



LITERACY: PK-12 CLASSROOMS CONCENTRATION

Name _____ Phone _____ E-mail _____

Advisor _____ Phone _____ E-mail _____

30 credit degree program with two components

<p>Component I – 18 credits <i>Required Concentration Courses: 9 credits; Electives: 9 credits</i></p>	<p>Sem. Hrs.</p>
<p>EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood 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.</p>	<p>3</p>
<p>EDRD 631 Advanced Literacy Foundations and Instruction, Adolescence through Adulthood 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.</p>	<p>3</p>
<p>EDRD 632 Literacy Assessments and Intervention for Groups Literacy assessments and interventions for groups of learners. Study includes an exploration of assessment tools for both classrooms and large populations</p>	<p>3</p>
<p style="text-align: center;">Electives (Select three from this list or a course pre-approved by advisor)*</p> <ul style="list-style-type: none"> • EDCI 520 Assessment of Language Learners • EDRD 615 Reading/Writing for Multilingual Students • EDRD 633 Literacy Assessments and Interventions for Individuals • EDRD 637 Supervised Practicum in Literacy with an Individual Learner • EDSE 662 Consultation and Collaboration • EDSE 627 Psychoeducational Assessment 	<p>9</p>
<p>PROGRAM EXIT REQUIREMENT Professional Development Portfolio for M.Ed.: A performance-based document that provides concrete evidence of teacher professional development throughout the ASTL program.</p>	
	<p>Sem. Hrs.</p>

Component II, <u>Core Courses</u> – 12 credits Required for all ASTL M.Ed. students	
EDUC 612 Inquiry into Practice 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.	2
EDUC 613 How Students Learn 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.	3
EDUC 614 Designing and Assessing Teaching and Learning 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.	2
EDUC 606 Education and Culture Practitioners use the Cultural Inquiry Process (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.	3
EDUC 615 Educational Change 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.	2

Visit the ASTL Web Site at <http://gse.gmu.edu/programs/astl>

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