**Course Descriptions**

**Master of Arts in Education – Reading**

**EDU 504: Theoretical Foundations in Literacy**

Theoretical Foundations examines the theoretical models underpinning reading instruction historically and their impact on current methodology. It also examines the role of reading research on instructional practice. It also includes current state and national standards.

Prerequisite/s: Admission to MAE - Reading and/or Post-Master's Reading Specialist Program

**EDU 508: Emergent/Primary Literacy**

Emergent/Primary Literacy is designed for classroom teachers to explore the teaching and learning of reading (preschool through third grade). The major topics include preschool literacy, oral language development, assessment of early literacy, shared reading, guided reading, balanced literacy, and reading workshop. Students will also pursue particular topics of interest.

Prerequisite/s: Professional Membership in Reading Organization

**EDU 509: Intermediate Literacy**

Intermediate Literacy focuses on reading instruction that meets the various needs within a classroom. Topics emphasized in this course include literature circles, reading/writing connections, comprehension strategies, motivation, children’s literature, reader’s workshop management, and differentiation of instruction to meet individual student’s needs.

Prerequisite/s: EDU 508

**EDU 510: Secondary Literacy – Content Area Reading**

Secondary Literacy course examines the difficulties a student encounters when reading content area text. Participants will examine content texts to determine the challenges. The course focuses on improvement of comprehension instruction. This includes the major categories of comprehension and the instructional tools and techniques teachers use to enhance comprehension.

Prerequisite/s: EDU 508; EDU 509

**EDU 521: Diagnostic Assessment**

Diagnostic Assessment examines formal and informal assessment procedures used in educational settings. It provides students with a large repertoire of tools for evaluating student learning as well as examining each tool for validity, reliability, appropriateness, and freedom from bias.

Prerequisite/s: EDU 504; EDU 508; EDU 509; EDU 510

**EDU 523: Advanced Diagnostic Assessment and Instruction**

Advanced Diagnostic Assessment and Instruction emphasizes classroom based assessment. Assessment tools include formal and informal reading inventories, constructed response measures, portfolio based assessments, students self-evaluations, work/performance samples, observations, anecdotal records, and journals. This course includes case studies involving administration of the assessments, miscue analysis, and development of an instructional plan for a struggling reader based on interpretation of the assessments. Administer and use information from norm-referenced and criterion referenced tests.

Prerequisite/s: EDU 504; EDU 508; EDU 509; EDU 510
EDU 528: Assessment and Advancement of Literacy 2 Credits

Assessment and Advancement of Literacy focuses on administration and advanced analysis of running records. This analysis involves miscue analysis, strategy analysis, and comprehension. The assessment results provide a basis for planning instruction for struggling readers. This capstone assessment course will prepare the candidate for a successful practicum experience.
Prerequisite/s: EDU 504; EDU 508; EDU 509; EDU 510

EDU 575: Practicum I: Primary/Intermediate 4 Credits

Practicum I includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. The major focus of the practicum is on interpretation of the assessments, development of an instructional plan, and implementation of the instructional plan with elementary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.
Prerequisite/s: EDU 504; EDU 508; EDU 509; EDU 510; EDU 521; EDU 523; GPA 3.5

EDU 577: Practicum II: Middle/Secondary 4 Credits

Practicum II includes working with small groups and individuals on a regular basis in a clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. They will develop a plan of instruction with appropriate strategies for middle/secondary students. A secondary focus of the experience includes exposure to and participation in the literacy program elements of administration, supervision and organization.
Prerequisite/s: EDU 504; EDU 508; EDU 509; EDU 510; EDU 521; EDU 523; GPA 3.5

EDU 507: Trends & Issues in Literacy 3 Credits

Trends and Issues in Literacy briefly examines the history of literacy instruction in America. The major emphasis is on the current issues and trends in instructional approaches, methods, materials, assessment and research. It also examines the impact of political initiatives in literacy instruction.

EDU 579: Literacy Program: Administration, Supervision and Organization 4 Credits

Literacy Program is designed for personnel managing literacy instruction at a building or district level. Course components will include the elements of needs assessment, program planning, staff development, curriculum development, communication appropriate to various audiences and overall program evaluation. Additional areas of focus include organization, adjustments to instruction for diverse learners, finding and organizing resources, conducting action based research, modeling/coaching/mentoring, and collaboration. The internship component of the Literacy Program provides authentic opportunities for completion of course assignments.