



LITERACY: K-12 READING SPECIALIST CONCENTRATION

Student Name: _____ G# _____

E mail: _____ Phone: _____ Advisor: _____

<u>Component I, Required Concentration Courses—21 Credits</u> <i>(All courses must be taken in sequence)</i>	Sem. Hrs.
<p>EDRD 630 Advanced Literacy Foundations and Instruction, Birth to Middle Childhood</p> <p>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>	3
<p>EDRD 631 Advanced Literacy Foundations and Instruction, Adolescence through Adulthood</p> <p>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>	3
<p>EDRD 632 Literacy Assessments and Interventions for Groups</p> <p>Literacy assessments and interventions for groups of learners. Study includes an exploration of assessment tools for both classrooms and large populations.</p>	3
<p>EDRD 633 Literacy Assessments and Interventions for Individuals</p> <p>Literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. (Corequisite: EDRD 637)</p>	3
<p>EDRD637 Supervised Practicum in Literacy with an Individual Learner (Must be taken concurrently with EDRD 633)</p>	3
<p>EDRD 634 School Based Leadership in Literacy</p> <p>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.</p>	3
<p>EDRD 635 School Based Inquiry in Literacy</p> <p>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.</p>	3

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.

Component II, <u>Core Courses</u> – 12 credits Required for all ASTL M.Ed. students	Semester Hours.
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

Please visit our website: <http://gse.gmu.edu/programs/astl/>

Updated Summer 2013