

GRADUATE SCHOOL OF EDUCATION

ONLINE M.ED. PROGRAM IN CURRICULUM AND INSTRUCTION HANDBOOK

100% ONLINE



Gannon University
School of Education
109 University Square
Erie, PA 16541-0001

Questions regarding information found in this handbook should be addressed to: Dr. William Hallock – hallock002@gannon.edu

FOR MORE INFORMATION
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SECTION I – Missions and Distinctions

Mission of Gannon University: Gannon is a Catholic, Diocesan university dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness, and social responsibility.

Mission of the Gannon School of Education: The School of Education is committed to the preparation of teachers as reflected through the Gannon University Judeo-Christian tradition. Through the practice of modeling, professionalism, and collaboration, we deliver a student-centered teacher education program that provides opportunities for diverse community experiences and promotion of personal growth and continuous learning.

Mission of the Gannon Master of Education in Curriculum and Instruction

Program: The Mission of the Gannon Master of Curriculum and Instruction program is to provide candidates exceptional professional education through integration of theory and pedagogy to prepare them to be Agents of Change within the disciplines of curriculum, instruction, and assessment.

Program Distinctions

1. Gannon University's M.Ed. program has prepared over 2000 graduates in its 15+ year history. This history gives the program an established standing that incorporates program improvement and validation based on the feedback from practicing educators.
2. The online program establishes a practical application for every course standard. Gannon's programs set expectations for graduate students to be grounded in theory but also to have the ability to relate theory to classroom applications. This expectation assures the development of scholars and leaders who are also skilled in curriculum, instruction, and assessment.

3. Adjunct faculty members are also educational practitioners. This provides a pragmatic link between theoretical applications and present day instructional practices and regulations. Gannon's adjunct faculty is comprised of superintendents, principals, school psychologists, and advanced certification directors. They present a realistic and firsthand view of theoretical models that are valid and applicable in today's classrooms.
4. Once a graduate student begins his/her course work, and continues uninterrupted, the program assures the graduate student that he/she will be able to complete all major courses within a scheduled period of time.
5. Graduate courses are delivered in online formats. The eight core courses can be completed in three to four semesters, counting the summer as a semester.
6. Graduate students are provided advising and counseling services throughout their course work. Response to graduate student concern is immediate in most cases but follow-up is generally provided within a 24 hour period.
7. The learning outcomes of the program are based on Pennsylvania Department of Education initiatives and National Board Standards that emphasize the need for educators to be grounded in curriculum, instruction, and assessment.
8. The M.Ed. program utilizes an Applied Masters Portfolio (AMP) as a means of organizing evidence of learning outcomes throughout the eight core courses. The AMP evidence for each core course will accumulate during the Master's Program. Each core course instructor will use those assignments that are particular to the Portfolio requirements as the evidence required to complete the portfolio. The AMP provides an opportunity for graduate students to showcase evidence of the learning outcomes for each of the eight core courses. As a culminating event, the graduate student will provide a reflection on his/her entire experience in the Gannon Masters of Education in Curriculum and Instruction Program.

The graduate student will have the opportunity to collect the portfolio assignments and create a portable portfolio for future professional use.

SECTION II – Rationale, Alignments and Framework

Teachers as Agents of Change – A Rationale

The Teacher as Agent of Change is the conceptual framework for the M.Ed. It is a unifying theme for all courses and is particularly applicable to the evidence in the portfolio as well as the action research process and dispositions. Considerable dialogue has taken place in recent years about the need for positive change in American education. The Gannon Master of Education enables the graduate student to seize the opportunity to engage in a professional process of renewal. Graduate students are empowered to translate their knowledge and skills into applied action research in the classroom.

Teachers as Agents of Change and National Board Standards

The Teacher as Agent of Change incorporates the propositions of the National Board Standards Five Propositions. Each Proposition is expanded with NBPTS and portfolio standards that clearly describe what the graduating M.Ed. candidate will be able to know and do as a result of his/her graduate studies.

National Board Propositions

1. Teachers are committed to their students and learning.
2. Teachers know the subject they teach and how to teach the subjects to students.
3. Teachers manage and monitor student learning.
4. Teachers think systemically about practice and learn from experience.
5. Teachers are members of learning communities.

SECTION III – Overview of the Program

Online Program Schedule – Sample Schedule

Summer - 1st Session: Technology: Literacy and Integration

Summer - 2nd Session Inclusive Classroom Practices

Fall - 1st Session School Curriculum

Fall - 2nd Session Learning Theory

Spring - 1st Session Action Research

Spring - 2nd Session Ed. Tests and Measurements

Summer - 1st Session: Leadership, Current Issues and the Teacher
as Agent of Change

Summer - 2nd Session: Classroom Management

M.Ed. Requirements

Requirements for the M.Ed. are eight core courses, two electives, and completion of the portfolio requirements.

Core Courses

1. GEDU 505 – Classroom Management

This course is a study of major educational disciplines, theory, and practical application for teachers as they use their knowledge and skills for effective classroom discipline. This course is one of the most important courses a teacher can take. Teachers will learn how to deal with disrespect, defiance, disruption, disorder, bullying, violence, and many of the other problems they must handle. The best strategy is to anticipate these problems and know what to do when they occur. Teachers must also know how to use

preventative democratic measures and teaching strategies including, among others, the self-fulfilling prophecy and the practice of using various classroom performance skills to engage students. Knowing how to do this will contribute to better classroom management and discipline.

It is also very important for teachers to know how to find a discipline model that is congruent to their personal philosophy about the treatment of others. This course will show teachers how to use several educational frameworks to examine, evaluate, and select a discipline model that supports a productive and welcoming classroom for their students.

2. GEDU 601 – Action Research

This course provides students with the opportunity to examine standard methods of conducting and reporting educational research. It is designed to provide the knowledge and practice needed to apply literature reviews and collection of data to problem solving and making informed decisions. It equips both educators and their students with the tools of inquiry, critical analysis, and synthesis while making the researcher more keenly aware of content and pedagogical techniques commensurate with the structure of the germane content area. This course provides an overview of the purposes, major methodologies, and critical attributes of educational research. Traditional educational research will also be explored, but particular emphasis will be placed upon the concepts, assessment methodology, and continuous improvement process that *action* research can bring to the school environment.

3. GEDU 602 – Portfolio (See page 10)

4. GEDU 604 - Educational Tests and Measurements

This course explores the various statistics and assessments that teachers utilize in their classrooms. This course is designed to prepare teachers with assessment skills and knowledge to improve teaching and learning. Specific skills include developing, understanding, and explaining assessments. The course will enable teachers to take a more active leadership role in school

improvement processes, curriculum development, and assessment planning initiatives.

5. GEDU 609 - Inclusive Classroom Practices

Meeting the needs of diverse learners presents one of the major challenges facing schools in this era of comprehensive school reform. Today, schools must provide diverse learners appropriate access to the general curriculum and effective instructional support. Student progress must be monitored closely and demonstrated through participation in assessment efforts. Response to Instruction and Intervention (RtII) forms the current framework for change and school improvement efforts. This course will examine how to provide effective instruction to diverse students through collaboration and co-teaching, and how to research proven strategies and methods. This will support the teacher in helping diverse learners gain meaningful access to curriculum, assessing the success of instruction with diverse learners, improving learning outcomes for students, and developing methods to motivate and manage inclusive classrooms.

This course will explore elements needed to develop a productive learning environment for diverse learners.

6. GEDU 612 - Leadership, Current Issues, and the Teacher as Change Agent

A major theme in the master's program is Teacher as Agent of Change. The concept of teacher as agent of change is very important in this course because the graduate student will have the dual opportunity of examining leadership concepts and applying those concepts to successfully addressing current issues as they affect the school setting. Finally, the graduate student will have an in depth opportunity to examine and build on his/her own leadership capacity.

7. GEDU 621 - School Curriculum

Curriculum is a multi-faceted field of study directly linked to instruction and assessment. Educators need to understand the dynamic nature of change in curriculum and be prepared to become more effective leaders in the area of curriculum change

Through this course, the participants will look at curriculum as a body of knowledge and a process by exploring the theory, history, purposes, and evolution in curriculum. Factors which shape curriculum will be thoroughly reviewed, and current trends will be examined. A strong effort will be made to provide practical information with specific relevancy to each participant.

8. GEDU 623 - Technology Literacy and Integration

Today's teachers need to well-versed in current technologies. Effective teachers model and apply technology integration as they design, implement, and assess learning experiences to engage students and improve learning using technology. Teachers will also enrich professional practice and provide positive models for students, colleagues, and the community. Through the use of online web resources and collaborative tools teachers will study, evaluate, and find applications for technology in the classroom.

Technology Literacy and Integration will allow for researching, identifying, designing, evaluating, and implementing appropriate technology based applications and tools through on-line exercises, assigned project activities, and use of online learning applications to ensure synthesis of portfolio requirements.

9. GEDU 637 - Learning Theory

This course examines human learning processes, the nature and kinds of learning, factors that influence learning, and major learning theories. This course provides the opportunity for graduate students to explore the area of learning theory in depth. A broad array of progressive learning theories will be thoroughly reviewed and analyzed. Students will relate learning theory to effective teaching practices. After a comprehensive review of progressive learning theories, each student will choose a specific learning theory to explore in depth. Students will conduct concentrated research and analysis in order to complete a lesson plan and develop a formal class presentation to their classmates on the selected theory.

Core Course Scheduling

Once a student has applied and is accepted into the M.Ed. online program, he/she will automatically be scheduled for the core courses every semester. Schedules may be accessed via GUXpress. Any concerns about the schedule can be addressed by contacting the graduate secretary at 814-871-7242. **Information about semester bills is sent to the student's Gannon email account.**

Elective Courses (6 credits)

The elective course requirement (6 credits) may be satisfied in four different ways:

Elective Course Scheduling

- a. To take a Gannon elective course, go to www.gannon.edu/Act48. At the bottom of the page select *View Courses and Register*. At *Section Selection Results*, click "OK". On the next screen, click *Prospective Students* and then click on the blue line, *Search for Classes*. On the next screen, select the desired term, and then scroll down to the subject box to the acronym GUEC. Select *GUEC* and press *enter*. After reviewing the classes available, go back to the previous slide and click *Registration and Scheduling Information*. Any questions concerning the elective courses can be

addressed to the Program Coordinator, Dr. Bill Hallock, at hallock002@gannon.edu .

- b. The first two courses in the Advanced Certifications (Principal Certification, Curriculum Specialist, Reading Specialist, and ESL) can be taken to fulfill the elective component. Information is available from the Advanced Certification Program Coordinator (Principal Certification and Curriculum Specialist), Dr. Bill Hallock at hallock002@gannon.edu or Dr. Robin Quick quick003@gannon.edu , the Coordinator of the Reading Specialist and ESL programs.
- c. Graduate credits earned through a school district partnership with Gannon University may be used for the elective component. Any questions regarding the Partnership program can be addressed to the Program Coordinator, Dr. Bill Hallock at hallock002@gannon.edu.
- d. If certain conditions are met, graduate credits from other accredited universities can be used as M.Ed. elective credits. Transfer credits need to be approved by the Program Coordinator. Questions concerning this can be sent to the graduate secretary at 814-871-7242.

Portfolio -The Applied Masters Portfolio (AMP)

The Applied Master's Portfolio evidence for each core course will accumulate during the Master's Program. Each core course instructor will use those assignments that are particular to the Portfolio requirements as the evidence required to complete the portfolio. The instructor will mark the course portfolio assignments as completed. This information will be collected by the Program Coordinator at the conclusion of each core course. The student has 3 attempts to achieve a minimum of B+ for each portfolio standard: the initial attempt and 2 additional attempts after the professor has contacted him/her as to why the standard is not at a B+ level. After 3 attempts that fail to earn a B+, the student will receive an "F" for the course and will need to repeat it. In the case of extenuating personal circumstances, an "Incomplete" can be given and the student will have 1 semester to complete the portfolio standard(s) in question. If this is not done in the required time frame, the student will receive an "F" for the course and will need to repeat it.

The final portfolio responsibility is to provide a reflection on the entire experience in the Gannon Masters of Education in Curriculum and Instruction Program. This will be done at the conclusion of the last core course. This course, GEDU 602 M Ed Portfolio, will appear in Blackboard at that time. Directions for the final reflection will be in the lessons tab in this course.

SECTION IV – Program Policies

1. Academic Freedom

Candidates are expected to respect the right of their peers to express views on topics relevant to the course.

2. Academic Honesty

Academic honesty is an extremely important virtue of students and scholars. Any student, therefore, found guilty of serious academic dishonesty (e.g. cheating during exams, plagiarism, etc.) will receive a failing grade for the course.

University policy regarding the Code of Academic Integrity will be followed. See current catalog for complete code.

3. Academic Integrity

All courses in the M.Ed. Program in Curriculum and Instruction adhere to the Gannon University Academic Integrity Policy. The climate for graduate level learning must take into consideration the importance of academic integrity, accountability and crediting of scholarly references. **Plagiarism and fabrication are forms of academic dishonesty and must be avoided.** Absolute integrity is expected of every Gannon student in all academic undertakings. The full text of Gannon University's Academic Integrity Policy can be found in the Graduate Catalog and the Student Handbook.

4. Instructional Accommodations for Disability

Any student with a condition such as a physical or sensory disability that requires accommodation should notify the instructor in the first week of class so that the University can make appropriate arrangements. You will need to contact the Student Services Office, located in the Student Services Building, 111 West 5th Street, (814)871-7597(<http://www.gannon.edu/depts/nss/accommodations.ihtml>), the office responsible for maintaining disability related documentation, certifying eligibility for receipt of services, determining reasonable accommodations, and ensuring the provision of those services.

5. Library Access

The Nash Library has many of its resources available online. An updated FAQs list and live reference chat are available at <http://libraryhelp.gannon.edu/>. The online M.Ed. has an area designated at <http://library.gannon.edu/OnlineMED>. Articles from peer reviewed journals can be found using EBSCOhost and other academic databases located on the library home page at www.gannon.edu/library.

6. Attendance

Full participation is expected of all candidates in all online courses. Candidate grades are based upon the quality of work performed in each assignment and by such factors as adherence to due dates, presence on the Discussion Forums, and participation in class activities. Class presence and adherence to due dates will directly influence the final grade.

7. Netiquette

Online courses require the same level of professionalism, respect, and courtesy that is shown to instructors and classmates in the face-to-face setting. To that end, please observe the following standards in online classes:

Discussion Forums—the purpose of discussion forums in an academic setting is to collectively advance everyone’s understanding of a given topic. Therefore, posts should:

- a.) Be substantive (more than a few words) and constructive;
- b.) Advance the discussion in a meaningful way;
- c.) Demonstrate professional courtesy; and
- d.) Use correct grammar and punctuation (e.g. no acronyms commonly used in texting).

Time management is critical to the successful completion of course requirements. All online courses provide deadlines for required assignments. Develop a personal schedule that will allow the needed time to prepare the assignments within the respective requirements and also allow sufficient time for the assignment's submission. As a general rule, assignments should be ready for submission at least two days before the deadline.

Students should use care when sharing websites in their posts to ensure the website is appropriate in content for an academic setting, non-offensive in nature, and relevant to the topic.

8. Participation

All students are expected to participate fully in the online course. Active participation in an online course consists of:

- a. submitting assignments and homework regularly;
- b. completing course work according to the schedule set by the instructor;
- c. making substantive contributions to discussion forums; and contributing in a meaningful way to collaborative assignments.

In some cases, working ahead is acceptable.

9. Copyright Materials

Students are advised to use copyright materials in accordance with state and federal standards and Gannon University policy.

10. Electronic Communication

Students should avoid casual language and abbreviations commonly used in texting, which are not appropriate for in-class communication. Care should be taken to use correct grammar and punctuation.

11. QPA System

Grade	QPA	Grade	QPA
A+	4.0	F	Failure
A	4.0	I	Incomplete
A-	3.7	X	Withdrawal
B+	3.3	P	Pass
B	3.0	AU	Audit
B-	2.7		
C+	2.3		
C	2.0		

Grading Standards:

Grade	Percentage	Grade	Percentage
A+	100	C	75-79
A	95-99	F	Below 74.99
A-	93-94	I	Incomplete
B+	90-92	X	Withdrawal
B	85-89	P	Pass
B-	83-84	AU	Audit
C+	80-82		

12. Resolution of Concern

If there is a concern with an instructor or a course, the resolution begins by speaking with the instructor. If the concern continues after this conversation, the Program Coordinator is contacted. Any continuing concerns should be taken to the Dean's Office in the College of Humanities, Education and Social Sciences in the Palumbo Academic Center- 2024B

13. Student Evaluation of Courses

A course evaluation is required at the completion of each course. The evaluations are completed online using Gannon University's approved course evaluation form. The course evaluation will be sent to the student's Gannon email account at the conclusion of each course.

14. Student Support

Students will be offered services that are equivalent to the services offered all graduate students at Gannon University.

In particular, Gannon University offers an on-line writing center for students in on-line programs. Follow this link for more information:

<http://gannon.mywconline.com>

15. Technology

Online courses are taught using Gannon University's Learning Management System (LMS), Blackboard Learn. Instructional content will be provided on Blackboard Learn and students will be expected to engage in the course using online interactive communication tools such as discussion forums and assignment.

16. Textbooks

Textbooks can be ordered online by accessing www.gannon.bkstr.com or by calling 814-871-7421. The following information is required: department code which is GEDU, , Course Number, Course Section, and Course Name. This information can be secured at the course -specific Blackboard site.

SECTION V – Forms and Information

Elective Course Transfer Procedures

1. Courses may be transferred only to satisfy the elective requirement. Course transfers are not accepted for the core courses.
2. Graduate students may transfer six credits into the six credit elective requirement. These classes cannot be older than 6 years at the time of program completion.

There is a two-step process for elective course transfer:

STEP 1 – A course transfer request must be sent to Mrs. Eileen Jolls at jolls001@gannon.edu. The request should contain the name of the course, the course number, the number of credits, the institution where it was taken, the date it was taken, a course description, and the method of course delivery*. The course descriptions must be quoted from the course syllabus or program. A personal statement relating the course content to the graduate student's pedagogy must be included.

SAMPLE:

Please consider the following course for transfer into the M.Ed. 6 credit elective requirement:

PSYC 455 Social Psychology – 3 credits

XYZ University – Fall Semester, 2012

COURSE DESCRIPTION - The course examined the relationship between social settings and cognitive, affective, and behavioral processes including the study of group dynamics.

PERSONAL STATEMENT - The course has been very beneficial to my understanding of group dynamics in my classroom as well as the implications of social behaviors in my classroom management plan.

STEP 2 – An email stating the status of the request will be sent. If the course is accepted for transfer, the email will indicate **conditional** acceptance of the course transfer. An official transcript showing the course must be on file. An official transcript is one that is sent directly to Gannon University's Office of Graduate

Admissions, 109 University Square, Erie, PA 16541-0001 from the credit-issuing institution.

Once the transcript is received, it will be checked for the following:

- The course is a graduate course residing on a graduate transcript.
- The graduate transcript is from an accredited institution.
- The course grade is “B” or better.
- The course will not be older than 6 years at the time of program completion.
- *Correspondence courses or self-directed courses are not acceptable. An instructor or professor must maintain a schedule of assignment submissions, the submissions must be corrected, returned, and appropriate feedback provided.

If the above criteria are met, the course will be transferred and listed on the graduate student’s Gannon transcript. If the criteria are not met, the graduate student will be contacted.

Six Year Rule --The M.Ed. must be completed within six years from the date of the first core course unless an extension is approved by the Program Coordinator and the Dean of the College of Humanities, Education, and Social Sciences.

Graduation Application Form

The graduate application form can be found at:

<https://my.gannon.edu/academics/Registrar/Documents/Master-Doct%20Application%20for%20Graduation%20Form.pdf>

- Print and complete the form, then submit it to the appropriate Program Coordinator for approval by the dates listed on the form. Please remember to print clearly.
- There is a graduation fee of \$80.00. This is assessed whether or not the ceremony is attended.
- Indicate on the form the name as it should appear on the diploma. This **MUST** conform to the official name of record at the time of graduation.

CEREMONY:

- Caps and gowns will only be ordered for those students attending the commencement ceremony, and will be mailed to students who live outside the Erie area.

MAILING DIPLOMAS:

- The diploma and a complimentary student transcript will be sent to the student's preferred mailing address via First Class Mail. It is the responsibility of the student to advise the Registrar's Office of any address changes to avoid delays in receiving the diploma.
- Diplomas or transcripts will not be released to anyone who has an outstanding balance with the University, including but not limited to, library and parking fines.

Official Transcript Requests:

<https://my.gannon.edu/academics/Registrar/Pages/default.aspx>

ACT 48 Reporting

At the beginning of each course, the graduate student must email the following information to Mrs. Eileen Jolls jolls001@gannon.edu : name, current mailing address, PPID, the course number, name, and section, and the beginning and ending dates of the course. Act 48 is the subject line in the email.

Add/Withdrawal from a Course Procedures

To change a course registration or withdraw from a course, a student must submit a Change of Schedule form signed by the Program Coordinator. This may be done through the Graduate School of Education or through the Office of Graduate Admissions. Students desiring to withdraw from a course after the University-designated deadline must also receive permission from the course instructor in addition to the Program Coordinator.

Withdraw from the University

Students who wish to withdraw from the University should notify the Office of Graduate Admissions.

Tuition Refund

Information concerning the refund policies can be found on GUXPress, Students, Student Accounts Center, Refund Policy for Dropped Course(s). Further information is available through the Cashier's Office at 814-871-7425.

School District/Company Reimbursement

The form can be found online at:

[http://www.gannon.edu/Financial -Aid/Tuition-and-Fees/Payment-Options/](http://www.gannon.edu/Financial-Aid/Tuition-and-Fees/Payment-Options/)

Students should also refer to their school district contract for any district-specific stipulations concerning tuition reimbursement or payment deferment options. There may also be additional forms that the school district needs completed in order to support the tuition for graduate work.

SECTION VI Accessing Courses and Online Resources

my.gannon.edu is Gannon's Portal for all registered students to check email, register, add or drop classes, receive grades, and much more.

All registered students are assigned a Network ID and password.

Network ID: New

students can find their Network ID printed in the upper left-hand corner of their class schedule (Example: smith031).

Password: Your password will be the last four digits of your social security number followed by the capitalized initials of your first and last name (Example: 1234JS).

Please change this password after first logging into the system.

Online Courses/Blackboard

- 1. Email:** A student's e-mail address is his/her Network ID followed by '@knights.gannon.edu'. For example, smith031@knights.gannon.edu. The

initial password will be the last four digits of the social security number followed by the capitalized initials of the first and last name (Example: 1234JS). This password should be changed after the initial log-in.

2. **Blackboard:** Blackboard is used to access the online course or course materials: syllabus, lectures, reading materials, and discussion forum. Past courses that have been entered in Blackboard can also be accessed for a short time.
3. **GUXpress:** Students can register, add, or drop classes, check or print a class schedule, check or print a tuition bill, and receive posted grades.
4. **Final grades--**The Gannon University Registrar's office DOES NOT automatically mail out grade reports at the end of a course. Go to GUXpress to print a copy of your grades.

SECTION VII – Contact Information

Dr. Bill Hallock –Coordinator of Graduate Education Programs

hallock002@gannon.edu 814-871-7136

Mrs. Eileen Jolls – Graduate Secretary

jolls001@gannon.edu 814-871- 7242

Gannon Portal – www.gannon.edu

M.Ed. Website—www.gannon.edu/onlinemed

Informational Technology Help Desk 814-871-7501

Ms. Bridget Seth:

Bridget Seth is Gannon’s Online Engagement and Retention Coordinator. She can be reached at seth003@gannon.edu or (814) 871-7886. Bridget facilitates our online new student orientations, implements strategies to ensure that online students are active in their online courses, and provides general online student support through a variety of high-touch methods to engage students and support student retention efforts. Please contact Bridget if you have general questions about online learning or how you can remotely access Gannon’s comprehensive student services.