

2015-2016 Master of Education Courses

MED 601 Cognitive Development (3)

Students develop an understanding of how people “make up knowledge that makes sense to them.” Factors that influence development and the development process are investigated.

MED 602 Teaching and Learning Theory (3)

Investigation of different theories and assumptions explaining learning, as well as exploration of the teaching philosophies and societal problems affecting learning today.

MED 605 Contemporary Issues in Education (3)

A study of current educational reform initiatives that raise political, social, ethical, and/or moral issues. The implications of policy-making, budget processes, curriculum decision-making, emerging social phenomena, and economic trends are explored.

MED 606 Theoretical Perspectives in Education (3)

Emphasizes a broad understanding of the major paradigms of educational thought. Individual theorists are discussed within the context of each paradigm.

MED 607 Models of Curriculum (3)

Focuses on the theoretical rationale of why we teach the way we do. Views curricular models for social interaction, information processing, interpersonal development, and others.

MED 608 Special Topics (3)

A changing topics course.

MED 608E Internship/Teaching Practicum (1-3)

Teaching is learned through study, practice, and reflection. This course provides the opportunity for students to strengthen their teaching skills by engaging in research, observing other teachers, trying out teaching and assessment methods, and reflecting on their effectiveness individually and with peers. Assignments can be shaped to the skill level, interests, and teaching situation of each student. This course may be used to fulfill Curricular Practical Training requirements.

MED 608G Online Teaching and Learning (3)

Students will identify how they and others learn using the internet. They will participate in the development of online learning materials and follow best practices in instructional design to identify learning outcomes, design appropriate learning materials for a type of learner, develop effective learning materials, implement online instruction, and evaluate the effectiveness of the learning process. Learners will also participate in learning technologies that help engage online students and teach others how to use these technologies.

MED 608J Corporate Training (3)

This course explores various approaches to teaching/learning in the workplace, including Training, Human Resource Development, and Workplace Learning. Students will learn skills for facilitating learning and for training trainers. Ethical issues in the field will be discussed.

MED 608L Autism: Awareness or Epidemic (2)

This course explores current issues in the area of Autism as well as implications for schools, families, and the community. Course content addresses recent increases in the number of diagnosed youth, research and theorizing on possible origins, the autism spectrum, communication patterns of individuals with autism, and appropriate pedagogical practices for students with autism.

MED 610 Sociocultural Contexts for Learning (3)

Explores the effects of sociocultural factors on learning at the individual, classroom, and structural levels. Students will study their own and their students' social and cultural identities, and explore how sociocultural factors affect classroom dynamics, curricular materials, teaching pedagogies, and larger structural issues such as equal access to education. Students will develop plans to make their teaching or administrative settings more inclusive so that they can more effectively facilitate learning for all students.

MED 612 Models and Processes of Literacy (3)

Explores the four components of literacy research, including historical changes, the processes of reading and literacy, models of reading and literacy processes, and new paradigms of theory. In addition, strategies to support these components are presented.

MED 613 Theories of Adult Learning and Development (3)

Explores adult learning theory and research and their applications to learning situations. Includes discussion of social, institutional, and other contextual factors that affect learning, as well as individual characteristics of adults such as developmental phases, cognitive abilities, learning styles, motivations and emotions.

MED 614 Historical and Philosophical Foundations of Education (3)

Examines the major philosophies of education through the study of history. Students explore various historiographic interpretations of American education.

MED 615 Education, Schools and Politics (3)

Emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a political system. Explores decisions that are made within schools and educational institutions, in state legislatures, and in the federal government, theoretical frameworks for understanding those decisions, and the processes for participation in decision-making.

MED 620 English Learners, Family and Community (3)

This course introduces students to concepts of cultural and linguistic diversity and ways to involve families and communities in education. Students will develop a deeper understanding of their own culture and linguistic identity. Through hands-on experiences, students will learn about communities in which they work and to involve families and communities in schooling.

MED 621 Foundations of ESOL Instruction (3)

This course introduces students to foundational theories that impact scholarship and practice of ESOL teachers and learners. The readings will guide students toward a critical perspective of how the teaching and learning process may marginalize students whose primary language is not English. Students will learn historical and legal approaches and policy involving formal schooling for English learners.

MED 622 Language Acquisition and Development (3)

This course examines how languages are learned. Students will discuss prominent language acquisition theories and how these apply in instructed settings, analyze learner language, and explore individual differences in second language learning. In addition, knowledge of phonology, morphology, syntax, and semantics will be applied to teaching English language learners.

MED 623 Instructional Methods for English Learners (3)

This course will connect second language acquisition theories to research based principles of instruction as they relate to English learners. Students will explore and apply methods and strategies to promote comprehensible interaction in reading, writing and language arts for early childhood, elementary, secondary and adult second language learners. Prerequisite: MED 622.

MED 624 Content Area Instruction for English Learners (3)

Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas for early childhood, elementary, secondary and adult second language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for English language learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Prerequisite: MED 623.

MED 625 Assessment for English Learners (3)

Students will apply content from the Methods and Content Area Instruction courses to develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process. Students will learn ways to monitor student progress, place students appropriately, and design authentic assessment for elementary, secondary and adult English language learners. Students will also explore policies and practices of standardized assessments commonly used to assess English language proficiency and academic language development within the context of U.S. public schools. Prerequisite: MED 623.

MED 630 Children's/Adolescent Literature (3)

Students will become familiar with a wide range of children's and adolescent's literature and explore their uses in the classroom. The course focus will be on instructional strategies for written and oral responses utilizing critical and analytical thinking skills. Literature selection and sharing will be presented, along with a study of genres and integration into content areas.

MED 631 Writing in the Classroom (3)

Students explore teaching writing in the K-12 classroom using theory, practice, and current research in a hands-on approach. Students will experience the writing process (including publishing, as well as scoring peer and student papers) in many genres, for many purposes.

MED 632 Assessment and Intervention of Reading Processes (3)

Students will explore factors involved in reading and writing difficulty and study effective assessment devices. The course will provide opportunities for students to learn to assess and intervene in reading and writing processes with K-12 students.

MED 633 Advanced Reading Comprehension (3)

Students will explore corrective reading and writing programs, including programs for students acquiring English, and older students. The course will provide opportunities for students to practice corrective strategies to improve comprehension with K-12 students who have difficulties in reading and/or writing.

Prerequisite: MED 632.

MED 634 Teaching Adults (3)

Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning. Prerequisite or co-requisite: MED 613 Theories of Adult Learning and Development.

MED 635 Adult Education, Program Planning and Evaluation (3)

This course focuses on the process of planning and evaluating adult education programs. Different models for program planning will be considered along with their appropriateness for differing settings. The course will include methods for evaluating adult education programs.

MED 636 Early Literacy Instruction (3)

Examines historical as well as current research regarding multiple perspectives on early literacy development. Literacy will be examined within the broad definition of literacy as a social practice embedded in, for example, family, socioeconomic conditions, culture, language and ethnicity. Within this broad framework, students will look closely at development in the following areas: oral language, writing, decoding, comprehending, spelling, handwriting, and listening. The course will focus on developmentally appropriate assessment tools and the design of comprehensive instruction within the zones of proximal development of all students.

MED 640 Introduction to NBPTS Certification (2)

This course introduces the National Board for Professional Teaching Standards certification process. The course covers the development of the National Board Process, current research on certification, the five core propositions, and certificate appropriate standards. Students will practice writing skills needed in the certification process and develop a timeline.

MED 642 Communities, Schools and Families in a Diverse Society (3)

This course teaches K–12 teachers a theoretical foundation and tools for building partnerships with families and communities. Students will learn how to discover the assets students and their families bring to the educational process and how to integrate those assets into curriculum. Students will also study factors such as socioeconomic status, race, religion, class, national origin, disability, gender, and immigration history and how these factors impact K–12 students and their learning.

MED 644 Cutting-edge Content Knowledge: Guided Study (3)

This course enables teachers pursuing National Board for Professional Teaching Standards Certification to update their knowledge in the content area in which they seek certification. The guided study format provides a structure, content expertise from Westminster faculty members, and varied opportunities for teachers to learn cutting-edge content knowledge in their fields. Students will use the standards for their NBPTS certificate area as an additional guide for their study.

MED 646 Cutting-edge Pedagogies: Guided Study (3)

This course enables teachers pursuing National Board for Professional Teaching Standards Certification to update their knowledge of pedagogies in the content area(s) in which they seek certification. The guided study format provides a structure, advising on cutting-edge pedagogies from faculty members, and varied opportunities for teachers to learn cutting-edge pedagogies in their fields. Students will use the standards for their NBPTS certificate area as an additional guide for their study. The course will review/teach the use of assessments to guide instruction and as evidence of student learning. The course will also review the concept of standards-based teaching.

MED 650 Introduction to Research Methods (2)

Introduces students to fundamental principles, purposes, tools, and techniques of educational research. In a primarily on-line format students become familiar with educational databases, qualitative and quantitative methods, theoretical frameworks, and ethical issues. Students identify an area of focus, begin a literature review, and draft a research proposal for MED 679 and 680. Prerequisite: permission of course instructor.

MED 651 Learner-Centered Environments (3)

Exploration and development of affective and cognitive techniques and strategies for creating and sustaining learner-centered environments that maximize levels of individual self-motivation and self-esteem and build positive group dynamics for learners at all levels.

MED 656 Multicultural Curriculum Development (3)

Explores an understanding of cultural pluralism as a means to increase educational equity for gender groups, students from diverse ethnic and cultural groups, and for exceptional students. Discussions acquaint students with the cultures of diverse learners and ways to adapt curriculum, instruction, and management strategies to accommodate student learning preferences and needs.

MED 658 Reading and Writing in the Content Area (3)

Students explore reading and writing from theoretical, research, and practical perspectives to discover principles for teaching literacy skills in their content area.

MED 660 Directed Studies (1-3)

Consent of instructor required to pursue a special topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the MED Program. Prerequisite: permission of instructor.

MED 664 Assessment Models and Methods (3)

Explores various components of assessment principles that specifically relate to instruction; examines current research and new directions in assessment of learners; and provides practical and realistic strategies for selecting appropriate and authentic forms of assessment.

MED 669 Research Project (4)

Introduces MAT to MED students to fundamental principles, purposes, tools, and techniques of educational research. In a primarily on-line format, students become familiar with educational databases, qualitative and quantitative methods, theoretical frameworks, and ethical issues. Students identify an area of focus, complete a literature review, and conduct a small, qualitative research project.

MED 670 Introduction to Adult Education (3)

This course introduces students to the breadth of the field of adult education and its historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult education in the US and the differing philosophies that shape contemporary educational policies. The tools of historical, sociological, political, and philosophical analysis will be used to understand current debates in the field.

MED 672 Instructional Technology (3)

Focuses on methods and techniques of instructional technology in the classroom. Includes software applications, web page construction, and instructional presentations.

MED 676 Supervision and Staff Development/Internship (3)

This course is designed to increase understanding of the administration and supervision of school literacy programs. Major topics will include: professional development, school/community relations, mentoring partnerships, student diversity, curriculum evaluation and development, and assessment. An internship is required as part of this course.

MED 677 Advanced Reading Research (2)

This course engages students in the study of primary research articles in the field of literacy. Students will explore classical and contemporary research studies. Students will be instructed in basic research techniques to aid in their ability to conduct and critically consume literacy research. Concepts learned throughout the course will be applied as students locate, analyze, and report on articles relevant to their MED action research projects.

MED 678 Action Research for NBPTS Certification (2)

In MED 678, teachers seeking National Board for Professional Teaching Standards Certification outline a plan for action research and compilation of portfolio entries based on teaching in their own classrooms. In this course, students begin collecting evidence of student learning and make one video entry of their classroom practice, begin analysis of that evidence, and outline portfolio entries. They will also learn the specifics of NBPTS portfolio submission and practice writing and other skills needed for the on-line assessments and portfolio processes of certification.

MED 679 Research Methodologies (3)

Through a review of the theoretical and practical aspects of qualitative research methodologies, this course moves to exploration of action research as a means to provide research skills compatible with the regular needs of teachers and other teaching professionals. Requires completion of an action research cycle and a related literature review. Prerequisite: MED 650.

MED 680 Research Project (3)

Through engagement in critical reflectivity and scholarly writing, students complete their action research project begun in MED 679. Completion of portfolio required. Prerequisite: MED 679.

**MED 699 Masters Project/Thesis Project, (0)
Continuing Registration**

This course is for ongoing work on the Masters project or thesis. All fifth semester and beyond students need to register each semester until it is successfully completed. There is a fee of \$250 for each semester in which the student is registered.