
Education - Elementary Education - Fifth Year Format (M.A.T.)

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[Print Version of Catalog](#)

Early, Elementary and Reading Education

Mission

The Department of Early, Elementary and Reading Education is committed to preparing caring, knowledgeable, skilled and reflective professionals who are committed to teaching all children. The department emphasizes supervised clinical placements that provide candidates with experiences in diverse settings that have a wide range of ages and abilities. Graduates are eligible for additional endorsements and/or licensure in Virginia.

Programs of Study

- [Master of Arts in Teaching \(M.A.T.\) with a concentration in early childhood education](#), 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.
- [Master of Arts in Teaching \(M.A.T.\) with a concentration in inclusive early childhood education](#), a continuation of the undergraduate IECE program.
- [Master of Arts in Teaching \(M.A.T.\) in elementary education](#), a continuation of the undergraduate program in elementary education.

- [Master of Education \(M.Ed.\) in education with a concentration in reading education](#), designed for licensed teachers who are preparing to fill the role of reading specialist.

Early Childhood Education

Master of Arts in Teaching with a concentration in 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.

- Baccalaureate degree from a regionally accredited college/university with grade point average of 2.75 or higher.
- Names and contact information for three references
- Content prerequisites based on a transcript review conducted by the program director.
- Faculty interview.
- [GRE](#) or [MAT](#) scores at the 25th percentile or higher.
- Admission to Teacher Education including passing scores on both Praxis Core and Praxis Subject Assessment (Elementary)
- Prerequisites courses include but are not limited to:
 - # [PSYC 160](#). Lifespan Human Development (3 credits)
 - # [EDUC 300](#). Foundations of American Education (3 credits)

Program Mission and Outcomes

The mission of the ECED M.A.T. is to prepare professional early childhood teachers 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 Master of Arts in Teaching program prepares individuals to become successful teachers in PreK-third grade classrooms. Through sequenced courses and accompanying field experiences including student teaching, individuals who complete the 39 graduate credit hour program will earn a Virginia teaching license and a graduate degree.

Degree Requirements

Requirements

	Credit Hours
PSYC 160 . Lifespan Human Development (prerequisite)	3
EDUC 300 . Foundations of American Education (prerequisite)	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 641 . Working with Parents of Young Children	2
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	1
ECED 690 . Student Teaching Internship in ECED	6
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All candidates must complete an inquiry project and receive passing grades on key assessments before completing the program. 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](#).

Student Teaching

Candidates must apply to student teach one year prior to their student teaching semester. At that time, students must be fully accepted into teacher education, be admitted unconditionally to graduate school and have a 3.0 graduate GPA.

Inclusive Early Childhood Education

Master of Arts in Teaching with a concentration in Inclusive Early Childhood Education
Birth – Grade 3

The inclusive early childhood program draws heavily from research and theories in child development, family systems, special education, differentiated teaching and learning. Through course work and extensive field experiences, the teacher candidate is prepared to design activities that have an interdisciplinary focus, reflect an understanding of the individual child's development and learning, recognize the importance of family and developmental influences, support the young child in

constructing knowledge about self and the world, and involve parents in supporting the child's growth and development.

The Master of Arts in teaching (M.A.T.) program in inclusive early childhood education is a continuation of the undergraduate IECE program. and prepares candidates for licensure in Early Childhood Special Education (Birth to 5 years) and Early Childhood Education (PK-3rd grade).

Graduate Courses

Candidates beginning the graduate portion of the program must meet all Graduate School requirements and criteria for admission; it is expected that students will complete the admission process during their senior year. In addition, students must meet all graduate level graduation requirements.

Courses

	Credit Hours
IECE 612 . Effective Teaching in Inclusive Early Childhood Education	3
IECE 613 . Practicum in Education of Young Children II	3
IECE 614 . Individualized Behavior Intervention for Young Children	3
IECE 632 . Creativity and Play	3
EXED 625 . Medical and Technological Aspects of Early Childhood Special Education	3
IECE 620 . Seminar in Inclusive Early Childhood Education Student Teaching	3
IECE 680 . Student Teaching in Inclusive Early Childhood Education	8
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Student Teaching

Candidates must apply to student teach one year prior to their student teaching semester. At that time, students must be fully accepted into teacher education, be admitted unconditionally to graduate school and have a 3.0 graduate GPA.

Elementary Education (PreK-6)

Master of Arts in Teaching with a concentration in Elementary Education (PreK-6)

The Elementary Education MAT program is a continuation of the undergraduate program. Candidates in this five-year-program are prepared to teach students in grades PreK-6. The program is approved by the Virginia Department of Education and successful graduates of the program receive a Virginia Teaching License for PreK-6.

Admission Criteria

All criteria are considered when reviewing the candidates for admission to the Elementary Education program. To be fully admitted to the Elementary Education M.A.T. degree program, candidates must have successfully met:

- All requirements for admission to teacher education.
- All requirements for admission to The Graduate School, including:

- Successful completion of JMU undergraduate degree with an IDLS major and ELED minor
- Undergraduate GPA of 2.75 or better
- Passing scores on [Praxis Subject Assessment](#) - Elementary Education Multiple Subjects

Program Mission and Outcomes

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

- an understanding of the ways that children are affected by social contexts and by the children's own abilities/disabilities.
- 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 PreK-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 t

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 and Seminar: Focus on Inquiry	2
ELED 622 . Seminar in Inquiry	1
ELED 632 . Inquiry in Elementary Education	3
READ 590 . Literacy Across the Curriculum	3

ELED 570 . Planning, Instruction and Assessment in ELED Curriculum	3
ELED 641 . Families, Schools and Communities	2
ELED 690 . Internship in Teaching	8
Elective	3
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Student Teaching

Candidates must apply to student teach one year prior to their student teaching semester. Beginning the student teaching semester is contingent upon full acceptance in teacher education, unconditional admittance into graduate school and a 3.0 graduate G.P.A.

Reading Education

M.Ed. with a concentration in 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 or reading specialists.

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

Required Course	Credit Hours
READ 582 . Foundations of Literacy	3
READ 586 . Children's and Adolescent Literature	3
READ 588 . Writing Instruction	3
READ 595 . 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:* [PSYC 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 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 pre-kindergarten 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. 3 credits.
Fall only.

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 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.

ECED 641. Working with Parents of Young Children. 2 credits.

Study of the role of the teacher in early childhood education relating to and working with families, school personnel, and communities. Methods of involving stakeholders and providing effective communication among groups are emphasized. Resources for supporting parents and engaging the community are examined. *Prerequisite: [ECED 632](#). Corequisite: [ECED 690](#).*

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. *Prerequisite: [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](#), [ECED 510](#), [ECED 511](#), [ECED 512](#), [ECED 544](#), [ECED 609](#) and [ECED 611](#); [READ 566](#) and [READ 636](#); [ELED 632](#). Corequisites: [ELED 641](#).*

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 633. Seminar in Inquiry. 1-3 credits.

This seminar will allow graduate students to discuss their learning environment based inquiry projects. They will problem solve issues that arise in the implementation of their projects as well as analyze data and draw appropriate conclusions from their findings. From those conclusions, they will generate implications for and connections to their reading. *Prerequisite: Admission to The Graduate School.*

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. Note: EDUC 670, EDUC 671, EDUC 673 are now [AHRD 670](#), [AHRD 671](#), [AHRD 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 [MSSE 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 [MSSE 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 682. Professional Development, Partnership and Advocacy. 3 credits.

Introduction of professional development offered by associations, professional organizations and higher education. Strategies for building partnerships with colleagues, families and communities are practiced. Advocacy for students' linguistic, academic, and personal development is addressed. Students discuss public issues affecting the education of majority and minority students and develop the skills to support students and their families socially and politically. *Prerequisite: Student teaching/internship.*

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 Research. 6 credits.

This course is graded on a satisfactory/unsatisfactory (S/U) basis.

Elementary Education

ELED 501. Special Topics in Elementary Education. 3 credits.

This course is designed to allow elementary education teacher candidates explore issues in education that particularly interest them. Special topics will be designed by faculty that reflect current issues and problems in education. Students will choose the topic that meets their needs. *Prerequisites: [ELED 411](#) or permission of instructor.*

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 The Graduate School.

ELED 570. Planning, Instruction and Assessment in the Elementary Education Curriculum. 3 credits.

Elementary education teacher candidates will learn processes of planning, implementing curriculum, and using instructional strategies and assessments that promote and monitor students' understanding of content beyond memorization. Students will design units of instruction utilizing active engagement strategies for an inclusive environment of diverse students. Students will gain knowledge and skills necessary to use assessments to inform instructional decision-making. *Prerequisite:* [ELED 432](#), [ELED 433](#), [ELED 434](#) and [READ 436](#).

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. 2 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 622. Seminar in Inquiry. 1 credit.

This seminar will allow graduate students to discuss the efforts of their inquiry projects. They will problem solve issues that arise in the implementation of their projects as well as analyze data and draw appropriate conclusions from their findings. From those conclusions, they will generate implications for and connections to their teaching. *Prerequisite:* Admission to The Graduate School, *Corequisite:* [ELED 621](#).

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. 1 credit.

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. 2 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. 4 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 grade PreK-6. *Prerequisite: Admission to The Graduate School. Corequisite: [ELED 641](#).*

Inclusive Early Childhood Education

IECE 600. Teacher as Researcher. 3 credits.

This course will facilitate students' understanding of the purpose of research, develop a knowledge base of qualitative and quantitative research, recognize the role of research to inform and guide teaching practice for all young children and their families, evaluate research in inclusive early childhood education, and understand the ethics involved in research and practice. *Prerequisite: Permission of the instructor or admission into the graduate program. Corequisite: [IECE 612](#).*

EXED 635. Medical Aspects Impacting Young Children. 3 credits.

This course will prepare students to understand the medical aspects and experiences of young children with disabling and at-risk conditions, and their families. Candidates will learn the impact of medical conditions on young children's development and learning, management of medical conditions, emergency care and technological support. Emphasis will be given to the role of the educator as a collaborative member of an inter-professional team.

IECE 612. Effective Teaching in Inclusive Early Childhood Education. 3 credits.

This course will require students to review principles of curriculum design and assessment, and examine research related to best practice for early childhood settings. Students will apply their understanding of children, curriculum and assessment to develop a systematic approach to planning and assessing learning that is standards based and developmentally appropriate. *Prerequisite: Permission of the instructor or admission into the graduate program. Corequisite: [IECE 600](#).*

IECE 613. Practicum in the Education of Young Children. 3 credits.

This practicum places students in a setting serving either preschoolers or infants and toddlers. Settings may include home, community, and school based programs. Students will demonstrate their knowledge of typical and atypical development, appropriate learning environments, assessments, and activities, and the importance of play. Students will work directly with professionals and families. *Prerequisite: Permission of*

the instructor or admission into the graduate program. Corequisite: [IECE 600](#), [IECE 612](#) or [IECE 614](#).

IECE 614. Individualized Behavior Intervention for Young Children. 3 credits.

This course provides the student with exposure to and knowledge of various systematic, individualized behavioral interventions as they apply to young children. The student will develop skills in using these behavior interventions, as appropriate, with young children exhibiting difficulties in learning, behavior and/or social skills. *Prerequisite: Permission of the instructor or admission into the graduate program.*

IECE 620. Seminar in Inclusive Early Childhood Education Student Teaching. 3 credits.

This seminar accompanies IECE 680 and provides students with the opportunity to reflect on, evaluate and improve their experiences as pre-professional educators of young children. Students will evaluate and build their own resiliency, identify ethical dilemmas, and engage in joint problem solving and ethical decision making related to their student teaching experience. Students will enhance their abilities to collaborate with families and other service providers. *Prerequisites: [IECE 600](#), [IECE 612](#), [IECE 614](#) and [IECE 613](#). Corequisite: [IECE 680](#).*

IECE 630. Teacher as Leader. 2 credits.

This course examines the role of the inclusive early childhood educator as a leader. Students will discuss and develop knowledge and skills for advocacy, collaboration, ethical behavior, and professionalism. *Prerequisites: [IECE 620](#) and [IECE 680](#).*

IECE 632. Creativity and Play. 3 credits.

This course allows students to examine play theories, research, and creativity in terms of human growth and development. Students will explore pedagogical issues with a focus on all children in the context of formal and informal settings. Students will use play observations and assessment to select appropriate methods and materials to support young children's creativity, play and representations. *Prerequisites: [IECE 620](#) and [IECE 680](#).*

IECE 680. Student Teaching in Inclusive Early Childhood Education. 2 4-credit experiences for a total of 8 credits.

This student teaching experience provides students with opportunities to apply, in learning environments for young children, the knowledge, skills and dispositions acquired throughout their teacher licensure program. Under the guidance of university supervisors and cooperating teachers, student teachers gradually assume full responsibility as the inclusive early childhood educator. *Prerequisites: [IECE 600](#), [IECE 612](#), [IECE 613](#) and [IECE 614](#). Corequisite: [IECE 620](#).*

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 595. 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 635. Literacy Development and Instruction for English Language Learners. 3 credits.

Prepares for literacy instruction for English Language Learners beyond the emergent stage, focusing on assessment and instruction, comprehension instruction for individuals, small groups, and whole class situations. Students will examine the heterogeneous classroom structure and effectively plan instruction for the diversity of abilities, personalities, cultures, languages, and all individual learners in every educational setting. A practicum accompanies this course. *Corequisite:* [TESL 552](#).

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 principles, 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 595](#), [READ 602](#), [READ 604](#).

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

The course emphasizes the principles, 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 595](#), [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. *Prerequisites:* [READ 582](#), [READ 586](#), [READ 588](#), [READ 595](#), [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.