



READING SPECIALIST

CERTIFICATION PreK-12

Teachers who want to become school reading specialists may earn both the Master of Education in Curriculum and Instruction degree and Pennsylvania reading specialist certification by choosing a carefully-designed 39-credit program of study. Candidates already holding an M.Ed. in Curriculum and Instruction or the equivalent may earn reading specialist certification by completing a seven course post-master's degree sequence.

Application Process

Apply to the Reading Specialist 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

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-, Final Portfolio, and passing score on Praxis Reading Specialist examination (Test Code: 5301).

EDUC 500 - 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. (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 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. 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)

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 627 - Comprehensive Literacy Practices for Grades 4-8

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; Matz)

EDUC 629 - The Literacy Specialist

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 wider community, and key professional organizations. (Three credits; Summer of Even-Numbered Years; Conard)

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 nonverbally. 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; DesJardin, 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 - Literacy-Based 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)