

ENGLISH AS A SECOND LANGUAGE

MASTER OF EDUCATION
PROGRAM (30 CREDITS)

The Master of Education in English as a Second Language certification program will prepare candidates for Pennsylvania public school teaching in an ESL specialist role. Through comprehensive coursework from a Christian perspective that explores linguistics, language acquisition, and methods of teaching English learners, graduates will be prepared to meet the unique needs of these students. Holders of a PA Instructional I or II certificate are eligible to obtain the ESL certificate through completion of this program. Individuals with baccalaureate degrees in fields other than education are welcome to complete the program but will not be eligible for Pennsylvania teacher certification. A non-degree, certification-only track is available for students who complete the 18-credit ESL core.

The Master of Education with ESL certification courses will be offered in an online format in seven-week semesters in the fall, spring and summer. Courses in the ESL certification core require field experiences in a PreK-12 ESL classroom. Field experiences cannot be completed online; they must be completed in person at a local school.

PROGRAM REQUIREMENTS

EDU	501	Multicultural Education & Culturally Responsive Pedagogy*	3 cr
EDU	502	Assessment: Issues, Trends, & Best Practices	3 cr
EDU	504	Analyzing & Designing Educational Research	3 cr
EDU	602	Language Development & Literacy Foundations*	3 cr
EDU	603	Literacy Methods & Differentiated Reading Interventions	3 cr
EDU	604	Action Research Process or Thesis	3 cr
EDU	640	Methods of Teaching English Learners*	3 cr
EDU	641	Linguistics*	3 cr
EDU	642	Methods of Language Acquisition*	3 cr
EDU	643	The ESL Program Specialist: Instruction & Assessment*	3 cr

*Denotes 18 credit ESL certification core

PROGRAM STUDENT LEARNING OUTCOMES

1. Students will communicate effectively, orally and in writing, for a diverse audience within educational settings.
2. Access, evaluate, and utilize current educational research and literature based on knowledge of best practices and academic standards.
3. Establish and maintain professional demeanor and relationships with students, colleagues, parents, and supervisors in educational settings.
4. Articulate a philosophy of education that is consistent with a Christian worldview and integrate Christian principles into professional practice.
5. Design, implement and reflect upon instruction that is aligned with best practices and academic standards and that meets the educational needs of diverse learners.

TOTAL

30 CREDITS

COURSE DESCRIPTIONS

EDU 501 Multicultural Education & Culturally Responsive Pedagogy 3 credits

This course consists of an in-depth study of the educational implications of race, gender, language, and social class in American schools. Based on the biblical mandate to minister to people from all backgrounds, this course will encourage in-service teachers to consider the experience of diverse groups of students with understanding and compassion, and to develop skills in practicing culturally responsive pedagogy in diverse educational settings.

EDU 502 Assessment: Issues, Trends, & Best Practices 3 credits

This course explores major concepts, principles, and methodologies related to assessment. Students will analyze the political and social atmosphere that produced legal actions such as No Child Left Behind, Race to the Top, Common Core Standards, and Every Child Succeeds Act and their effect on students, educators, and administrators. Then, students will investigate formal and informal assessments and learn how to use the data generated from them to improve learning for students of all backgrounds and ability levels.

EDU 504 Analyzing and Designing Educational Research 3 credits

This course offers an introduction to qualitative, quantitative, and mixed methods for the education professional. Students will explore research methods and designs and ethical considerations in research, and will begin planning their own culminating Action Research Project or Thesis.

COURSE DESCRIPTIONS

EDU 504 Analyzing & Designing Educational Research 3 credits

This course offers an introduction to qualitative, quantitative, and mixed methods for the education professional. Students will explore research methods and designs and ethical considerations in research, and will begin planning their own culminating Action Research Project or Thesis.

EDU 602 Language Development & Literacy Foundations 3 credits

This course explores the theories of language development with particular emphasis on the cognitive, linguistic, and socio-cultural factors that influence language and literacy learning. Students will demonstrate knowledge of key concepts with assignments designed to provide practical application of course content on a variety of topics such as the benefits and impact of literacy, how literacy serves as a tool of social equity, and strategies to support family literacy and literacy programs. Students will develop pedagogical skills in assessing, modifying, and implementing curriculum in the areas of reading, writing, listening, and speaking, with emphasis on language and reading comprehension, expressive skills, phonological development, word-level instruction, and reading-writing connections. This course includes a 10-hour field experience.

EDU 603 Literacy Methods & Differentiated Reading Interventions 3 credits

This course includes an in-depth examination of literacy assessment and instruction in reading and writing. Focused on balanced and comprehensive literacy, students will study topics related to how children learn to read and write, such as reading processes, miscue analysis, reading fluency, comprehension, literary response, and writing. Both directed and guided reading instruction, as well as the role of phonics in reading and spelling, will be addressed to design effective instruction for the diverse needs in today's classroom. This course includes a ten hour field experience.

EDU 604 Action Research Project or Thesis 3 credits

This course offers students guided development of a Master's Thesis or Action Research Project. The student will develop a hypothesis, outline, and detailed research proposal. Students must complete the project or thesis within one calendar year from course registration. This course must be taken during the final semester of the program.

Prerequisite: EDU 504

EDU 640 Methods of Teaching English Learners 3 credits

This course will provide a foundation for students to teach English learners in ELL classes and mainstream content-area classes in public and private schools in the United States and internationally. Included are the stages and theories of second language acquisition, competencies in observing, planning, and implementing differentiated instruction, WIDA Can-Do descriptors and assessments, Pennsylvania English Language Proficiency Standards, and cross-cultural communication with stakeholders. Ten hours of supervised field experience in an English Learner setting are required.

EDU 641 Linguistics 3 credits

This course will provide teachers with the knowledge of linguistic concepts for effective teaching of English language learners, including phonology, morphology, syntax, semantics, pragmatics. Social versus academic language and the use of the first language as a resource will be stressed. This course requires a ten-hour field experience working with a mentor teacher in an English learner setting.

Prerequisites: EDU 640

EDU 642 Methods of Language Acquisition 3 credits

This course is a theoretical and practical exploration of the ways humans acquire language. Students will explore strategies that assist English learners in the K-12 classroom. They will develop activities that can be used to promote communicative competence and techniques that aid English learners in mastering vocabulary. Myths surrounding language acquisition will also be discussed. Ten hours of field experience are required.

Prerequisites: EDU 640, 641

EDU 643 The ESL Program Specialist 3 credits

This class is the final course in the ESL program specialist certification series. The student will discover the role of an ESL program specialist in the Pennsylvania public school. Current trends and best practices that contribute to English learners' success will be studied. This course includes a structured and extensive field experience where the student will work closely with an ESL program specialist to meet the needs academic, social and emotional needs of the English learner.

Prerequisites: EDU 640, 641, 642

WRS 540 Developing and Leading the Worship Team: Vocalists, Instrumentalists 3 credits

This course will explore the ministry of those making the music and operating the technical equipment of the contemporary worship service. The recruitment, preparation, and spirituality of these highly skilled individuals will be the focus of this class.

WRS 545 The Senior Pastor—Lead Worshiper (Preaching track) 3 credits

This class will examine the challenges of the senior pastor as the Lead Worshiper of the congregation. The pastor establishes the context for the worship service and must also manage the calendar of worship. He/she must also take the lead in structuring and encouraging the private worship of the congregation. Leadership of paid staff and volunteers will also be emphasized.

WRS 595 Worship Practicum 3 credits

Students will choose a ministry project directly related to his/her ministry. A supervisor will be approved by the college to work individually with the student in the preparation and presentation of the ministry project. Appropriate records of the project should be submitted to the college upon completion. For the Minister of Music this project might be a musical presentation at his/her church. For the Senior Pastor this project might be a teaching series on worship.

WRS 599 Capstone Applied Research Project 3 credits

With the capstone project, students will demonstrate skills acquired in the masters program which include theological reflection, methodological implementation, assessment of findings, and recommendations for ministry. The research problem should be rooted in the local church and the findings made available to The University of Valley Forge Library. The paper will be presented according to the standards of UVF requirements. A handbook will be provided with the criteria for the project.