies of organizing learning opportunities of all students in today's classrooms. Participants will develop real lessons and handouts that utilize various strategies of differentiation. (Three credits; Fall of Odd-Numbered Years; Modjadidi)

EDUC 617 - Special Education: Identification & Effective Intervention

This course examines the reasons for over-representation of culturally and linguistically diverse students in special education programs and examines evidence-based practices to build on students' strengths to ensure academic engagement and achievement. Effective strategies for data collection and

analysis will be employed in an action research context. (Three credits; Fall of Even-Numbered Years; Modjadidi)

EDUC 618 - Effective Inclusionary Practices

Major topics include a history of special services to students with disabilities, emerging trends and important legal issues related to students with special needs. The primary focus of the course, however, is the design and application of strategies for effectively teaching these students. (Three credits; Spring of Even-Numbered Years; Modjadidi)

EDUC 623 - Special Education Processes & Procedures

Special Education Processes & Procedures will use the seminar format. The course will cover a thorough analysis of foundational aspects of special education services, legal issues, ethical and professional issues, instructional planning, inclusionary practices, collaborative practices, and current trends regarding special education services as they relate to students with disabilities, their families, general education, and the community. Emphasis will be placed on the role of the special education teacher in relationship to all topics discussed. (Three credits; Summer of Even-Numbered Years; Kahn)

EDUC 624 - Educating Students with Disabilities and Exceptionalities

This course addresses the six interrelated elements of the standards-based system adopted by the Pennsylvania Department of Education: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Within this course, you will be expected to demonstrate your knowledge of how to effectively adapt or universally design curriculum and instruction for students with disabilities and students who are gifted. This will be accomplished by articulating the present level of performance for such students and by applying the instructional and curricular concepts from course readings and in-class activities. (Three credits; Fall of Even-Numbered Years; Hogan)

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

Teachers will actively explore current practice and investigate contemporary research on early literacy. Participants will share literature for the primary grades and examine a variety of topics, including word structure, phonics, guided reading, shared reading, big books, writing to share, the four block system, and classroom management. (Three credits; Spring of Odd-Numbered Years; DesJardin)

EDUC 660 - Literacy and Resistance in Secondary Schools

What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? Participants will examine specific strategies to help adolescents develop reading comprehension, vocabulary, fluency, and word recognition. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. (Three credits; Spring of Even-Numbered Years; Conard)

EDUC 670 - Language Acquisition and Development

Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and non verbally.

Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Summer; Sullivan)

EDUC 676 - Literacy Assessment and Evaluation

This course is designed to prepare teachers to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will also learn to align instruction with PSSA testing data and examine how to develop individualized instructional plans for students with severe literacy-related learning difficulties. Finally, participants will explore strategies for communicating assessment data effectively to students, parents, and other school personnel. (Three credits; Summer of Odd-Numbered Years; Conard)

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 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, Dilendik, Grove)

