Teaching, Learning, and Technology

Teaching, Learning, and Technology (TLT) Program offers four master’s degrees and two graduate certificates, focused in two primary areas: teacher education and instructional technology/learning design. The program also offers a doctoral degree.

The master’s degrees in preservice teacher education are Master of Education in Elementary Education and PreK-Grade 4 Teacher Certification, Master of Education in Secondary Education and Grades 7-12 Teacher Certification. Undergraduate students at Lehigh may also enroll in the 4 + 1 accelerated Master’s where they receive their Master of Education in Elementary Education and PreK-Grade 4 Certification or Master of Education in Secondary Education and Grades 7-12 Teacher Certification, in addition to their Bachelor's degree. Teacher education students may elect to extend their coursework to earn additional certification/endorsement in Special Education, English as a Second Language program specialist PreK-12, and/or Social-Emotional-Behavioral Wellness endorsement. All teacher certification programs have been approved by the Pennsylvania Department of Education, making graduates eligible for initial certification in Pennsylvania.

For inservice teachers or individuals seeking to learn how to educate in informal contexts, TLT offers a Master of Education in Teaching and Learning. This degree prepares educators who want to learn the foundations of teaching and learning as well as innovative pedagogical strategies. This degree can be customized to a particular area of emphasis, such as instructional technology or social-emotional-behavioral wellness.

In instructional technology/learning design, TLT offers a Master of Science in Instructional Technology and two Lehigh graduate certificates: Technology Use in the Schools and Learning Design in Schools and Professional Settings.

Finally, the program offers a Doctor of Philosophy in Teaching, Learning, and Technology, which spans fields of learning design, instructional technology, and teacher education.

The TLT program prepares professional educators, technologists, and designers through a combination of graduate-level education and certification experiences. The program highlights research-based, inquiry-oriented, and technology-enabled strategies to reach all learners. We emphasize collaborative and equitable approaches to instruction and learning. TLT graduates are scholars, highly skilled practitioners, and leaders in their professional communities.

Upon completion, TLT graduates become teachers in PreK-12 schools; curriculum coordinators, coaches, and educational technology specialists in both formal and informal education settings; instructional or learning designers and/or technologists; or faculty in higher education institutions.

For more information about teacher education:
http://coe.lehigh.edu/academics/disciplines/teachered

For more information about instructional technology:
http://coe.lehigh.edu/academics/disciplines/itech

Lehigh undergraduates may enroll in either of the College of Education’s 5-year teacher certification areas: Elementary Education (grade levels preK through 4) and Secondary Education (grade levels 7 through 12). A Minor in Education is offered through the College of Arts and Sciences.

For information on the 5-year programs, see below. For information on the Education Minor, see the College of Arts and Sciences ‘Minor Programs in the College’.

### 5-YEAR MASTER OF EDUCATION IN ELEMENTARY EDUCATION AND PREK-4 TEACHER CERTIFICATION

The College of Education offers a five-year degree program that is designed to allow students to earn both a bachelor’s degree and a master’s degree in five years instead of the traditional six. The combined degree program leads to either a B.A. or B.S. degree in an academic discipline from the College of Arts and Sciences, the P.C. Rossin College of Engineering and Applied Sciences, or the College of Business, and an M.Ed. degree in Elementary Education. In addition, students also earn eligibility for an Instructional I teaching certificate from the Pennsylvania Department of Education (PDE) in grades PreK-4.

#### PROGRAM OF STUDY FOR PREK-4 CERTIFICATION:

B.A. or B.S. plus Master of Education (M.Ed.) in Elementary Education and PA Certification eligibility. This 42-credit (minimum) master’s program prepares students for certification as PreK-4 teachers. Students complete coursework in three categories:

**Core Course Work (21 credit hours)**

- SPED 332 Introduction to Inclusion and Exceptional Education 3
- TLT 380 Child Development and Cognition 3
- TLT 404 Cultural and Linguistic Diversity 3
- TLT 405 Principles and Applications of K-12 Assessment 3
- TLT 407 Instructional Design for K-12 Classrooms 3
- TLT 409 K-12 Classroom Environment and Management 3
- TLT 411 Early Childhood Education 3

**Development of Professional Skills (18 credit hours)**

- TLT 412 Social Studies in PreK through 4th Grade 3
- TLT 420 Literacy in PreK through 4th Grade: Reading and Its Foundations 3
- TLT 422 Literacy in PreK through 4th Grade: Writing and Its Foundations 3
- TLT 426 Science in PreK through 4th Grade 3
- TLT 428 Mathematics and Numeracy in PreK through 4th Grade 3
- SPED 465 Advanced Inclusionary Practices in K-12 3

**Extended Field Experience (3-6 credit hours)**

- TLT 444 General Education Student Teaching and Seminar 1-6

In order to be eligible for PreK-4 certification, by the time a student finishes the program he or she must have demonstrated competence in the core content areas for that certification. At time of acceptance, each student will be informed of any additional content-area coursework he or she will be required to complete in order to demonstrate competence in the PreK-4 core content areas. The student is responsible for completing this coursework prior to applying for PreK-4 certification. The credits for this coursework are not included in the master’s degree.

Distribution of coursework across undergraduate and graduate study:

- Sophomore Year (3 credit hours)
- Junior Year (3 credit hours)
- Senior Year (12 credit hours)

College of Education - Summer (12 credits)
College of Education - Fall (9 credits)
College of Education - Spring (3-6 credits)

Students in the 5-year program will take 18 credits pre-bachelor’s and an additional 27 credits post-bachelor’s. However, the University requires that master’s degrees carry at least 30 credits minimum. This means students in the 5-year program must have at least 3 credits “left over” from their bachelor’s program to move across to the College of Education to put toward their master’s degree.
5-YEAR MASTER OF EDUCATION IN SECONDARY EDUCATION AND 7-12 TEACHER CERTIFICATION

The College of Education offers a five-year degree program that is designed to allow students to earn both a bachelor’s degree and a master’s degree in five years instead of the traditional six.

The combined degree program leads to (1) a B.A./B.S. degree in an academic discipline from the College of Arts and Sciences, the P.C. Rossin College of Engineering and Applied Sciences, or the College of Business, and (2) an M.Ed. degree in Secondary Education.

In addition, students also earn eligibility for Instructional I teacher certification from the Pennsylvania Department of Education (PDE) in one of the 8 subject areas below:

- Biology 7-12
- Chemistry 7-12
- Earth and Space Science 7-12
- English 7-12
- General Science 7-12
- Mathematics 7-12
- Physics 7-12
- Social Studies 7-12

PROGRAM OF STUDY:

B.A. or B.S. plus Master of Education (M.Ed., 33 credits minimum) and Pennsylvania teacher certification eligibility. In addition to meeting the requirements for the bachelor’s degree, students must satisfy the Pennsylvania Department of Education guidelines for demonstrated content-area competence (see below).

Students complete coursework in three categories:

**Core Coursework (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 332</td>
<td>Introduction to Inclusion and Exceptional Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 404</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>TLT 405</td>
<td>Principles and Applications of K-12 Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLT 407</td>
<td>Instructional Design for K-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TLT 409</td>
<td>K-12 Classroom Environment and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Development of Professional Skills (12 credits)**

Content-area teaching methods course with approval of adviser (one of the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 431</td>
<td>Social Studies in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 434</td>
<td>English in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 436</td>
<td>Science in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 438</td>
<td>Mathematics in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>Plus: TLT 432</td>
<td>Reading and Critical Thinking in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 465</td>
<td>Advanced Inclusionary Practices in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TLT XXX</td>
<td>Elective with adviser approval</td>
<td>3</td>
</tr>
</tbody>
</table>

**Extended Field Experiences (6-9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 440</td>
<td>Pre-professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TLT 444</td>
<td>General Education Student Teaching and Seminar</td>
<td>1-6</td>
</tr>
</tbody>
</table>

In order to be eligible for secondary certification, by the time a student finishes the program he or she must have demonstrated competence in the subject matter area of that certification. Each student upon admission meets with the content-area specialist in the field in which that student seeks secondary certification. The content-area specialist, who is a faculty member in the College of Arts and Sciences, reviews the student’s transcripts and compares that student’s coursework with the content-area guide sheet approved by the Pennsylvania Department of Education (PDE). Following this audit, the content-area specialist will identify what additional coursework in the content-area is needed, if any. The student is responsible for completing this coursework prior to applying for secondary certification. The credits for this course work are not included in the M.Ed. degree.

Students in the secondary teacher-preparation program are expected to have completed almost all their content area coursework prior to going out to student teach. This is important because student teachers need to have mastery of their content in order to fulfill their responsibilities to their students and to derive maximum benefit from the student teaching experience.

Distribution of coursework across undergraduate and graduate study:

- Sophomore Year (3 credit hours)
- Junior Year (6 credit hours)
- Senior Year (6 credit hours)
- College of Education - Summer (6 credits)
- College of Education - Fall (9 credits)
- College of Education - Spring (3-6 credits)

Students in this program unable to accrue enough credits outside their undergraduate degree programs may need to take additional credits after beginning graduate study in order to reach the 33-credit minimum.

Students in this program who wish to obtain the Master of Arts (M.A.) degree rather than the M.Ed. degree may petition to change to that degree after admission to graduate study. The M.A. degree requires 42 credits instead of 33 credits and has specific content-area expertise requirements. See the M.A. degree description for its requirements.

**Master of Arts in Teaching and Learning**

The 30-credit master’s in Teaching and Learning degree program comprises a 15-credit core (5 courses) and 15 credits of electives.

The goal of the post-certification master’s in Teaching and Learning is to provide professionally oriented practicing classroom teachers an in-depth understanding of classroom learning environments and experience in classroom-based research methods. These classroom teachers will enhance their pedagogical knowledge and skills, the design of classroom learning environments, and develop innovative curricula and learning activities. For the Master of Arts degree, 12 credits of content-area courses must be taken outside the College of Education.

**Core Coursework (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 403</td>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 471</td>
<td>Diversity and Multicultural Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>TLT 401</td>
<td>Overview of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TLT 403</td>
<td>Introduction to Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>TLT 480</td>
<td>Curriculum Theory and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives: Teaching Field Content (15 credits)**

For the M.A.: Must include 12 credits of content-area courses taken outside the College of Education (300 level and above).

Content-area course taken outside the College of Education (300 level and above).

Content-area course taken outside the College of Education (300 level and above).

Content-area course taken outside the College of Education (300 level and above).

Content-area course taken outside the College of Education (300 level and above).

**EDUC 419** | Second Language Acquisition | 3       |
**EDUC 422** | Pedagogy for Second Language Learning     | 3       |
and develop innovative curricula and learning activities. Knowledge and skills, the design of classroom learning environments, teaching and learning with multilingual learners, curriculum and materials design for contemporary issues in multilingual cultural and linguistic diversity, educational linguistics, technologies for learning, assessment of instructional resources and development, and special topics in development and development enhance existing curriculum with emerging technologies, or may enhance instruction. The program is designed to help develop skills that can be used to create new curriculum and learning activities to meet the demands of a changing technological society and the needs of new generations of students. As such, graduates may be designing online courses, enhance existing curriculum with emerging technologies, or may work as technology specialists, assisting with the integration of technology in academic and informal learning environments. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The 30-credit Master of Science in Instructional Technology program focuses on the planning and use of instructional technology in preK-12 and post secondary settings and non-formal learning environments (such as museums and science centers). The program is targeted toward individuals from varied backgrounds who wish to help educators or learn themselves to design, develop, and incorporate technology applications more effectively in diverse educational settings including preK-12, post secondary education, and informal learning environments. This is an appropriate degree for those who teach in the classroom and online, technology specialists, informal educators, and others interested in effectively using information and communications technologies to enhance instruction. The goal of the master’s in Teaching and Learning is to provide practicing classroom teachers an in-depth understanding of classroom learning environments and experience in classroom-based research. The 30-credit master’s in Teaching and Learning degree program comprises a 15-credit core (5 courses) and 15 credits of electives. The 30-credit Master of Science in Instructional Technology program is intended for both current professionals in the education field as well as those who are seeking an advanced degree to upgrade their skills and knowledge base related to technology. The program is targeted toward individuals from varied backgrounds who wish to help educators or learn themselves to design, develop, and incorporate technology applications more effectively in diverse educational settings including preK-12, post secondary education, and informal learning environments. This is an appropriate degree for those who teach in the classroom and online, technology specialists, informal educators, and others interested in effectively using information and communications technologies to enhance instruction. The program is designed to help develop skills that can be used to create new curriculum and learning activities to meet the demands of a changing technological society and the needs of new generations of students. As such, graduates may be designing online courses, enhance existing curriculum with emerging technologies, or may work as technology specialists, assisting with the integration of technology in academic and informal learning environments. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings. The program is aimed at those interested in the use of technology in education, particularly preK-12 and post secondary settings.
Master of Science in Teaching, Learning, and Technology
The master of science in Teaching, Learning, and Technology is a 30-credit master's program. The TLT M.S. is available ONLY to students previously admitted to the TLT Ph.D. program and specifically those students who are NOT completing their doctorate. This MS is provided solely for those students who have completed the core coursework (i.e., 30 or more credits completed, including 12 credits in Foundations, 3 credits in Research, and 15 credits from other courses listed and/or through directed research) but are unable to progress through the culminating research projects of a doctoral degree. There is no thesis requirement for this master of science; it is a coursework-only masters. Awarding of such degree shall be dependent upon the student meeting all relevant university and College of Education requirements for master's degrees.

Doctor of Philosophy in Teaching, Learning, and Technology
A 48-credit, post-master's doctoral degree offered through the Teaching, Learning, and Technology program.

The doctorate in Teaching, Learning, and Technology (TLT) is a 48-credit, post master's Ph.D. program. The TLT Ph.D. program employs a scientist/practitioner model of learning. That is, research is not separate from application or practice. Our doctoral students collaborate closely with faculty to generate new theories and classification systems, innovative curricula, technology-integrated learning environments, authentic approaches to assessing learning, and a wide range of creative methods of teaching and learning in a global world highly interconnected by technology.

In keeping with the scientist/practitioner model, our doctoral students learn through innovative approaches, including research-based strategies for curriculum delivery, synchronous and asynchronous environments, and a wide range of other technology-enhanced designs and approaches for learning. Students take about 42 credits of coursework in addition to their qualifying examination preparation, doctoral research project, and dissertation project. Coursework is individualized according to the concentration students decide to pursue. Also, many of the course assignments are project-based, which will allows students to apply concepts they are learning to their particular area of interest. In addition, the choice of research topic and projects is also up to the student—in consultation with his/her faculty adviser and within the broader context of the field, of course.

Foundations (12 credits)
Required:
EDUC 471  Diversity and Multicultural Perspectives  3
TLT 401  Overview of Teaching and Learning  3
TLT 402  Reading and Writing for Research Publication  3
TLT 403  Introduction to Instructional Design  3

Research (12 credits)
Required:
EDUC 403  Research  3
EDUC 406  Introduction to Statistics  3
EDUC 409  Analysis of Experimental Data  3
Electives (select at least one):
EDUC 405  Qualitative Research Methods  3
EDUC 410  Univariate Statistical Models  3
EDUC 411  Multivariate Statistical Models  3
EDUC 412  Advanced Applications of Psychometric Principles  3
EDUC 461  Single Case Experimental Design  3
Other statistical research course in TLT, COE, or A&S as approved by adviser.

Additional courses as required by adviser.

Professional Cognate (12 credits)
Required:
TLT 480  Curriculum Theory and Design  3
Electives:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 371</td>
<td>The Business, Social, and Education Entrepreneur 3 Credits</td>
<td>3</td>
<td>Release your inner entrepreneur! This course offers an introduction to entrepreneurial thinking and action as applied to an innovative startup business, school initiative, or non-profit institution. The course is fully online, with asynchronous and synchronous sessions. Students will learn from case study exemplars across many fields that demonstrate the roles of creativity, planning, funding, and perseverance. Participants will learn by preparing a startup plan, writing sections throughout the course as the topics are studied.</td>
</tr>
<tr>
<td>TLT 380</td>
<td>Child Development and Cognition 3 Credits</td>
<td>3</td>
<td>Introduction to physical, motor, perceptual, cognitive, language, emotional, social, and gender development of young children and adolescents. Developmental history, theories, and research, as well as the effect of culture, family, peers, media, and schooling on the individual and groups. Students investigate typical and atypical development and explore the implications of individual differences for teaching and learning, with an emphasis on evidence-based instructional practices designed to optimize the growth and development of all learners. Explores mental health issues and at-risk students.</td>
</tr>
<tr>
<td>TLT 391</td>
<td>Workshops 1-3 Credits</td>
<td>1-3</td>
<td>Cooperative study of current educational problems. Provides elementary, secondary, and special education teachers an opportunity to work at their own teaching levels and in their own fields. Limited to six credits during a summer session but the student may register for more than one workshop provided there is no duplication in subject matter.</td>
</tr>
<tr>
<td>TLT 394</td>
<td>Special Topics in Education: 1-3 Credits</td>
<td>1-3</td>
<td>Examination of a topic of research or professional interest in education. Subtitle will vary. May be repeated for credit as subtitle varies.</td>
</tr>
<tr>
<td>TLT 401</td>
<td>Overview of Teaching and Learning 3 Credits</td>
<td>3</td>
<td>Foundations and key concepts in learning and instructional theory. Cognition and brain-based research with a focus on innovations in teaching and learning.</td>
</tr>
<tr>
<td>TLT 402</td>
<td>Reading and Writing for Research Publication 3 Credits</td>
<td>3</td>
<td>Using literature to build persuasive written arguments. Searching and identifying promising sources, distilling research findings, synthesizing literature to support an argument, and organizing written materials to enhance persuasiveness. Suited to those writing qualifying projects, dissertation proposals, dissertations, funding proposals, conference proposals, and journal articles.</td>
</tr>
<tr>
<td>TLT 403</td>
<td>Introduction to Instructional Design 3 Credits</td>
<td>3</td>
<td>Social, cognitive, and environmental factors in designing for teaching and learning. Systems theory applied to learning settings. Special emphasis on motivational theories and technological affordances.</td>
</tr>
<tr>
<td>TLT 404 (SPED 404)</td>
<td>Cultural and Linguistic Diversity 3 Credits</td>
<td>3</td>
<td>All teachers need to gain an understanding of how to support culturally and linguistically diverse students, particularly multilingual learners (MLs). This course explores the systemic disadvantage and bias MLs experience in the school system. It will offer best practices and concrete strategies that teachers can implement to challenge systemic disadvantages MLs face in classrooms and schools. With the understanding that students have complex identities and needs, throughout the course, the heterogeneity of culturally and linguistically diverse students will be emphasized.</td>
</tr>
<tr>
<td>TLT 405 (SPED 405)</td>
<td>Principles and Applications of K-12 Assessment 3 Credits</td>
<td>3</td>
<td>Assessment applied to learning in classroom learning environments, including universal screening and progress monitoring. Discusses assessment approaches, ways to implement assessment, and use of assessment tools to monitor all students, including ELL and students with disabilities. Use of data-management and grading systems. Addresses diagnostic assessments for student placement and analysis of assessment data to tailor instruction to diverse student needs. Emphasis on research-based practices of assessment to inform instructional decision-making consistent with the RtI framework.</td>
</tr>
<tr>
<td>TLT 407</td>
<td>Instructional Design for K-12 Classrooms 3 Credits</td>
<td>3</td>
<td>Introduces the systematic design of instruction following the Response to Instruction and Intervention (RtII) and Universal Design for Learning models. Explores theories of learning and instructional applications as a part of technology-based and standards-aligned classroom education grounded in the use of a quality, research-based core curriculum and effective instructional practices to meet the needs of all learners. Addresses appropriate use of instructional technologies for universal learning. Students will plan, design, and develop student-centered, standards-aligned, technology-supported instruction and appropriate learner assessments.</td>
</tr>
<tr>
<td>TLT 409 (SPED 409)</td>
<td>K-12 Classroom Environment and Management 3 Credits</td>
<td>3</td>
<td>Designing inclusive classroom environments that maximize learning. Emphasis on fostering a positive learning environment using evidence-based classroom management strategies for all learners, including students with disabilities and those from culturally and linguistically diverse backgrounds. Addresses function-based thinking to understand behavior problems and identify appropriate interventions. Includes discussion of manifestation of both internalizing and externalizing problems and related interventions.</td>
</tr>
<tr>
<td>TLT 410</td>
<td>The Writing Process 3 Credits</td>
<td>3</td>
<td>Developmental characteristics of children's writing and relationships among writing, spelling and reading. Predictors of writing achievement, teaching strategies and activities, and evaluation schemes will be emphasized, K-12.</td>
</tr>
<tr>
<td>TLT 411 (SPED 411)</td>
<td>Early Childhood Education 3 Credits</td>
<td>3</td>
<td>Introduction to development of early childhood education in the U.S. Emphasizes evidence-based methods and materials to assist young children in the learning process, including arrangement of indoor/ outdoor space, developmentally appropriate practices, and the design of instruction to foster young children's emotional, social, language, cognitive, physical, and creative development. Includes embedded instruction and adaptations for students with identified disabilities, children at risk for developing disabilities, and children with culturally and linguistically diverse backgrounds, and family collaboration within the instructional planning process.</td>
</tr>
<tr>
<td>TLT 412</td>
<td>Social Studies in PreK through 4th Grade 3 Credits</td>
<td>3</td>
<td>Overview of Pennsylvania's PreK-4 Standards for social studies, including: Pennsylvania history, United States history, economics, civics and government, citizenship, political science/government, and geography. Development, implementation and evidence-based assessment of preK-grade 4 social studies curricula. Effective teaching techniques such as lesson planning, inclusive practices, integrating instructional technologies into instruction, reflecting on teaching, and the latest research-based teaching and assessment methods. Emphasis on alignment of instruction with standards.</td>
</tr>
<tr>
<td>TLT 420</td>
<td>Literacy in PreK through 4th Grade: Reading and Its Foundations 3 Credits</td>
<td>3</td>
<td>Knowledge of the theories, methods, and materials that can be used to teach reading and early reading skills in PreK-4th grade. Understanding of the skills of successful readers. Evidence-based practices in reading instruction and data-based decision-making to teach reading to all students, including students with disabilities and English learners. Strategies to partner with caregivers to enhance reading an early reading skills.</td>
</tr>
</tbody>
</table>
TLT 422 Literacy in PreK through 4th Grade: Writing and Its Foundations 3 Credits
Knowledge of the theories, methods, and materials that can be used to teach writing and foundational skills in PreK-4. Understanding of the developmental aspects of writing and the skills of successful writers. Evidence-based practices in writing instruction and data-based decision-making to teach writing to all students, including students with disabilities and English learners.

TLT 424 Children’s Literature in Elementary Education 3 Credits
Role of literature in the instructional program of the elementary schools. Use of trade books for individualized instruction in reading, language arts, mathematics, science, and social studies.

TLT 426 Science in PreK through 4th Grade 3 Credits
Overview of inquiry-based activities and investigations to promote science learning in preK-grade 4 classrooms. Emphasis on Pennsylvania’s PreK-4 Standards for Science and Technology and Environment and Ecology standards and aligning instruction with standards. Activities include planning effective lessons, trying out new methods of teaching, reflective practice, inclusionary methods, and integrating instructional technologies into science learning. Evidence-based assessment types are highlighted within instructional contexts.

TLT 428 Mathematics and Numeracy in PreK through 4th Grade 3 Credits
Trends, theories, activities and manipulative materials for teaching early numeracy and elementary mathematics. Pre-school development and in-school skills and concepts, including sets, systems of numeration, experience with numbers, number operations and concepts, numerals, measurement, early algebra, and elements of geometry. Implications of developmental differences and early non-school experiences on learner readiness and skills. Helping parents support their children’s conceptual development. Research-based practices and inclusionary approaches to teach mathematics to learners from a variety of backgrounds and across ability levels.

TLT 431 Social Studies in Middle Level and High School Education 3 Credits
Middle and high school curriculum, content, teaching strategies, and instructional materials for the social studies. Emphasis on organizing content, using appropriate methods, testing and evaluation, and appropriate integration of technology. Overview of Pennsylvania’s 4-8 and 8-12 standards for social studies and related standards from the National Council for the Social Studies and other national organizations. Explores relevant research, courses of study, textbooks, and teacher-made materials. Addresses inclusive evidence-based and standards-aligned instructional approaches and techniques, including co-teaching.

TLT 432 Reading and Critical Thinking in Middle Level and High School Education 3 Credits
Development of reading in the secondary content areas (English/language arts, mathematics, science, social studies). Highlights effective teaching strategies in critical areas, such as higher order reading and study skills. Addresses analysis of evidence based methods and current research for improving the reading development and analytical skills of all students.

TLT 434 English in Middle Level and High School Education 3 Credits
Curricula, philosophy, methods, strategies, and materials for the teaching of middle and high school English. Literature, genres, and the nature of text and text differences. Critical analysis and drawing inferences from narrative text and poetry. Techniques for teaching and enhancing writing in various styles. Applications of technology and assessment principles. Addresses inclusive evidence-based and standards-aligned instructional approaches and techniques, including co-teaching.

TLT 436 Science in Middle Level and High School Education 3 Credits
Overview of inquiry-based activities and investigations to promote science learning in secondary science classrooms. Emphasis on aligning instruction with Pennsylvania’s Standards for Science and Technology and Environment and Ecology standards. Activities include planning effective lessons, trying out new methods of teaching, inclusionary methods, reflective practice, and integrating instructional technologies into science learning. Evidence-based assessment types highlighted within instructional contexts.

TLT 438 Mathematics in Middle Level and High School Education 3 Credits
Standards-based and technology-intensive curricula, instructional activities, and manipulative aids for mathematics in middle level and high schools. This course models and explores an investigative and hands-on approach to secondary mathematics instruction. Particular attention given to learning theories, curriculum issues, and recommendations arising from state, national, and international assessments. Research-based practices and inclusionary approaches to teach mathematics to learners from a variety of backgrounds and across a range of abilities. Addresses standards-aligned instructional approaches and techniques, including co-teaching.

TLT 440 Pre-professional Seminar 3 Credits
Study, directed observation of, and initial practice in the various phases of teaching in secondary schools. Guided opportunities to try out strategies to facilitate the inclusion of special education students, differentiated instructional practices, and standards-aligned and evidence-based instructional approaches in actual school settings. Consent of program coordinator required.

TLT 442 (SPED 442) General Education and Special Education Student Teaching and Seminar 4-6 Credits
Intensive practice in the application of principles of teaching for both general and special education settings in a supervised internship in the schools (for dual certification). Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers’ experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world setting, and aligning instruction with standards. Consent of program director required.

TLT 444 General Education Student Teaching and Seminar 3-6 Credits
Intensive practice in the application of principles of teaching for general education settings in a supervised internship in the schools. Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers’ experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world setting, and aligning instruction with standards. Consent of program director required.

TLT 454 Applied Instructional and Learning Design Principles 3 Credits
Exploration and application of design models for learning. Special emphasis on the application of teaching and learning theories and instructional design strategies and models to design and develop authentic learning products or experiences, iterate projects, and reflect on personal preferences and processes as designers. Prerequisites: TLT 403

TLT 456 Instructional Design and Development Studio 3 Credits
Studio-based, authentic and collaborative design experiences led by a faculty mentor. Students work in teams to complete substantial multimedia design and development projects. Prerequisites: TLT 454 and TLT 460

TLT 458 Introduction to Multimedia Programming and Development 3 Credits
Introduction to programming and resource development tools used in the creation of interactive multimedia teaching and learning materials.
TLT 467 Project-, Scenario-, & Simulation-Based Learning in Interactive Multimedia Environments 3 Credits
This course focuses on the design, development, and implementation of authentic project-, scenario-, and simulation-based learning environments using interactive media. Students will apply various instructional design models, learning theories, and multimedia tools to create project-, scenario-, and simulation-based materials, visuals, and other digital media and assess the results. Students will explore story, character, and challenge design, choice creation, and consequence feedback loops to develop classroom or corporate, online, and mobile interactive learning environments.

TLT 468 Game-Based Learning 3 Credits
Learning games are designed through a combination of instructional and motivational design principles. Through playful, hands-on experiences, this course will address the theory, practice, and development of learning games in education. Participants will produce and test student-developed learning games.

TLT 470 Technology for Teaching and Learning 3 Credits
Analysis of available technologies (hardware, software, and Web resources), and identification of technologies matched to learner needs in traditional and/or non-traditional settings.

TLT 472 Online Teaching and Learning 3 Credits
Examination of contemporary research on online learning and recognized best practices on the design and delivery of online, hybrid, and/or flipped courses or course modules. Emphasis on online activities to experience ways to maximize instructor presence and student engagement, collaboration, and achievement.

TLT 474 Large-scale Planning and Implementation of Educational Technology 3 Credits
Addresses topics such as planning, maintaining, funding, networking, staffing, staff development, and monitoring of educational technology implementations.

TLT 475 Trends and Innovations in Instructional Technology 3 Credits
Examination of current research and emerging trends in instructional technology with the goal of anticipating the development and diffusion of new practices in schools and school systems. As William Gibson famously said, “The future is here today, it’s just not evenly distributed.”

TLT 476 Assessment of Instructional Technologies 3 Credits
Techniques for evaluating technology implementations for teaching and learning. Focus on topics such as instrumentation, data collection and analysis, drawing conclusions from data sets, and preparing reports for stakeholders.

TLT 477 Cognitive Theory and Technology Integration 3 Credits
The spread of instructional technology systems and expanding knowledge of how we think and how learn has changed the ground beneath educators’ feet. This course provides teachers with practical examples and frameworks for applying cognitive science and technology to benefit students through increased engagement, increased formative evaluation, and more.

TLT 478 School Leadership in the Digital Age 3 Credits
Successful implementation of any initiative in schools is contingent on support from leadership, whether it be administrators or teacher leaders. This course will focus on the characteristics of good leadership and how they may be applied in successful technology integration strategies. Concepts will be explored around creating an environment of equity through digital access, being a champion for personalized learning, and building a collaborative ecosystem of support.
TLT 479 Technology Integration Coaching 3 Credits
Instructional technology coaches work collaboratively with peer teachers to improve teaching, with a focus on the appropriate and effective uses of educational technologies. Practices include identifying a baseline of practices and habits of mind, setting meaningful goals for integration based on resources and student needs, assisting teachers in developing technology literacy, aiding teachers in integration, and providing ongoing support for success. This course will investigate the basic tenets of instructional coaching and then delve into evidence-based strategies for content-area instruction.

TLT 480 Curriculum Theory and Design 3 Credits
Curricular models and their features, with a focus on curriculum development and enactment. Special emphasis on design principles, curriculum’s role in K-12 settings, and technology-enhanced curriculum.

TLT 482 Practicum in University Teaching: Teaching, Learning & Technology 1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Teaching, Learning and Technology. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit. Repeat Status: Course may be repeated.

TLT 483 Diversity and Multicultural Perspectives in International Education 3 Credits
Examination of the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, sexual orientation, gender identity diversity, and minority group issues in education and psychology. The primary context of application is contemporary international education.

TLT 486 Doctoral Research Project I: Design & Development 3 Credits
This course provides students with the opportunity to design and develop research studies under the supervision of specific faculty.

TLT 487 Doctoral Research Project II: Implementation, Analysis, & Writing 3 Credits
This course provides students with the opportunity to implement, analyze, and write-up research studies under the supervision of specific faculty.

TLT 492 Classroom Research Methods 3 Credits
Introduces students to classroom research design paradigms and the assumptions behind them, use of the literature, developing research questions, qualitative and quantitative procedures, research design, sampling design, data collection, data analysis, and reporting research results using educational applications.

TLT 494 Culminating Research Project 3 Credits
Designing and conducting research projects in classroom settings.

TLT 499 Dissertation 1-15 Credits