



LITERACY: READING SPECIALIST CONCENTRATION FORM

33 credit degree program

(12 credits of Core courses, 21 credits of Concentration courses)

| Core Courses: 12 credits <i>Required for all ASTL M.Ed. students</i> | Credit Hours |
|--|---------------------|
| <u>EDUC 612: Inquiry into Practice</u> Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research. | 2 |
| <u>EDUC 613: How Students Learn</u> Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself. | 3 |
| <u>EDUC 614: Designing and Assessing Teaching and Learning</u> Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms. | 3 |
| <u>EDUC 606: Education and Culture</u> Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice. | 3 |
| <u>EDUC 615: Educational Change</u> Explores influences on educational change at 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 |

| Literacy: Reading Specialist Concentration Courses: 21 credits | Credit Hours |
|--|---------------------|
| <p><u>EDRD 630: Literacy Foundations and Instruction for Diverse Populations: Birth Through Middle Childhood</u> Study of literacy theory, research, and practice as it relates to younger learners. Includes teaching of reading to English Language Learners and language acquisition for diverse populations (Special Education students who access the general curriculum). Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on children's literacy. Includes reading, writing, and oral communication.</p> | 3 |
| <p><u>EDRD 631: Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood</u> Study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication.</p> | 3 |
| <p><u>EDRD 632: Literacy Assessments and Interventions for Groups</u> Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.</p> | 3 |
| <p><u>EDRD 633: Literacy Assessments and Interventions for Individuals</u> Provides literacy assessments and interventions for individuals. Includes diagnosis and remediation for learners who find reading and writing difficult. Requires assigned practicum experience. (Must be taken concurrently with EDRD 637)</p> | 3 |
| <p><u>EDRD 637: Supervised Literacy Practicum</u> Supervised literacy practicum that requires students to conduct assessments of and provide instruction to struggling readers. (Must be taken concurrently with EDRD 633)</p> | 3 |
| <p><u>EDRD 634: School- Based Leadership in Literacy</u> Prepares reading specialist as a school leader. Expands knowledge of literacy gained in prerequisite courses, and applies it to professional development work with teachers at their own site.</p> | 3 |
| <p><u>EDRD 635: School- Based Inquiry in Literacy</u> Capstone course in literacy emphasis focusing on research-based inquiry related to literacy in school settings. Includes review of literature and teacher inquiry project.</p> | 3 |
| PROGRAM EXIT REQUIREMENT | |
| <p>Professional Development Portfolio: A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.</p> | NA |



College of Education and Human Development
Advanced Studies in Teaching and Learning (ASTL)

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Advisor and Support Contact List

| Concentration | Advisor | Email | Phone |
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| ASTL program website | | https://gse.gmu.edu/advanced-teaching-studies/ | |
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* *Liaison Contact for Departmental Advising*