

## **EDUC 773                      Foundations of Reading                      4 hours**

The READ candidate will have a thorough understanding and framework concerning the foundational theories, process, and methodologies impacting reading instruction required for today's diverse K-12 student population. To understand current reading theory and the historical foundation; the candidates will explore the increasing complexities of current thought within the discipline including implementation of the Common Core State Standards. The impact of technology, as well as multicultural factors, will be explored in depth throughout the course. The candidate will reflect upon personal beliefs about reading and reading instruction in conjunction with the examination of current research and related introspection.

## **EDUC 774                      Content Area Reading                      4 hours**

Enduring reading comprehension of discipline-related text including core textbooks and non-fictional materials requires a specific set of strategies. Key components include: motivation, knowledge of language development and its relation to reading, recognizing how cultural and ethnic diversity impacts reading and writing. This course will explore the differences in content area texts and other non-fiction genre and concomitant strategies in which individuals demonstrate proficiency. Common Core State Standards will be addressed. The topics include pre, during and post reading strategies, vocabulary development, writing to learn, and study skills. This course includes Clinical Experience I, which is a 15-hour practical experience in administering, evaluating, and applying reading and writing strategies to students at both the elementary and secondary levels.

## **EDUC 775                      Assessment/Diagnosis of Reading Problems                      4 hours**

Accurate assessment and diagnosis guides the curriculum and instruction in the classroom. It also enables the classroom teacher to be more effective. The READ Candidate engages in the examination of the major principles of assessment; basic test construction, administering and interpreting test results, and practice in using assessment to drive instruction. The candidate will also develop an understanding of norm-referenced testing and how such a test can be used in establishing student objectives and performance outcomes. Trends in dealing with students who struggle with language and literacy pursuits, instructional techniques, special materials, and evaluative devices will be explored. This course includes Clinical Experience II, which is a 15-hour practical experience in administering, evaluating, and applying the results gathered from reading assessments.

## **EDUC 776                      Developmental/Remedial Reading Instruction/Support                      4 hours**

This course is designed to acquaint the READ candidate with a wide range of instructional practices, approaches, and methods for K-12 students at different stages of development in reading. Programs and strategies for correcting reading problems; related literature and research; and techniques for accommodating the cultural and linguistic differences of students will be presented. Current practices in Literacy Professional Development and Literacy Coaching will be explored. The candidate will be introduced to current technology which can be used to facilitate the remediation process as well as reading and writing instruction. This course includes Clinical Experience III, which is a 15-hour practical experience in the development, implementation, and evaluation of reading instruction.

## **EDUC 777                      Developmental/Remedial Reading Materials and Resources                      4 hours**

This course prepares the READ candidate to design, revise, and implement a reading curriculum for an individual student and in conjunction with the classroom teacher to improve and/or enhance reading proficiency. The candidate will understand how to use techniques in detecting cultural and gender bias when conducting a textbook/reading materials selection process. The candidate will also understand how to select ability/age appropriate materials designed for students with special needs and/or differences, and reader reliability technological tools. Additionally, the candidate will develop an understanding of the composition, purpose of special reading programs: early intervention, summer school, and after school programs. A major component of this course will be the importance of developing partnerships to create a synergy among school, home, and community that will enhance the reading levels of students. This course includes Clinical Experience IV, which is a 15-hour practical experience in the identifying, selecting, and utilizing of reading materials and resources.

## **EDUC 778                      Literature and Resources for Children and Youth                      4 hours**

Introduction to genres of children's and young adult literature. Embracing the Common Core Standards, the course includes methodology in the use of websites and a wide range of high-quality multicultural literature for all grade levels. Technology will be utilized in learning to locate, evaluate, and use literature applicable for K-12 students of all abilities, ages, and ethnic backgrounds. The candidate will gain a thorough understanding of how cultural, linguistic, and ethnic diversity influences reading, as well as the relationship between vocabulary development and reading comprehension. The course also includes strategies for modeling and sharing the value of reading and writing for actual, real-life experiences, instilling the concept of becoming lifelong learners.

# MAE: Reading Specialist Course Descriptions

## **EDUC 779**

### **Methods of Educational Research**

**4 hours**

The reading specialist candidate will learn to design and implement an action research project that will be conducted and presented during EDUC 780 - Creative Project/Practicum. The course will focus on the fundamentals of qualitative and quantitative research including design, methodology, literature review, data analysis and conclusions. The research topics will emerge from questions generated by discussions, a broad review of the research on literacy, and discussions of theories related to literacy instruction. Content focus will be current issues, trends, and organizational frameworks affecting education, specifically the impact on reading literacy, and methods for improvement.

## **EDUC 780**

### **Creative Project/Practicum**

**4 hours**

A seminar-type practicum for the reading specialist candidate, which requires completion of a minimum of thirty-two (32) clock hours experience in a school setting. The content of the project/practicum will be based on the research proposal presented in EDUC 779. The implementation of that proposal will result in a project study, which will be presented and critiqued at a K-12 school level at a teacher in-service, grade level or department meeting, administrators' meeting, school improvement committee meeting or the meeting of any group responsible for reading instruction in the school community.