Application Process
To apply for the Master of Education degree and/or reading specialist certification program, simply fill out an application available online at http://comenius.moravian.edu or stop by the Moravian College Comenius Center. 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 with Reading Specialist certification 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
Master of Education with Reading Certification K-12 degree 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-.

Teacher as Inquirer (EDUC 500)
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. (Three credits; Fall; Ziegenfuss)

Teacher as Researcher (EDUC 506)
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. Prerequisite: EDUC 500 with B or higher. (Three credits; Spring; Shosh)

Reading and Writing Across the Curriculum (EDUC 606)
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. Applications across the curriculum in K-12 classrooms will be examined within a reading and writing workshop setting. This course presupposes basic computer proficiency. (Three credits; Fall of Odd-Numbered Years; Conard)

Comprehensive Literacy Practices for Grades Pre-K–4 (EDUC 626)
Participants 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)

Comprehensive Literacy Practices for Grades 4-8 (EDUC 627)
Teachers will actively explore current practice and investigate contemporary research on literacy development. Participants will share literature for the intermediate grades and examine a variety of topics including comprehension, response to literature, word analysis, process writing, the Pennsylvania Literacy Framework, and classroom management. (Three credits; Fall of Even-Numbered Years; Mickley)

The Literacy Specialist (EDU 629)
Participants will examine the role of the literacy specialist, focusing upon emergent literacy and the experiences and environments that support it, process reading and writing, and both the causes and characteristics of reading and writing difficulties. The course will focus upon the reading specialist’s role as coordinator of the school’s efforts to align the various goals, standards, instruction, and assessment of a balanced literacy program and the literacy specialist’s role as liaison to parents, administrators, the
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; Sullivan)

Curriculum Development and Action Research (EDUC 700)
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; Zales)

Reflective Practice Seminar (EDUC 702)
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)

Literacy-Based Action Research Thesis (EDUC 704-705)
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; Zales, Dilendik, Gilson)

Reading Specialist Certification Faculty
Elizabeth Conard, E.D., Lehigh University; Reading Specialist Certification Officer
Jean Desjardin, Ph.D., University of California at Los Angeles; Assistant Professor of Education
Jack Dilendik, Ph.D., State University of New York at Buffalo; Professor of Education Emeritus and Post Baccalaureate Certification Director
Christie Gilson, Ph.D., University of Illinois at Urbana Champaign; Assistant Professor of Education
Richard Grove, Ph.D., Pennsylvania State University; Administrative Certifications Officer
Carol Mickley, M.S., Temple University; National Board Certified Teacher
Camie Modjadidi, M.Ed., Lehigh University; Director of Field Experiences
Joseph Shosh, Ph.D., New York University; Associate Professor of Education; Chair of the Department of Education and Director of Graduate Education
Susan Sullivan, M.Ed., East Stroudsburg University; Retired Reading Specialist and ESL Teacher, Bethlehem Area School District
Connie Unger, Ed.D., Columbia University; Associate Professor of Education; Director of Early Childhood Education
Charlotte Rappe Zales, Ed.D., Lehigh University; Associate Professor of Education

For additional information, contact
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