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# Early, Elementary and Reading Education

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## Mission

The mission of the James Madison University professional education unit is to prepare caring, knowledgeable, skilled and reflective educators who believe that all students can learn and succeed. Our candidates and faculty are committed to lifelong learning and aspire to meet educational needs in a changing, pluralistic and democratic society. The personal and professional development of candidates is accomplished by emphasizing excellence and continuous innovation in quality undergraduate, graduate and professional programs.

James Madison University's College of Education is distinguished through faculty and candidate achievements, academic rigor, excellence in teaching, candidate and faculty interactions and relationships, technological innovations, and national recognitions. The college maintains relevance through active and growing interactions with other colleges within the university and with local, state, regional, national and international communities.

The college is committed to providing:

- graduate programs that emphasize advanced knowledge in a specialty area and the development of effective leadership and professional skills for addressing the needs of a changing society.
- continuing professional development and service programs in cooperation with public and private schools and agencies, other colleges, institutions, and businesses.

The undergraduate and graduate teacher education programs are accredited by the National Council for Accreditation of Teacher Education and approved by the Virginia State Board of Education.

The basic philosophy of the college is reflected in the following goals:

- To educate men and women for the multiple professions included in the college at both the undergraduate and graduate levels, not merely by transmitting skills and knowledge but by stimulating creativity, developing cognitive abilities, and encouraging the testing of hypotheses and reinterpretation of the human experience.
- To encourage a balanced faculty orientation toward teaching, research, scholarship, community service and professionalism that recognizes individual strengths and preferences of the college's faculty.
- To create an environment that fosters an atmosphere of open communication among candidates, faculty members and community.
- To anticipate societal needs and provide necessary resources for implementing effective on- and off-campus programs now and in the future.

The department offers four programs of study.

- The ECED Master of Arts in Teaching (M.A.T.) is designed for individuals who hold a bachelor's degree and are interested in initial licensure to teach young children in preschool and grades K-3.
- The Master of Arts (M.A.T.) in elementary education is a continuation of the undergraduate program in elementary education.
- The Master of Education (M.Ed.) with a concentration in early childhood education is an advanced program of study for teachers working in preschool through third grade classrooms who want to extend professional competence as classroom teachers.
- The Master of Education (M.Ed.) with a concentration in reading education is designed for licensed teachers who are preparing to fill the role of reading specialist.

# Master of Arts in Teaching with a Concentration in Early Childhood Education

## *Early Childhood Education (PreK-3)*

### Admission Criteria

All criteria are considered when reviewing the candidates for admission to the early childhood graduate programs; however, no one criterion will be the sole reason for lack of admission to the program.

- GRE or Miller's Analogy Test scores at the 25th percentile or higher for both verbal and quantitative sections
- Undergraduate grade point average of 2.5 or higher
- Baccalaureate degree from a regionally accredited college/university
- Content background based on a transcript review conducted by the program coordinator; candidates may need to complete prerequisite competencies that are required by the Commonwealth of Virginia for early childhood licensure.
- Writing sample: a) a 3-5 page sample of "best work" which may have been previously submitted as an undergraduate student OR b) a two- three-page written statement describing the applicant's relevant prior experience and rationale for entering the teaching profession.
- Faculty interview session
- Admission into teacher education
- Passing scores on both Praxis I and Praxis II (Elementary)

### Program Mission and Outcomes

The mission of the ECED M.A.T. is to prepare professional teachers for early childhood settings who provide developmentally appropriate programming for children in educational settings. Candidates are prepared to:

- make effective decisions about curriculum and instructional methods based on an understanding of the whole child, child development theory and research on best practices;
- interact and communicate effectively with young children;
- assess children's growth and development using multiple data sources;
- communicate effectively and work cooperatively with parents/families, school personnel and the broader community; and
- engage other professionals, colleagues and administrators in support of children as members of a learning community.

Candidates in the program are expected to demonstrate commitment to their own professional growth and development; to follow standards of ethical professional behavior and practice; to advocate on behalf of all children, their families and early childhood education; and to become educational leaders.

### Program Description

The early childhood M.A.T. program requires GPSYC 160, EDUC 360, and 45 graduate credit hours of early childhood course work. Applicants' transcripts are reviewed to identify any prerequisite course work and to verify content knowledge requirements.

### Early Childhood M.A.T. Program Degree Requirements

Requirements	Credit Hours
GPSYC 160. Lifespan Human Development	3
EDUC 360. Foundations of American Education	3
READ 566. Literacy Acquisition and Development of the Young Reader	3
READ 636. Primary Grades Literacy Learning	3
ECED 508. Observation and Study of Young Children	3
ECED 510. Creativity and the Arts in ECED	3
ECED 511. ECED Practicum with Attention to Diversity	3
ECED 512. Facilitating Children's Natural and Social Science Constructions	3
ECED 541. Schools and Families in ECED	3
ECED 544. Children and Mathematics in Grades PreK-3	3
ECED 609. Constructivist Curriculum Design and Evaluation	3
ECED 611. ECED Practicum with Attention to Special Education	3
ELED 632. Inquiry in Elementary Education	3
ELED 633. Seminar in Education Inquiry	2
ECED 690. Student Teaching Internship in ECED	10

All candidates must pass a comprehensive examination and key assessments before completing the program. The comprehensive examination is designed to assess attainment of some of the desired instructional outcomes of the concentration. The key assessments reflect candidate development and performance throughout the program. The concentration is fully aligned with the standards of National Association for the Education of Young Children.

# Master of Education with a Concentration in Early Childhood Education

The Master of Education (M.Ed.) program in early childhood education is on hold. Contact Dr. Doris Martin ([martindm@jmu.edu](mailto:martindm@jmu.edu)) for more information.

## Elementary Education (PreK-6)

This program is a continuation of the undergraduate program. This five-year program prepares candidates to teach students in grades Pre K-6. Drawn from research and theories in child development, teaching and learning, the course work and field experiences prepare teacher candidates to employ an interdisciplinary approach to instruction that reflects an understanding of the diverse nature of learners and their families.

### Admission Criteria

To be fully admitted to the Elementary Education M.A.T. degree program, candidates must have:

- Satisfied all requirements for admission to teacher education, and
- Satisfied all requirements for admission to The Graduate School, including
  - requirements for a baccalaureate degree in IDLS from JMU,
  - an undergraduate GPA of 2.75,
  - a passing score on Praxis II: Elementary Education,
  - a two-page essay on long-term professional goals and issues the applicant would like to address in the graduate portion, and
  - an interview with the Elementary Education faculty.

### Program Mission and Outcomes

The Master of Arts in Elementary Education (PreK-6) initial licensure program seeks to foster in its candidates:

- an emphatic understanding of the ways that children are affected by social contexts and by the children's own abilities/disabilities; and
- the knowledge and pedagogical skills to support each child's success.

These school professionals will:

- critically challenge conventional wisdom and common practices to identify hidden assumptions and activities that constrain or privilege some at the expense of others;
- openly consider and explore a range of teaching philosophies and practices and their relevance in particular contexts;
- ask questions and develop an inquiring approach;
- reflect deeply on relationships with their own families, peers, and university and school mentors and their students;
- express knowledge, skills and attitudes in ways that communicate the creative and academic expression of the profession and the self;
- develop an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth;
- experience life among people whose social contexts are unlike their own to broaden and deepen their respect of and sensitivity to various cultures and social contexts; and
- appreciate the complexity of human development from conception throughout the period of childhood/preadolescence.

## Program Description

The Master of Arts in Teaching program prepares candidates to teach students in grades Pre K-6. Drawn from research and theories in child development, teaching and learning, the course work and field experiences prepare teacher candidates to employ an interdisciplinary approach to instruction that reflects an understanding of the diverse nature of learners and their families.

Course Requirements	Credit Hours
ELED 510. Creativity and the Arts in Elementary Education	3
ELED 533. Children and Mathematics II: Data, Chance and Space	3
ELED 621. Practicum in Teachers and Learners as Inquirers	3
ELED 632. Inquiry in Elementary Education	3
READ 590. Reading Across the Curriculum	3
EXED 520. Differentiation of Instruction	3
ELED 641. Families, Schools and Communities	3
ELED 690. Internship in Teaching	9
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## Reading Education

The Master of Education (M.Ed.) program with a concentration in Reading Education is intended for experienced classroom teachers who want to prepare to become reading intervention teachers of reading specialists. For more information about this program, contact Dr. Gay Ivey (iveymh@jmu.edu).

### Admission Criteria

All criteria are considered when reviewing applications for the M.Ed. degree program with a concentration in Reading Education. These include:

- Baccalaureate degree from a regionally accredited college/university.
- GRE scores at the 25th percentile or higher for both the verbal and quantitative tests.
- Undergraduate grade point average of 2.75 or higher.
- A valid teaching license.
- A professional resume.
- A two- to three-page written statement describing the applicant's professional background and long-term professional goals.
- Recommendations from relevant school personnel familiar with the candidate's teaching performance and leadership potential.

## ***Program Mission and Outcomes***

The purpose of the graduate program in reading education is to prepare educators who can function as classroom reading teachers and in specialist roles in the public schools. Goals for candidates completing the reading program include developing expertise in reading instruction for all students, with a special emphasis on struggling readers; becoming experts at assessment, including literacy assessments of individual students and assessments of the literacy program; and becoming leaders in professional development and in collaborations involving literacy instruction with teachers, paraprofessionals, administrators, families and communities. In preparation for these professional roles, candidates in the reading program will develop:

- Knowledge of the foundations of reading and writing processes and instruction.
- An understanding of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Knowledge of a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Knowledge of how to create a literate environment that fosters reading and writing.
- A view of professional development as a career-long effort.

## ***Master of Education in Reading Education Course Requirements***

<b>Course Requirements</b>	<b>Credit Hours</b>
READ 582. Foundations of Literacy	3
READ 586. Children's and Adolescent Literature	3
READ 588. Writing Instruction	3
READ 590. Literacy Across the Curriculum	3
READ 600. Research and Research Methods in Literacy	3
READ 602. Word Knowledge: Phonics, Spelling, and Vocabulary	3
READ 604. Literacy Instruction for English Language Learners	3
READ 658. Practicum in Literacy Assessment and Intervention I	3
READ 660. Practicum in Literacy Assessment and Intervention II	3
READ 665. Organization and Supervision of Reading Programs	3
READ 670. Literacy Coaching and Internship	3
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# Course Offerings

## Early Childhood Education

**ECED 501. Workshop in Early Childhood Education.** 1-3 credits.  
Designed to provide students with workshop experiences related to current needs evident in early childhood programs. Topics selected will be determined by interest and demand. No more than six credit hours earned in workshops in education can be applied to a major program.

**ECED 508. Observation and Study of the Young Child.** 3 credits.  
Skills for observing, recording and interpreting the behavior of the young child as a basis for adult intervention and guidance are developed. Laboratory experience is required. *Prerequisite: GPSYC 160.*

**ECED 510. The Creative Arts in Early Childhood Education.** 3 credits.  
This course introduces theory and writing about creativity, and requires critical analysis of theory in terms of application in the early childhood classroom. Students plan, implement and evaluate activities in music, literature and the visual arts that are consistent with creativity theory.

**ECED 511. Early Childhood Practicum with Attention to Diversity.** 3 credits.  
This practicum provides a setting for observations and experiences in ECED classrooms and in the guiding and teaching of young children including those whose cultures or languages represent diverse family contexts. The accompanying seminar provides opportunities for activities and discussion related to PreK-3 classrooms and accompanying texts. *Corequisite: READ 566.*

**ECED 512. Facilitating Children's Natural and Social Science Constructions.** 3 credits.  
Study of the history, content, processes, teaching methods, and materials for teaching natural and social sciences in PreK-3. Focus is on constructivist learning theory, levels of inquiry, and national and state standards as applied to the selection of content, method and learning environment.

**ECED 540. Education for Parenthood.** 3 credits.  
Study of the role and responsibility of parents in the development of the child. The ability to apply child development principles to day-to-day child rearing practices is emphasized. Resources for parents are considered.

**ECED 541. Working with Parents of Young Children.** 3 credits.  
Study of the role of the teacher in relating to and working with parents. Methods of involving parents and providing for effective communication and parent education are emphasized. Resources for supporting parents in their roles are considered.

**ECED 542. Child Development Programs.** 3 credits.  
Study of programs in child development centers and nursery schools. Emphasis is placed on meeting the needs of young children in groups. Consideration is given to facilities, equipment and materials, program development, staff training and community resources.

**ECED 544. Children and Mathematics in Grades PreK-3.** 3 credits.  
This course provides students with the knowledge, skills, and understandings to design and implement effective mathematics programs in PreK-3 grades. Focus is on appropriate mathematics content, teaching strategies and curriculum materials from a developmental perspective.

**ECED 609. Constructivist Curriculum Design and Evaluation.** 3 credits.  
Theories and practices in the design, implementation, and evaluation of curriculum for nursery and kindergarten through third-grade children are examined with an emphasis on development through play.

**ECED 611. Early Childhood Practicum with Attention to Special Education.** 3 credits.  
This practicum provides a setting for observations and experiences in ECED classrooms and in the guiding and teaching of young children including those with special needs. The accompanying seminar provides opportunities for activities and discussion related to PreK-3 classrooms including those whose abilities require accommodations and adaptations. *Prerequisite: ECED 511. Corequisite: READ 636.*

**ECED 613. Professionalism and Advocacy in Early Childhood Education.** (Fall only.) 3 credits.  
An in-depth study of selected early childhood issues related to professionalism, advocacy, leadership and working with families in a diverse community.

**ECED 614. Advanced Theories in Child Development.** 3 credits.  
In-depth study of selected child development theories and direct observation as a foundation for purposeful and consistent instructional decision making. Emphasizes articulating a personally meaningful theory and gathering assessment data through direct observation for theory support. *Prerequisites: Core of M.Ed. and ECED 613. Corequisite: ECED 616.*

**ECED 615. Administration and Supervision in Early Childhood Education.** 3 credits.  
Study of the role of the administrator in facility planning, budgeting, staff development and personnel supervision in programs for young children. The role of the administrator as a change agent is examined. *Prerequisite: Permission of instructor.*

**ECED 616. Advances in Early Childhood Practices.** 3 credits.  
This field-based course provides opportunity for the student to synthesize and apply child development and curriculum theory. As educational decision-makers, students plan, implement and evaluate learning experiences for a multiage group of children. *Prerequisites: Master of Education core courses and ECED 613. Corequisite: ECED 614.*

**ECED 619. Seminar in Early Childhood Education.** 3 credits.  
Seminar experience providing in-depth consideration of the impact of research related to early childhood. Provides for integration and consolidation of knowledge acquired in graduate study and its application through inquiry experiences as the basis for instructional decisions. *Prerequisites: Master of Education core courses and ECED 613 or permission of the instructor.*

**ECED 680. Reading and Research.** 3 credits.  
Directed reading and research in areas of student interest. Reading and research may be done only in the major field of study. A plan of study must be submitted in prescribed form and approved prior to registration for the course. *Prerequisites: EDUC 630 or equivalent and written permission of the adviser and department head.*

**ECED 690. Student Teaching Internship in Early Childhood Education.** 6 credits.

Student teaching provides a context in which to demonstrate and integrate the skills, knowledge and dispositions that are essential for success as a classroom teacher. Under the guidance of a university supervisor students are expected to reflect on the teaching role as they assume the full responsibilities typical of teachers in grades PreK-3. *Prerequisites:* ECED 508, 510, 511, 512, 544, 609 and 611; READ 566 and 636; ELED 632. *Corequisites:* ELED 633 and ECED 541.

## **Education**

**EDUC 501. Workshop in Education.** 1-3 credits.

Workshop experience relative to the current needs evident in elementary and secondary school programs. No more than six credit hours earned in workshops in education may be applied to a major program in education or no more than three hours may be applied to a minor program in education.

**EDUC 505. Technology Skills for Educational Inquiry.** 1 credit.

This course is designed to prepare students for the effective use of the technology applications needed to conduct educational inquiry.

**EDUC 520. Clinical Supervision Seminar.** 3 credits.

Designed to help teachers and other school personnel develop skills for guiding, supervising and evaluating persons receiving clinical experiences in the school setting. Emphasis will be on cooperative supervision of clinical experiences, exploring various clinical models and reacting to simulated situations involving students receiving clinical and field experiences. *Prerequisite:* Full-time teaching experience.

**EDUC 525. Cross Cultural Education.** 3 credits.

The course provides students with knowledge of the effects of socio-cultural variables in an instructional setting.

**EDUC 540. Educational Technology.** 3 credits.

Develops concepts and skills related to educational technology including selecting, producing, evaluating and using traditional forms of media and newer information technologies, including computers and videodiscs, to enhance delivery of instruction.

**EDUC 620. Changing Contexts of American Schools.** 3 credits.

This course focuses on the nature of educational change in American schooling. Emphasis will be placed upon contemporary issues facing education, their historical and philosophical roots and the implementation of educational change.

**EDUC 625. Evaluation in Education.** 3 credits.

The course is designed to help practicing educators improve their development and use of assessment tools and techniques. Attention will also be given to analyzing and interpreting assessment results and investigating newer developments in the evaluation of learning and instructional programs. *Prerequisite:* An instructional methods course.

**EDUC 630. Inquiry in Education.** 3 credits.

The purpose of this course is to help the student develop skills, insights and understandings which will enable her or him to become an intelligent and critical consumer of educational inquiry and a productive participant in the inquiry process. *Prerequisites:* Appropriate technology skills or EDUC 505.

**EDUC 631. Seminar in Educational Inquiry.** 1 credit.

Studies of topics related to educational inquiry. Emphasis on inquiry designs and skills specific to students' areas of inquiry interests. *Prerequisite:* EDUC 630. This course is graded on an S/U basis.

**EDUC 641. Learning Theories and Practice.** 3 credits.

This course focuses on the theories and research that guide the understanding of diverse learners, processes of learning and development, the role of the teacher, the design and delivery of instruction, the processes and strategies of teaching and research-based decision-making.

**EDUC 642. Curriculum Theory and Issues.** 3 credits.

Curriculum theory and issues focus on the historical, philosophical, sociological and political perspectives involved with decisions about teaching and learning. Reflection on purposes, content, design and assessment of educational programs form the core of curriculum studies.

EDUC 670, 671, 673 are now AHRD 670, 671, 673

**EDUC 675M. Internship in Middle School Foreign Language Instruction.** 4 credits.

Participants will experience the full range of conditions and tasks expected of a teacher for students in grades 6-8 during an eight-week internship. They will be expected to develop and demonstrate competencies in teaching with the supervision and support of experienced teachers. Students must register for both EDUC 675m and EDUC 675s during the same semester for a total of eight credits. *Prerequisites:* Admission to Teacher Education, admission to the MAT program and completion of all other MAT program course work including EDUC 570 Methods of Language Teaching. *Corequisite:* MSSE 650 Internship Seminar.

**EDUC 675S. Internship in Secondary School Foreign Language Instruction.** 4 credits.

Participants will experience the full range of conditions and tasks expected of a teacher for students in grades 9-12 during an eight-week internship. They will be expected to develop and demonstrate competencies in teaching with supervision and support of experienced teachers. Students must register for both EDUC 675m and EDUC 675s during the same semester for a total of eight credits. *Prerequisites:* Admission to Teacher Education, admission to the MAT program, and completion of all other MAT program course work including EDUC 570 Methods of Language Teaching. *Corequisite:* MSSE 650 Internship Seminar.

**EDUC 680. Reading and Research.** 3 credits.

Opportunities for directed reading and research in areas of special interest. Reading and research may be done only in the major field of study. *Prerequisites:* EDUC 630 or equivalent, and written permission of the adviser and program coordinator.

**EDUC 698. Comprehensive Continuance.** 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.

**EDUC 699. Thesis Continuance.** 2 credits.

Continued study, research and writing in the area of thesis concentration. Course may be repeated as needed.

**EDUC 700. Thesis.** 6 credits.

This course is graded on an S/U basis.

## **Elementary Education**

**ELED 510. Creativity and the Arts in Elementary Education.** 3 credits.

This course examines theories related to the development of creativity and their application to classroom instruction. In addition students will study and practice ways to integrate a wide variety of expressive arts (music, poetry, painting, drama, dance, etc.) into the elementary education curriculum.

**ELED 521. Practicum in Preadolescent Development.** 1 credit.  
Supervised practicum in upper elementary grades focusing on individual differences and developmental characteristics of the age group. *Corequisite: ELED 522 A&B and ELED 524.*

**ELED 524. Differentiated Instruction: Abilities, Culture and Language.** 3 credits.

Focus on the variation that is inherent in working with school-age children, particularly the variation that occurs as a result of ability, environment and experience, and how instructional strategies and the curriculum must be designed to build on the strengths each child brings to the learning experiences. *Corequisites: ELED 521 and 522 A&B.*

**ELED 533. Children and Mathematics II: Data, Chance, and Space.** 3 credits.

The second of two courses that provide students with knowledge, skills, and understanding to design and implement effective, developmentally appropriate mathematics instruction for grades PreK-6. Emphasis is on children's mathematical learning about geometry, measurement, data analysis, and probability. *Prerequisites: MATH 207, ELED 411 and admission to CGOP.*

**ELED 570. Developmentally Appropriate Methods and Technology.** 3 credits.

This course prepares pre-services teachers to be familiar with the state and national curriculum standards; to teach lessons which are multi-sensory, concrete, and involve cooperative learning; to develop teacher questions and activities which go beyond mere student memorization; and to promote critical thinking and problem solving. *Corequisites: ELED 571, EXED 520, READ 590.*

**ELED 571. Practicum I.** 2 credits.

The course provides elementary education (licensure 4-6) graduate students with a field-based opportunity to observe and gather data and information and work with older children and teachers in an upper elementary classroom. *Corequisites: ELED 570, EXED 520, READ 590.*

**ELED 580. Teaching Mathematics in Grades 4-6.** 3 credits.

ELED 580 is a mathematics methods course for prospective middle grades teacher (4-6). The general goal of the course is to learn to teach mathematics in such a way that students will develop the ability to conjecture, reason logically, solve non-routine problems, and communicate about mathematics. *Corequisites: ELED 582, ELED 583, ELED 584.*

**ELED 582. Teaching Science in Grades 4-6.** 3 credits.

The course, Science Methodology in Grades 406, is an integral element in the M.A.T. sequence of the elementary education course work. Consistent with the elementary knowledge base, students must understand the methodology and strategies for teaching science. *Corequisites: ELED 580, ELED 583, ELED 584.*

**ELED 583. Integrating Humanities/Social Science.** 3 credits.

This course is designed to prepare students to become education decision-makers who can plan and implement appropriate social science and humanities curriculum within the grades 4-6 setting. The focus is on preparing the learning environment; gaining knowledge in the social sciences; planning activities that address content, processes, and attitudes; and selecting appropriate instructional materials. *Corequisites: ELED 580, ELED 582, ELED 584.*

**ELED 584. Integrating Field Experiences.** 3 credits.

This course provides grades 4-5 teacher candidates with a field-based opportunity to observe and gather data and information, and work with older children and teachers in an elementary school classroom. The required performances and dispositions associated with the practicum reflect many of the competencies referenced in the James Madison University College of Education Conceptual Framework. *Corequisites: ELED 580, ELED 582, ELED 583.*

**ELED 613. Issues in Elementary/Middle Education.** 3 credits.

An in-depth study of selected elementary and middle grades issues related to professionalism, advocacy, leadership, and working with families in a diverse community. *Corequisites: ELED 680, ELED 632, ELED 633.*

**ELED 621. Practicum with a Focus on Inquiry.** 3 credits.

This field experience encourages candidates' construction of knowledge through the design and implementation of formal inquiry regarding practices in elementary education. The implementation and refinement of teaching practices essential for creative, child-centered, content-rich and culturally sensitive teaching will be examined throughout the practicum and accompanying seminar.

**ELED 632. Inquiry in Elementary Education.** 3 credits.

Focus on inquiry as the basis for learning, philosophical foundations of qualitative and naturalistic methodology and instruction in the use of qualitative methods in the study of education and to inform practice. *For M.A.T. ECED: Prerequisites: ECED 508 and ECED 511, READ 566, ECED 512 or ECED 544.*

**ELED 633. Seminar in Education Inquiry.** 2 credits.

Focus on the application of education inquiry and its application to teaching. *Prerequisite: ELED 632. For M.A.T. ECED: Corequisite: ECED 690.*

**ELED 641. Families, Schools and Communities.** 3 credits.

Study of the role of the teacher in relating to and working with families, school personnel and communities. Methods of involving stakeholders and providing effective communication groups are emphasized. Resources for supporting parents and engaging community stakeholders are examined. *Prerequisite: ELED 411 and admission to The Graduate School.*

**ELED 680. Student Teaching.** 4 credits

Participants will experience the full range of conditions and tasks expected of a teacher for students in grades 4-6. They will be expected to develop and demonstrate competencies in teaching with the supervision and support of experienced teachers. *Prerequisite: Completion of the previous two semesters of course work.*

**ELED 690. Internship in Teaching.** 9 credits.

This internship provides a context in which to demonstrate and integrate the skills, knowledge and dispositions that are essential for success as an elementary classroom teacher. Under the guidance of a university supervisor students are expected to reflect on the teaching role as they assume the full responsibilities of teacher in grades PreK-6. *Prerequisites: ECED 621, ELED 510 and 533, READ 590, EXED 520. Corequisite: ELED 641.*

## **Reading Education**

**READ 501. Workshop in Reading.** 3 credits.

Designed to provide students with workshop experiences related to current needs in reading. The topics considered will be determined by interest and demand. No more than six credit hours earned in workshops in education can be applied to a major program.

**READ 566. Literacy Acquisition and Development of the Young Reader.** 3 credits.

This course will provide pre-service teachers with an understanding of the foundations of early literacy development and instructional strategies and assessment techniques, which support the acquisition of literacy. *Corequisite: ECED 511.*

**READ 582. Foundations of Early and Elementary Literacy.** 3 credits.

This course emphasizes the traditions, theories, and practices in preK-12 literacy that have emanated from a long history of research and practice. Participants will examine how particular theories of literacy impact the learning and teaching of literacy in the preK-12 classrooms.

**READ 586. Children's and Adolescent Literature.** 3 credits.

This course is designed to acquaint participants with the nature, scope, and uses of children's and young adult literature for instructional, informational, and recreational purposes. The implications of current theory, significant research and issues in literature study will be investigated and examined as they relate to the PreK-12 learner.

**READ 588. Writing Instruction.** 3 credits.

This course focuses on the current theories and practices that pertain to writing instruction in K-12 school settings. Through this course, participants will examine historical and developmental perspectives, instructional contexts, assessment, and the uses of technology in writing instruction.

**READ 590. Literacy Across the Curriculum.** 3 credits.

This course explores literacy-based learning in the preK-12 curriculum and the interdisciplinary nature of literacy.

**READ 600. Research and Research Methods in Literacy.** 3 credits

This course is designed to help students evaluate and conduct research in literacy development and instruction. Students will examine a wide range of methodological frameworks used in literacy research and apply them to K-12 classroom-based inquiry projects.

**READ 602. Word Knowledge: Phonics, Spelling, and Vocabulary.** 3 credits.

Course content examines theoretical and practical contexts for language development and word knowledge instruction for K-12 classrooms. This includes an examination of the principles of word analysis by sound, pattern, and meaning through the study of phonemic awareness, phonics, spelling, vocabulary and word identification.

**READ 604. Literacy Instruction for English Language Learners.** 3 credits.

This course is designed to help students develop an understanding of how to provide appropriate literacy instruction and curriculum materials for English language learners in grades pre-K through 12.

**READ 636. Primary Grades Literacy Learning.** 3 credits.

This course will provide pre-service teachers with an understanding of developmentally appropriate instructional strategies and assessment techniques to help all students in elementary grades become literate using reading, writing, listening and speaking in strategic and authentic ways. *Prerequisites: ECED 511, READ 566. Corequisite: ECED 611.*

**READ 658. Practicum in Literacy Assessment and Intervention I.** 3 credits.

The course emphasizes the principals, practices and applications of a variety of literacy assessments to address a range of individual needs in early and elementary literacy. *Prerequisites: READ 582, READ 586, READ 588, READ 590, READ 602, READ 604.*

**READ 660. Practicum in Literacy Assessment and Intervention II.** 3 credits.

The course emphasizes the principals, practices and applications of a variety of literacy assessments to address a range of individual needs in adolescent literacy. *Prerequisites: READ 582, READ 586, READ 588, READ 590, READ 602, READ 604.*

**READ 665. Organization and Supervision of Reading Programs.** 3 credits.

This course emphasizes the organization and supervision of elementary, middle and secondary reading programs. The roles of the reading specialist, special reading teacher, administrator and supervisor are explored in relationship to the reading program. *Prerequisites: READ 660 or permission of instructor.*

**READ 670. Literacy Coaching and Internship.** 3 credits.

This course combines theoretical perspectives on preK-12 literacy coaching with a supervised practical experience at the school or school district level designed to improve literacy teaching and learning, with an emphasis on leadership in professional development. *Prerequisite: READ 582, READ 586, READ 588, READ 590, READ 600, READ 602, READ 604, READ 658, READ 660 and READ 665.*

**READ 680. Reading and Research.** 3 credits.

Directed reading and research in areas of special student interest. Reading and research may be done only in the major field of study. The plan for the study must be submitted in prescribed form and approved prior to registration for the course. *Prerequisite: EDUC 630 and written permission of the adviser and coordinator.*

**READ 698. Comprehensive Continuance.** 1 credit.

Continued preparation in anticipation of the comprehensive examination. Course may be repeated as needed.