Master’s Degrees Related to Literacy

Handbook for Applicants and Students

2008-2009

Provided by the Literacy Program Area

In Collaboration with Advanced Studies in Teaching and Learning (ASTL)

Please note: University and program policies are subject to change. In addition to this handbook you should refer to the university catalog for your year of admission (http://www.gmu.edu/catalog/)
Welcome to the ASTL/Literacy Program! This Handbook is designed to provide general program information and assist with questions you may have as you apply to and progress through your master’s level degree or certificate program in Literacy. Please do not hesitate to bring your questions to the attention of our program staff and faculty.

The Literacy Program Area in the College of Education and Human Development at George Mason University provides master’s and doctoral programs for educators wishing advanced preparation in literacy, pre-service courses for beginning teachers (both graduate and undergraduate), and service learning opportunities for undergraduate students. This handbook describes our two programs designed for master’s degree students: Literacy: PK -12 Classrooms; and Literacy: K-12 Reading Specialist.

The term literacy was chosen as a program descriptor to indicate a view of reading and language arts based on the integration of language arts and the meaningful acquisition and use of a wide variety of reading and writing abilities. The programs also promote a cyclical process of literacy assessment and instruction. Candidates are provided with the knowledge and expertise to develop a student-centered curriculum that relies on a deep understanding of the ways in which individual variability contributes to student success. A focus on the nature of the learner lays the foundation for candidates to use knowledge of child and adolescent development, cultural and linguistic diversity, and instructional and motivational strategies to plan and adapt appropriate assessment and instruction with an emphasis on guiding students toward more independent literacy abilities. We also provide opportunities for candidates to explore and critique current theoretical and empirical information on reading, writing, and oral communication. The programs integrate study of the most recent research findings with observation and discussion related to the practices and approaches typically found in Virginia schools. Both the content and focus of the ASTL/Literacy programs reflect relevant influences from a variety of fields of study, including reading, writing, applied linguistics, sociology, psychology and anthropology.

Fall 2008: ASTL/Literacy Advisors and Faculty

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(Program Coordinator; Advisor, Prince Wm. 09)
Contact Information

A. Academic questions (such as academic decisions, issues, or concerns): Contact your course instructor or advisor (see list, page 3). If you are not yet admitted, call or email the program office and they will direct you.

B. Administrative questions (such as how to apply, registration, the program sequence, payment, the graduation process, and so forth):

- Email the Program Office: astl@gmu.edu
- Check the program website (gse.gmu.edu/programs/astl/) or the university website (www.gmu.edu) – also check this handbook!
- Call the Program Office Manager: Delores (Lori) Horn, Robinson A 451, 703-993-3640 (Registrations, payments, graduation processes).
- Call the Outreach Coordinator: Judy Polivy, Robinson A 451, 703-993-2650 (Information for applicants, applications, program sequence).

C. Licensure questions – Call the Licensure Specialist, Joanna Bosik, Jbosik@gmu.edu, 703-993-2080
Program Basics and the Application Process

1. Learning more about the program and the program options

We strongly recommend you attend an information session. These are held several times a semester both on the Fairfax campus and in other locations. This is the best way to learn about the program and your options.

Information sessions are listed at: http://gse.gmu.edu/programs/astl/info_session/.

You also may contact our Outreach Coordinator at astl@gm.edu.

2. The application process

Detailed information on the application process is located at

http://gse.gmu.edu/programs/astl/admissions/

Please note: all applicants (whether for the certificate program or the master’s program) complete the same graduate application, including transcripts, letters of reference, goal statement and application fee. Also note that application deadlines give priority to early applications. Late applications are considered on a space-available basis if they are received with sufficient time for processing before the term begins.

In addition to the paper application, ASTL/Literacy applicants must attend an admissions session where they complete a writing sample and have a chance to ask additional questions of program faculty and staff. Invitations to this session are sent after an initial application screening.

3. Choosing between the two literacy concentrations

When you apply you will need to make a tentative choice of literacy concentration so we can assign a program code to your file. However, it is important to note that the first three courses in both literacy concentrations are the same (EDRD 630, EDRD 631, EDRD 632 – see course titles in Appendices B and C). Therefore, you can delay the final decision of your concentration until after these courses are completed. If you decide to change your concentration you must inform the ASTL/Literacy office so your records can be updated.

Students in the “PK-12 Literacy for Classroom Teachers” concentration take three required courses and three approved electives in the concentration (see list of concentration courses in the appendix). This enables students to gain a firm overview of PK-12 literacy as well as an understanding of areas of special interest related to literacy, such as the needs of ESL learners, or students in a particular content area subject. Students in the “Reading Specialist” concentration take 7 required courses that provide an overview of literacy as well as in-depth preparation in working with struggling readers, experience working with other teachers as a mentor or coach, and an opportunity to design teacher research. This program has been in existence since 1999 and has prepared hundreds of reading specialists who are now working in leadership roles throughout the state and beyond.
4. Regulations for licensure as a reading specialist

The Virginia Department of Education makes and establishes the licensure regulations. At this time, the general requirements are that teachers must hold a master’s degree, complete a “state approved program,” have completed 3 years of successful teaching under contract, and obtain a passing score on the “Virginia Reading Assessment for Reading Specialists.” Details are at: http://www.doe.virginia.gov/VDOE/newvdoe/teached.html. Teachers entering the program already holding a master’s degree will need to take the 21 credit hour K-12 Reading Specialist course sequence only; those who need to earn a master’s can do so with 12 additional credits in addition to the 21 credit concentration (total: 33).

5. Regulations on transfer of credits into the program

a. For the K-12 Reading Specialist Concentration: Transfer credits are rarely accepted into this program because we follow strict state guidelines for preparing reading specialists and specific course content is required. The majority of our applicants have taken several literacy/reading courses before entering the program, which provides excellent preparation. If an applicant has taken courses as part of a reading specialist preparation program at another university (in or out of state) they should contact the program coordinator about the possibility of transferring credits. Credits cannot have been applied to another degree and they must have been taken within six years of admission to GMU. Appropriate forms must be completed for transfer of credits.

b. For the PK-12 Literacy for Classroom Teachers Concentration. It is possible to transfer in up to 6 credit hours in literacy/reading electives to this program. Keep in mind that these credit hours cannot have been used for earlier degree requirements, must be graduate level, must have been completed within 6 years of admission, and must have the approval of your advisor. Appropriate forms must be completed for transfer of credits.

c. For the ASTL Core Classes: Transfer credits are not accepted in lieu of the ASTL core classes.

6. Teaching experience requirements

As an advanced master’s program for teachers, this program requires one year of teaching experience before entry into the program. In addition, the state requires 3 years of teaching experience to grant the Reading Specialist license. If you have one year of teaching experience but are not currently teaching, keep in mind that the state will require you to obtain this experience during or after your coursework in order to grant the license. Occasionally non-licensed teachers with teaching experience are able to obtain the reading specialist license as their initial license but this is quite rare. If you do not already hold a teaching license it is recommended that you contact the teacher education program at GMU (cehd.gmu.edu) to explore how to do so before you enter the ASTL/Literacy program.
7. The “Virginia Reading Assessment for Reading Specialists.”

Students in the K-12 Reading Specialist program must complete and pass the VRA (reading specialist version) before they are eligible for completion of their certificate or master’s degree as well as to obtain the Virginia Reading Specialist license. Information on this assessment is available at http://www.va.nesinc.com/. A copy of your score report must be sent to your advisor. It is recommended that you take this assessment after you complete EDRD 632 and EDRD 633/637 and before you begin EDRD 635 to insure enough time for scores to be submitted. The assessment relates primarily to information taught in EDRD 630, 631, 632, 633, and 637.

8. Certificate vs. license.

Terminology can be quite confusing. In Virginia, teachers hold teaching “licenses” not “certificates” (as in some states). In our literacy graduate level programs at GMU, students who already hold master’s degrees can enroll in the “GMU Certificate” program. In this case, a “certificate” is a designation that is printed on your transcript after you complete the required classes for your concentration. If your concentration is in the K-12 Reading Specialist Program, then you will also be eligible to apply for a state K-12 Reading Specialist license when you are finished with your coursework and meet other state requirements.

9. Length of the program

Most students complete the program in two to three and half years, depending on the options selected. Between 3 and 6 credits are taken at one time. Students in the PK-12 Classroom concentration may be able to attend full time (9 credits or more per term); however, this is not possible for students in the K-12 Reading Specialist concentration due to the nature of the course sequence. Courses in the K-12 Reading Specialist need to be taken in the sequence specified for their cohort unless they receive a special waiver from the program coordinator.

10. Financial aid

Please contact the GMU financial aid office for information at (703) 993-2353 or at apollo.gmu.edu/finaid. Students may be eligible for subsidized loans for graduate study and/or grants related to teacher preparation in a critical shortage area (note that 6 credit hours per term may be required). Also check the Virginia State Reading Association website for possible grants or scholarships (www.vsra.org) and ask about support from your school division or employer.

Students may also apply for assistantships to work with faculty on research and other projects. Contact the office of Admissions for an application, and also send a note to the program coordinator (Dr. Zenkov, kzenkov@gmu.edu) expressing your interest in an assistantship so that he can share your interest with other literacy faculty members.
Beginning and Continuing in Your Program

11. Course requirements

Courses are listed in the concentration sheets in Appendices B and C, as well as in the university catalog:

http://www.gmu.edu/catalog/cehd/gse.html#astl_literacy_pkdash12_classroom_teachers_concentration_ap12

12. GMU E-Mail

Once students are admitted to a GMU program they are assigned a PIN number. The PIN number can then be used to open a GMU mail account. E-mail accounts can be opened by going to: mail.gmu.edu/

The university uses electronic mail as a way of providing official information to students. Examples include notices about academic standing, library fines, financial aid information, class materials, assignments, graduation, and instructor feedback. Students are responsible for being aware of this communication. Therefore, you must activate your GMU email account and check it regularly. You also can choose to have your GMU email forwarded to another email account that you check regularly. Faculty and staff are required to use GMU email address for communication with students.

13. Cohort groups

Literacy program cohort groups are made up of students who begin the program together at a particular location. Students in both concentrations (PK-Classroom and K-12 Reading Specialist) will begin together and take EDRD 630, 631, and 632 as a group. PK-12 Classroom students will also take three electives (with advisor approval, before, during or after the three required courses – a total of 6 classes). K-12 Reading Specialist students will remain with the cohort to complete their concentration (a total of 7 classes). Please note that if a cohort group drops below a particular threshold number of students (determined by the administration of CEHD), cohorts may have to be combined and locations may be changed. This occurs rarely but it is important to be aware that it is a possibility.

There also may be situations in which students are unable to continue with their original cohort. For example, due to personal reasons a student may need to skip a semester and then join another cohort (which will typically be at a different campus). If this occurs you need to complete a Request to Change Cohort/Campus Location form. The request needs to be sent directly to your advisor. Requests will be considered on a space available basis. Also note that if you wish to change concentrations you must complete a Concentration Change form. These forms can be obtained from the ASTL/Literacy program office (astl@gmu.edu).
14. Registration and payment information

a. Fairfax campus: If you are taking classes on the Fairfax campus, you will register and pay through the Patriot Web system (patriotweb@gmu.edu). If you have trouble registering, please contact the ASTL/Literacy Office at 703-993-3640 or astl@gmu.edu. The tuition rates as well as fees are published at: budget.gmu.edu. Note that the university has established high penalties for late registration.

b. Other locations: About a month before your class begins, you will receive an email message (to your GMU email address) and a registration form from the ASTL/Literacy Office. You must enroll by mail or fax before the deadline that is stated in the email. Your payment will be through check or credit card, unless you are part of a school district-sponsored cohort. Note that outreach cohorts may have discounts based on the number of students and the date the cohort began. Since we often do not know the exact rate until close to the start of a semester, you will be informed of the amount you need to pay in the registration email you receive (it will never be more than the published university tuition rate for the term).

c. Domicile: The university determines whether your status is in-state or out-of-state (“domicile”) during the admission process. See: http://admissions.gmu.edu/domicile/. You can ask to have your status changed or reviewed. Students with out-of-state status pay a rate in CEHD outreach cohorts that is currently (9/2008) $25 more than the in-state rate per credit hour, while out of state students on the Fairfax campus pay the published university out-of-state tuition rate (budget.gmu.edu). All students should be aware that if they take classes at different locations they may pay different tuition rates/fees.

15. Class attendance regulations

While the faculty realizes that you may need to miss an occasional class due to illness or a required work event such as back-to-school night, class attendance in the ASTL/Literacy program is expected and important. Instructors must be notified in advance if a student is unable to attend class. Students who fail to fully participate (by virtue of absences) may have their grades lowered. In addition, no more than two absences (or a total of 6 clock hours) are permitted in any course except in cases of unforeseen medical or other emergency. Please note that in the summer, classes are held twice a week or more frequently and may be 4 or more hours in length. Vacations, weddings, family events, trips, and so forth are not considered valid reasons for missing more than six clock hours of class. Please note that classes in the literacy program are not held during the first three weeks of August or between mid-December and mid-January. If you need to plan a trip that conflicts with a summer class, speak to your advisor about taking your summer class at another time. Also note that during EDRD 637 missing classes is especially problematic since children or adolescents are coming for tutoring and are depending on their tutor to be present.

16. Grading policies, grade reports, and transcripts

All GMU graduate students must maintain a B average. In addition, students in the ASTL/Literacy K-12 Reading Specialist program must achieve a B or higher in all literacy
program courses because they are part of a teacher licensure program. If you feel you are in danger of obtaining a grade lower than a B in a course, speak to your instructor and advisor immediately.

To obtain your grades at the end of the semester, go to the GMU system at patriotweb.gmu.edu/ and enter your student ID number and PIN. You can also use this system to check your grades, degree progress report, your schedule, your account balance and your unofficial transcript. It is recommended that you check your academic record at least one time each semester. Information about obtaining an official transcript from the Registrar’s Office can be found at registrar.gmu.edu/transcript.html

17. Incompletes

Regulations for grades of “Incomplete” are governed by the university and are available in the university catalog. See the university calendar for university deadlines for removing incompletes: registrar.gmu.edu/calendars. However, keep in mind that if you have an incomplete in a course, due to the prerequisite requirements you cannot move to the next course in the sequence until you remove the incomplete. Therefore, incompletes must be removed before the deadline for enrolling in the next course in your sequence.

18. Planning for the ASTL Core classes

The ASTL masters’ degree consists of an area of concentration (18 -21 credits) and the Education Core of 12 credits. ASTL/Literacy students who intend to complete a master’s degree must enroll in and complete the 12 credit ASTL Education Core class sequence before, during, or after the literacy sequence.

The list of Education Core courses is in Appendix C. This series of courses must be taken in sequence and takes one to one and a half years to complete. The Core classes traditionally begin in the summer on the Fairfax campus and take three terms to complete (generally starting in May, and ending in May of the following year, although this schedule may vary slightly). Occasionally, depending on enrollment and faculty availability, cohorts may begin in other terms and/or in locations other than Fairfax. Cohorts that begin in terms other than summer may have their Core coursework spread over 4 terms including summer (for example, a cohort might start in fall with completion at the end of the fall term the following year).

The ASTL office contacts advisors and admitted students (via email) early in the semester before an Education Core is scheduled to begin. Students will have a deadline by which they need to inform the office of their intent to take the Core so space can be reserved for them.

Regarding the timing of the Core classes, it is recommended that students with full time positions take the full set of Education Core classes either before or after the literacy courses. However, it is possible to overlap the core and literacy classes, if you begin your literacy classes first (see Appendix D for an example). Please discuss questions with your advisor.
19. The performance-based assessments

Throughout the program, you will be required to satisfactorily complete one or more program assessments in each course and you will be required to submit these to an electronic system entitled “TaskStream.” Satisfactory completion of every program assessment as well as posting to TaskStream is required before moving to the next course. If you have difficulty with completing requirements or posting, contact your instructor.

20. Guidelines and assistance for written assignments

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. While a variety of qualities may pass for “graduate level,” at a minimum it means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject and pronoun/antecedent agreement and writing is appropriately concise and clear. The Graduate School of Education requires APA format (fifth edition) for student papers. This is the same format that is used in most education-related journals. We suggest you purchase an APA style manual from the bookstore or the American Psychological Association (apastyle.apa.org/) early in your program. The title is: Publication Manual of the American Psychological Association, 5th Edition (2001).

The University Writing Center is a free writing resource open to everyone involved in the George Mason community, including graduate students. The Writing Center offers individual, group and online tutoring sessions in a comfortable, supportive atmosphere. GMU students may register for the Online Writing Lab (OWL), the distance arm of the Writing Center that allows students to submit papers electronically. Access to a writing tutor, plus assistance with writing, editing, and composing is also available. The Writing Center is located on the Fairfax Campus in Robinson A114, 703-993-1200. Or you can go to writingcenter.gmu.edu/

21. Blackboard

Blackboard is a multi-faceted electronic bulletin board. Many instructors use this tool as a primary means of general communication. The syllabus, class assignments, announcements, and class notes may be posted on blackboard for easy and efficient student access. In addition, Blackboard is often required for discussions and for submission of assignments. If your instructors choose to use blackboard, they will give you explicit information on how they plan to use the program.

22. Libraries and other services

GMU maintains extensive libraries in Fairfax, Prince William and Arlington. In addition, GMU is part of a consortium in the D.C. area which enables students to use many other local libraries as well as an interlibrary loan system which will bring materials requested from very distant locations. The most recent information on libraries and library services is found on at library.gmu.edu. You can check out books with an ID card, also available at any of the campuses. There are also extensive on-line resources available, for which you will need your GMU identification, such as your G# and your Email ID and password. You will find links to operating
hours, databases, electronic reserves and other library resources on the library website. Operating hours may fluctuate.

Check the GMU website for other opportunities. For example, discounts are available for GMU sports/swimming facilities, concerts and art programs, and so forth. Also remember to frequently check your GMU email for updates.

23. George Mason University Honor Code

See http://honorcode.gmu.edu/

“To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”

24. George Mason University Policy on Disabilities

The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center www.gmu.edu/student/drc/

25. Inclement weather policy

University closings, late openings, or other weather related changes in the University's schedule will be announced at www.gmu.edu (or call 703-993-1000).

26. Cell phones

Please turn off all cell phones and pagers at the beginning of each class session.

27. Other policies: Please also note other important academic policies affecting students: http://www.gmu.edu/catalog/apolicies/
Completing Your Program

28. What is the process for graduation?

Graduation is not automatic: You must apply! The first step in the graduation process is notifying the university of which semester you plan to graduate and/or complete your certificate. You must submit (online) to the registrar’s office an “intent to graduate” form by deadlines available at [http://cehd.gmu.edu/graduation/](http://cehd.gmu.edu/graduation/). This deadline will be during a term PRIOR TO the term in which you plan to graduate. This form can be accessed and completed at registrar.gmu.edu. It is important to check the website for university submission deadlines to insure that the program completion requirements are met. Students who complete master’s degrees from in fall, spring or summer* of an academic year will be invited to participate in the GMU university-wide graduation ceremony as well as the College of Education and Human Development Convocation in May. At the CEHD convocation, master’s and doctoral graduates are traditionally seated with their program groups and receive congratulations individually on the stage. [http://cehd.gmu.edu/graduation/](http://cehd.gmu.edu/graduation/). (*Master’s students who are scheduled to finish in the summer can participate in the graduation/convocation in the May prior to their graduation).

29. Licensure for the K-12 Reading Specialist students

Licensure is not automatic, you must apply! After completion of K-12 Reading Specialist course sequence as well as the master’s degree (if you do not hold a prior master’s degree), you should contact the CEHD Licensure specialist, Joanna Bosik, at jbosik@gmu.edu;703-993-2094. The licensure specialist will provide appropriate documents that can be then submitted to the applicant’s school district or directly to the state (if you are not employed in a school division).
## Appendix A: Literacy Program Concentration Sheet (K-12 Reading Specialist)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDRD 630</strong></td>
<td>3</td>
</tr>
<tr>
<td>Advanced Literacy Foundations and Instruction, Birth to Middle Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Advanced study of literacy theory, research, and practice as it relates to younger learners. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children’s literacy. Reading, writing, and oral communication are included.</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 631</strong></td>
<td>3</td>
</tr>
<tr>
<td>Advanced Literacy Foundations and Instruction, Adolescence through Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Reading, writing, and oral communication are included.</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 632</strong></td>
<td>3</td>
</tr>
<tr>
<td>Literacy Assessments and Intervention for Groups</td>
<td>3</td>
</tr>
<tr>
<td>Literacy assessments and interventions for groups of learners. Study includes an exploration of assessment tools for both classrooms and large populations.</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 633</strong></td>
<td>3</td>
</tr>
<tr>
<td>Literacy Assessments and Interventions for Individuals</td>
<td>3</td>
</tr>
<tr>
<td>Literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. (Corequisite: EDRD 637)</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 637</strong></td>
<td>3</td>
</tr>
<tr>
<td>Supervised Practicum in Literacy with an Individual Learner</td>
<td>3</td>
</tr>
<tr>
<td>(Must be taken concurrently with EDRD 633)</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 634</strong></td>
<td>3</td>
</tr>
<tr>
<td>School Based Leadership in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>This course prepares the reading specialist as a school leader. Students expand their knowledge of literacy gained in the prerequisite courses and apply it to professional development work with teachers at their own school site.</td>
<td></td>
</tr>
<tr>
<td><strong>EDRD 635</strong></td>
<td>3</td>
</tr>
<tr>
<td>School Based Inquiry in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>This course is the capstone of the literacy emphasis. The focus will be on research-based inquiry related to literacy in school settings. Major assignments include a review of the literature and a teacher inquiry project.</td>
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</tbody>
</table>
### Component II – 18 credits
Required Concentration Courses: 9 credits; Electives: 9 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 630</td>
<td>Advanced Literacy Foundations and Instruction, Birth to Middle Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 631</td>
<td>Advanced Literacy Foundations and Instruction, Adolescence through Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>EDRD 632</td>
<td>Literacy Assessments and Intervention for Groups</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Select three from this list or a course pre-approved by advisor)*</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>• EDCI 520</td>
<td>Assessment of Language Learners</td>
<td></td>
</tr>
<tr>
<td>• EDRD 615</td>
<td>Reading/Writing for Multilingual Students</td>
<td></td>
</tr>
<tr>
<td>• EDRD 633</td>
<td>Literacy Assessments and Interventions for Individuals</td>
<td></td>
</tr>
<tr>
<td>• EDRD 637</td>
<td>Supervised Practicum in Literacy with an Individual Learner</td>
<td></td>
</tr>
<tr>
<td>• EDSE 662</td>
<td>Consultation and Collaboration</td>
<td></td>
</tr>
<tr>
<td>• EDSE 627</td>
<td>Psychoeducational Assessment</td>
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</tbody>
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### PROGRAM EXIT REQUIREMENT

*Professional Development Portfolio*: A performance-based document that provides concrete evidence of teacher professional development throughout the ASTL program.

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EDCI: Elementary/Secondary Education  
EDIT: Instructional Technology  
EDLE: Educational Leadership  
EDUC: Education  
EFHP: Exercise, Fitness, and Health Promotion  
HEAL: Health
### Component I, Core Courses – 12 credits

*Required for all ASTL M.Ed. students*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Sem. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 612</td>
<td>Inquiry into Practice</td>
<td>Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through critical writing, action and research. Emphasizes cultural diversity and gender issues in research.</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 613</td>
<td>How Students Learn</td>
<td>Advanced course in the study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through the study of different learning systems, and understanding each learner in the context of the learning process itself.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 614</td>
<td>Designing and Assessing Teaching and Learning</td>
<td>Explores design and development of curricular, pedagogical, and assessment strategies responsive to the needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 606</td>
<td>Education and Culture</td>
<td>Practitioners use the <em>Cultural Inquiry Process</em> (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; learn skills in analyzing educational settings; and expand strategies to address puzzlements in their own practice.</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 615</td>
<td>Educational Change</td>
<td>Explores influences on educational change at the classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors and involves students in reflecting on their own experiences.</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix D: Examples of schedules that overlap the course sequence for ASTL/Literacy (K-12 Reading Specialist) and the ASTL Education Core.

(Note: It is strongly recommended that students take *no more than two classes* per term; therefore it is recommended that students who start their master’s program with the literacy courses begin the ASTL Core *after* they have completed EDRD 633/637).

<table>
<thead>
<tr>
<th>Term</th>
<th>Literacy Cohort: Fairfax 2008 (Fall start) Advisor: Taboada</th>
<th>Literacy Cohort: Prince William 2009 (Spring start) Advisor: Zenkov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Classes</td>
<td>Education Core Classes</td>
<td>Literacy Classes</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>EDRD 630</td>
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<tr>
<td>Spring 2009</td>
<td>EDRD 631</td>
<td>EDRD 630</td>
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<tr>
<td>Summer 2009</td>
<td>EDRD 633/637</td>
<td>EDRD 631</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>EDRD 632</td>
<td>EDRD 632</td>
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<tr>
<td>Spring 2010</td>
<td>EDRD 634</td>
<td>EDRD 633/637</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>EDRD 635</td>
<td>EDRD 634</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Core Class Sequence</td>
<td>EDRD 635</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Core Class Sequence</td>
<td>Core Class Sequence</td>
</tr>
</tbody>
</table>

*Graduation!*