

# MASTER OF SCIENCE IN EDUCATION—TEACHER EDUCATION

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## Introduction

The master's degree teacher education programs provide advanced professional preparation for teachers. The Department of Teacher Education provides master's degrees in three specialty areas for post baccalaureate study toward the M.S. in Education: Content Area Concentration, Curriculum and Instruction, and Literacy. The Teacher Education Master's programs focus on the development of professional practitioners committed to quality teaching. These professionals are committed to reflecting on, and applying knowledge, skills, and dispositions so that all students can learn. Central to the development of such professionals is the refinement of competencies in the areas of scholarship, teaching, leadership, management, communication, and interpersonal relations. Professional practitioners are committed to the belief that all children can learn.

For more information about the Department of Teacher Education, please contact the Teacher Education Office at (330)-941-3251.

## Mission

The Department of Teacher Education's mission is to empower teachers for professional practice. The mission commits the faculty to a theme of critical reflective practice where candidates are engaged in activities that build on their knowledge, skills, and dispositions related to effective teaching. Faculty members are committed to educating practicing professionals in the areas of: scholarship, teaching, leadership, management, communication, and interpersonal relations. The Department also offers a variety of professional development courses and workshops.

### Accreditation

The master's programs in the Department of Teacher Education are accredited by the National Council for Accreditation of Teacher Education (NCATE).  
<http://www.ncate.org/>.

## Admission Requirements

To be admitted to the Master of Science in Education degree program in the Department of Teacher Education, the applicant must have earned a bachelor's degree from an accredited college or university.

### Regular Admission

In addition, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement. However, those individuals who have earned baccalaureate degrees but do not possess certificates/licenses will be admitted on a case-by-case basis after review of their credentials and needs relative to specific career paths. (Please check the program descriptions to see additional program requirements for separate master's strands in Teacher Education).
- A undergraduate cumulative grade point average of at least 2.7 (on a 4.0 scale) or a cumulative graduate grade point average of 3.0.

- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

### Provisional Admission

For provisional admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a cumulative undergraduate grade point average of at least 2.7, or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

Once admitted provisionally, and after nine semester hours of graduate level work have been completed, the department automatically reviews the student's record. If a GPA of at least 3.0 has been maintained, the student is converted from provisional to regular status. A provisional student whose GPA falls below a 3.0 will immediately be dismissed.

### Non-degree Admission

For non-degree admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a written statement verifying that he or she has a degree and an undergraduate grade point average of 2.7. An official transcript must be provided by the end of the semester in which the student is first enrolled for verification.
- an undergraduate grade point average of less than 2.7 or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- If the undergraduate grade point average is below 2.7 and the MAT score is below the cutoff score, admission is refused. If the graduate grade point average is below 3.0 and the MAT score is below the cutoff score, admission is refused.
- Workshop courses:
  - Anyone can sign up for credit-bearing workshops; however, in order to move those credits into a graduate program, the above applies
  - In order to move workshop credit into a graduate program, approval must be given in advance of the workshop
  - Only two YSU workshops totaling 6 hours may count in graduate programs

Non-degree status students may be blocked from enrollment in selected courses.

Non-degree students who later wish to earn a degree must make formal application for admission to the degree program and meet all requirements of the regular admission process. Non-degree status performance may inform, but in no way assures, admission into the degree program.

Once admitted as a non-degree student, a maximum of nine semester hours of regular course graduate-level work may be applied toward a degree. A GPA of 3.0 must be maintained in order to convert from non-degree to regular status. Any student in non-degree status whose cumulative grade point average drops below the minimum (3.0) will be prohibited from enrolling in further graduate coursework.

## Graduate Faculty

**M. Kathleen L. Cripe**, Ph.D., Associate Professor  
STEM education; co-teaching

**Lauren Cummins**, Ed.D., Professor

Literacy development; mentorship; developmentally appropriate practice; learning communities; professional dispositions; digital storytelling; distance education

**Mary Lou DiPillo**, Ph.D., Associate Professor  
Content area literacy

**Mary E. LaVine**, Ph.D., Associate Professor  
Teacher mentoring; school/university partnerships

**Megan List**, Ph.D., Assistant Professor  
Technology in social studies; school/university partnerships; LGBTQ issues

**Marcia Matanin**, Ph.D., Professor, Acting Chair  
Assessment of student learning; program assessment; clinical partnerships

**Crystal L. Ratican**, Ph.D., Assistant Professor  
Early childhood education; early childhood intervention specialists, literacy; teacher education

**Gail Saunders-Smith**, Ph.D., Associate Professor  
Development of emergent writing; role of text structures on comprehension; impact of teacher-student discourse on student learning

## Graduate Courses

### **ECE 6910 Curriculum, Theories, and Methods in Early Childhood Education, Pre-K-Grade 3 3 s.h.**

Investigation of curriculum, theories, and assessment and how they relate to children's learning. Attention given to the role of parents as teachers.

### **ECE 6911 Early Childhood Pedagogy in Math and Science 4 s.h.**

By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers.

### **ECE 6920 Current Social Issues in Early Childhood Education 3 s.h.**

Analysis of contemporary issues, trends, and current educational policies that impact classroom practices. Includes service-learning component.

**Prereq.:** ECE 6910 or ECE 6911.

### **ECE 6921 Action Research in Early Childhood Education, Pre-K-Grade 3 3 s.h.**

Designed as a culminating experience. Direct participation is required for the successful completion of a field study, onsite project, or other classroom-based experience deemed suitable by the student's major faculty advisor.

**Prereq.:** ECE 6911 and FOUN 6904.

### **EMCE 5811 Early Childhood Generalist: Math and Science 3 s.h.**

By exploring math and science teaching practice for grades 4-5, the candidates will review teaching methods of math and science, master the contents stated in the Ohio Academic Standards, find and design math and science programs and lessons and strengthen the assessment methods for the classroom instruction.

**Prereq.:** Upper division status.

### **EMCE 5812 Integrated Language Arts and Social Studies for 4th and 5th Grades 3 s.h.**

Candidates will learn language arts and social studies teaching methods, design integrated lessons, incorporate state and national standards, and utilize assessment methods for grades 4-5.

**Prereq.:** Upper division status.

### **EMCE 5816 Diagnosis and Remediation of Elementary School Mathematics 2 s.h.**

In-depth study of diagnosis and remediation as they affect the elementary school mathematics program. Includes discussions, field trips, demonstrations and laboratory work.

**Prereq.:** Admission to COE upper-division status.

### **EMCE 5854 Middle School Theory and Practice 3 s.h.**

Students will analyze and reflect on major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9 and research information concerning the historic, philosophical, and organizational components of middle level schools, including program assessment and evaluation of learning environments.

### **EMCE 5900 Early/Middle Childhood Education Workshop 1-4 s.h.**

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

### **EMCE 5901 Early/Middle Childhood Education Workshop 1-4 s.h.**

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

### **EMCE 5902 Early/Middle Childhood Education Workshop 1-4 s.h.**

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

### **EMCE 5903 Early/Middle Childhood Education Workshop 1-4 s.h.**

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

### **EMCE 6918 Elementary School Mathematics Programs 3 s.h.**

An analysis of past and present programs of elementary school mathematics; evaluation of programs, including a consideration of adequacy of content, recognition of mathematics as a system, and provision of number experiences for the learner.

### **EMCE 6919 Social Studies Programs in the Elementary School 3 s.h.**

Objectives of elementary school social studies programs in terms of current needs; adaptation of materials of instruction in terms of the social science skills; evaluation of student progress; critical analysis of methods of improving instruction in social studies.

### **EMCE 6920 Elementary School Science Programs 3 s.h.**

Focus on the objectives for science education in the elementary school; the elementary school science curriculum; process and inquiry in the elementary school science curriculum; process and inquiry in the elementary school science program; teacher education; educational media; and the evaluation of science teaching.

### **EMCE 6921 Issues, Problems, Developments, and Curriculum in Elementary Education 3 s.h.**

A study of recent trends in elementary school organization and instruction (non-graded units, team teaching, middle schools, etc.) Developing an understanding of the meaning of curriculum at the elementary level, evidence of need for curricular changes, influences of society on curriculums, exploration of current status and trends; and the role of teacher and administrator in curriculum appraisal and development.

### **EMCE 6990 Independent Study 1-4 s.h.**

### **EMCE 7042 Professional Development for Classroom Teacher Educators 2 s.h.**

A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.

**Prereq.:** Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.

**Cross-listed:** SPED 7042 and SED 7042.

### **TCED 5888 Topical Seminar 1-3 s.h.**

Examination of issues related to the teaching of early childhood education, middle childhood education, special education, multi-age education, family and consumer vocational education, or adolescent/young adult education not covered in depth of other courses.

**Prereq.:** Admission to upper-division status in COE or admission to the School of Graduate Studies.

**TCED 5888J Topical Seminar Introduction to African American Education 1-3 s.h.**

Examination of issues related to the teaching of early childhood education, middle childhood education, special education, multi-age education, family and consumer vocational education, or adolescent/young adult education not covered in depth of other courses.

**Prereq.:** Admission to upper-division status in COE or admission to the School of Graduate Studies.

**TCED 5991 Seminar in Teacher Education 1-5 s.h.**

Various topics of current value in teacher education as selected by faculty. Grading is S/U.

**Prereq.:** Admission to College of Graduate Studies.

**TCED 5992 Seminar in Teacher Education 1-5 s.h.**

Various topics of current value in teacher education as selected by faculty. Grading is S/U.

**Prereq.:** Admission to College of Graduate Studies.

**TCED 5993 Seminar in Teacher Education 1-5 s.h.**

Various topics of current value in teacher education as selected by faculty. Grading is S/U.

**Prereq.:** Admission to College of Graduate Studies.

**TCED 6901 National Board for Professional Teaching Standards (NBPTS) Assessment Center 3 s.h.**

The participants of this course will practice for the National Board for Professional Teaching Standards Assessment Center entries, which emphasize content knowledge. Participants will learn how to assess their own content knowledge. They will continue to write their NBPTS portfolio entries with direction from the professor, an NBCT mentor, and feedback from peers. Helpful aids, techniques, technology, and resources will be accessed.

**Prereq.:** Baccalaureate degree, three years of teaching, currently teaching, NBPTS candidate.

**TCED 6902 National Board for Professional Teaching Standards (NBPTS) Portfolio Development 4 s.h.**

The participants of this course will write their National Board for Professional Teaching Standards portfolio with direction from the professor, an NBCT mentor, and feedback from peers. Helpful aids, techniques, and resources will be accessed. Participants will learn how to assess their own teaching and how to best represent themselves through writing, evidence, artifacts, and videotapes.

**Prereq.:** Baccalaureate degree, three years of teaching, currently teaching, NBPTS candidate.

**TCED 6903 National Board for Professional Teaching Standards (NBPTS) Advanced Candidacy 1 s.h.**

The participants of this course need an additional year in obtaining National Board for Professional Teaching Standards certification and want to take advantage of guidance in demonstrating they are accomplished teachers. This course allows candidates to choose either a portfolio or an assessment center entry to intensely address, as it helps candidates analyze the development needed to clearly, consistently, and convincingly address the NBPTS entry in writing.

**Prereq.:** Baccalaureate degree, three years of teaching, currently teaching, NBPTS advanced candidate.

**TCED 6904 Teacher Leadership Internship 1-3 s.h.**

A practicum with emphasis on teacher supervision, coaching, mentoring, teacher leadership, and planned professional development. May be repeated. 1-3 s.h.

**Prereq.:** baccalaureate degree, three years of teaching.

**TCED 6905 Introduction to Digital Teaching and Learning 3 s.h.**

Digital teaching and learning is much more than knowing some great apps for the smart board or iPad. It is understanding a new paradigm that promotes a new pedagogy. It takes educators beyond the formal traditional classroom of lecture and paper/pencil into an interactive, student-centered environment. This course will introduce students to the paradigm of digital teaching and learning and provide the framework and foundation for change within districts and classrooms to meet 21st century learning.

**TCED 6906 Designing Curriculum for the 21st Century Learner 3 s.h.**

What does curriculum in the 21st century look like? How does the thinking paradigm differ from the traditional curriculum model? This course will build on the Introduction to Digital Teaching and Learning by introducing students to models of digital teaching that transform curriculum into the 21st century digital learning. Students will explore the process of unlearning traditional teaching methods and explore the shift to personalized, entrepreneur learning.

**Prereq.:** TCED 6905.

**TCED 6909 Orientation to On-Line Learning 1 s.h.**

This course provides an introduction and orientation to on-line learning, while acquainting students with the platform of BB9, distance education technologies, YSU and BCOE. (The ECE program highly recommends this course before taking any of the distance learning courses in the program). Grading is S/U.

**TCED 6922 Principles of Instruction 3 s.h.**

Differentiated instruction is a teaching philosophy that provides consideration for all students. Rather than promoting the traditional one size fits all teaching model. Students will explore the research, determine effective instructional practices and develop teaching materials and activities with regard to content, process and assessment. This instructional framework is designed to meet the needs of diverse student abilities, ensuring that all students can learn.

**TCED 6932 Action Research in Urban and Rural Education 3 s.h.**

This course focuses on action research as it applies to urban and rural education. Topics include reflecting to identify a problem, reviewing literature, planning and implementing interventions, data collection and analysis strategies, and sharing outcomes with others. Course may be offered onsite, online, or as a combination of both. Field experience in an appropriate educational setting is required.

**Prereq.:** Admission to School of Graduate Studies and Research.

**TCED 6933 Brain Based Teaching and Learning 3 s.h.**

This course is a critical appraisal of learning and teaching. Each learner constructs his/her brain as learning occurs. Teachers reconsider their practices in light of the science of learning research provided by education, neuroscience and socio-psychology. Course may be offered onsite, online, or as a combination of both.

**Prereq.:** Admission to School of Graduate Studies and Research.

**TCED 6934 Assessment and Accountability 3 s.h.**

In-depth study of mandates, policies, procedures, metrics, and consequences of pupil, teacher, and institutional assessment/evaluation models including formative and summative aspects.

**TCED 6936 Curriculum, Assessment, and Instruction to Improve Learning 3 s.h.**

Focus on the instructional design process from a practical perspective. Emphasis on planning the curriculum to include content analysis, learning objectives, instructional strategies, and measurement of student achievement.

**TCED 6946 Supervision of Instruction 3 s.h.**

A course dealing with the supervision of classroom teachers and other personnel for those aspiring to be principals or supervisors. Classroom observation systems, professional development programs, accountability models, and common staff relationship problems are examined.

**TCED 6951 Interpersonal Communications for Educators 3 s.h.**

Techniques of communicating effectively with teachers, administrators, nonteaching personnel, pupils, and parents. Organizing the overall communications programs within the school. Related problems.

**Prereq.:** Admission to the School of Graduate Studies and Research.

**TCED 6959 Law and Ethics for the Classroom Teacher 3 s.h.**

Examination of the legal, ethical, and civic dimensions and interrelations in teaching and schooling from the standpoint of the roles of the teacher and student.

**Prereq.:** Admission to the School of Graduate Studies and Research.

**TCED 6999 Proactive Grantseeking 3 s.h.**

Study of recent trends in grantseeking (values-based grantseeking, proactive grants systems, looping, etc.); developing an understanding of the grants marketplace; developing and refining grant-winning ideas; examining the role of teacher, administrator, and community members in grantseeking; using advisory committees/advocacy groups; writing grant proposals; government and private funding sources; choosing the correct marketplace; and follow-up procedures.

**TCED 7032 Advanced Supervision and Leadership 3 s.h.**

Practitioner-based supervision in education, from research and theory in education, business, and the applied behavioral sciences with emphasis on supervision, coaching, mentoring, teacher leadership, and planning professional development.

**TCED 8101 Adult Learning: Theories and Techniques for College Teaching 3 s.h.**

This course focuses on theory and practice related to working with adult learners in higher education and in professional development contexts. Issues related to the design, development, evaluation, and assessment of college instruction, student affairs, services, and professional development programs will be the primary content of the course.

**TEMC 6938 Early Adolescent Characteristics and Educational Program Needs 3 s.h.**

Application of research and theories about the physical, cognitive, emotional, moral, and social development of ten- to 15-year-olds to middle grade instructional decisions. Students will reflect upon and analyze policy and program implications based on developmental principles and investigate effective collaboration with family and others involved with the age group. Includes field inquiry.

**TEMC 6939 Organizational Components of Middle Level Schools 3 s.h.**

Reflection on theory and research information concerning the historic, philosophical, and organizational components of middle-level schools, including program assessment and evaluation of learning environments for appropriateness to early adolescent learners.

**Prereq.:** TEMC 6938.

**TEMC 6940 Inquiry into Current Issues in Middle-Level Education 1-3 s.h.**

Application of previously acquired knowledge, critical thinking, inquiry techniques, including Internet searches, and collaborative synthesis strategies to significant middle-level education problems. Cohort inquiry team participants will present a multimedia reform proposal. May be repeated.

**Prereq.:** TEMC 6938 and TEMC 6939.

**TEMC 6941 Pedagogy Appropriate for Early Adolescent Learners 3 s.h.**

A course linking the learning needs of early adolescents with a variety of curricular and instructional approaches and assessments. Students will reflect on pedagogical theories and research on ways to integrate middle-level curriculum and promote learning construction by students, participate in professional collaboration, investigate alternative assessment techniques, and design an action research project to apply their understanding.

**Prereq.:** TEMC 6940.

**TEMC 6942 Action Research: Pedagogy Appropriate for Early Adolescent Learners 3 s.h.**

A culminating middle-grade-level classroom teacher research project implementing the design of the study organized in TEMC 6941. Students will review authentic assessment literature, collect and analyze evaluation data collaboratively with students, interpret results, and propose improvements.

**Prereq.:** TEMC 6941.

**TEMC 6943 Field Experience: Service Learning and School-Community Collaboration 3 s.h.**

Field experience study of middle-grade-level school-community collaboration and opportunities for service learning to promote healthy development of early adolescents. Participants design, administer, and analyze an interview survey and propose a collaborative model for interaction.

**TEMC 6950 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 1 3 s.h.**

Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of number, number sense, and measurement; operations, functions, patterns, and algebra; and mathematical processes. Field experience in a middle grades learning environment is required.

**Prereq.:** Middle Childhood Licensure in area(s) other than mathematics.

**TEMC 6951 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 2 3 s.h.**

Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of geometry, measurement, and spatial sense; data analysis and probability; and mathematical processes.

**Prereq.:** Middle Childhood Licensure in area(s) other than mathematics, TEMC 6950.

**TEMC 6952 Science for Middle School Teachers 1 3 s.h.**

Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grades teachers. Topics include content, inquiry, general skills of teaching, curriculum, assessment, safety and welfare, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and science literacy will be emphasized. Portions of the course may be offered on-site, on-line, or as a combination of both. Field experience in a middle grades learning environment is required.

**Prereq.:** Admission to the School of Graduate Studies and Research and Middle Childhood Licensure area(s) other than science.

**TEMC 6953 Science for Middle School Teachers 2 3 s.h.**

Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grades teachers. Topics include content, nature of science, issues, science in the community, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and scientific literacy will be emphasized. Portions of the course may be offered on-site, on-line, or as a combination of both. Field experience in a middle grades learning environment is required.

**Prereq.:** Admission to the School of Graduate Studies and Research and Middle Childhood Licensure in area(s) other than science.

**TEMC 6954 Middle School: Theory, Research, and Practices 3 s.h.**

Major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9. Research historical, philosophical, and organizational components of middle grades schools, including program assessment and evaluation of learning environments. Emphasis will be placed on research and position statements from National Middle School Association. Students will design an action research project to apply their understanding.

**Prereq.:** Admission to School of Graduate Studies and Research.

**TEMC 6955 Field Experience: Middle Years School/Community Collaboration 3 s.h.**

Field experience study of middle grades level school/community collaboration and opportunities for service learning to promote healthy development of early adolescents. Additional research into current issues and challenges facing middle schools today. Participants design, administer, and analyze an interview and survey instrument and propose a collaborative service learning model.

**Prereq.:** Admission to School of Graduate Studies and Research.

**TERG 6917 Literacy, Reading, and Language Arts Programs 3 s.h.**

A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

**TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.**

Creating a literate environment that fosters student interest in reading and writing by integrating foundational knowledge, use of research-based instructional practices, curriculum materials, and assessment-based decision making to form instructional groups. Emphasis on student interests, reading abilities, and cultural and linguistic backgrounds as foundations for a reading and writing program that incorporates a large supply of books, technology-based information, and non-print materials.

**TERG 6923 Literacy and Phonics Instruction: Early Years 3 s.h.**

An investigation and research of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts of the child, birth through age 8. Examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Language learning needs of diverse populations will be addressed.

**TERG 6924 Content Literacy Young Adolescent to Adult 3 s.h.**

Investigation of research-based philosophies, principles, and best practices for reading to learn and using the language arts in comprehending and meaning-making; using reading and the language arts as tools in learning communication.

**TERG 6926 Reading and Language Arts Assessment 1 3 s.h.**

An examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Emphasis will be placed on the use of background information and discrete data. Strategies providing for effective appraisal procedures and developmentally appropriate activities will be included.

**Prereq.:** TERG 6917.

**TERG 6927 Practicum: Coaching for Effective Literacy Instruction 3 s.h.**

The role of the literacy coach as an instructional leader in assessment-based decision making, research-based instruction, and delivery of high-quality professional development. Emphasis placed on techniques for working with individual teachers in a coaching context and groups of teachers in whole group PD settings.

**TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.**

Application of previous course content involves supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate strategies and materials for teaching, writing, tutoring log entries, developing a student portfolio, evaluating results of instruction, and writing a case study report.

**Prereq.:** TERG 6926.

**TERG 6929 The Reading and Language Arts Professional 3 s.h.**

Investigation of theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system-wide reading and language arts programs.

**Prereq.:** TERG 6926.

**TERG 6970 Coaching in Diverse Classrooms 2 s.h.**

The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice.

**TERG 6971 Pedagogy of Effective Literacy Instruction 2 s.h.**

Candidates demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment, and evaluation to create literate environments that foster both reading and writing in all students.

**Prereq.:** TERG 6970.

**TERG 6972 Coaching for Effective Assessment Practice 2 s.h.**

Designed for reading specialists, this course teaches knowledge, skills, and dispositions in school-based professional development and coaching on K-12 reading assessment concepts and skills.

**Prereq.:** TERG 6971.

**TERG 6973 Professional Development in Literacy 2 s.h.**

An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development.

**Prereq.:** TERG 6972.

**TERG 6974 Advanced Action Research in Literacy 2 s.h.**

Intro to literacy research as an integral part of professional development. Builds candidate understanding of a variety of literacy research paradigms, supports engagement in inquiry to significantly advance candidates' understanding of literacy, and provides opportunities for candidates to collaborate with other literacy professionals to advance understanding of evidence-based practice.

**Prereq.:** TERG 6973.

**TERG 6975 Internship 1 4 s.h.**

Culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

**Prereq.:** TERG 6971.

**TERG 6976 Internship 2 4 s.h.**

Continuation of the culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

**Prereq.:** TERG 6975.