EDMS 481C Intern Supervision (3)
This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481D Intern Supervision (3)
This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 482F Student Teaching and Seminar (10)
Fifteen week student teaching (4.5 days per week). Candidates implement curriculum that is sensitive to students' language needs and issues of diversity. Teaching small and whole group instruction leads to teaching the entire curriculum and managing the school day during a two week take over. Prerequisites: CBEST and Subject Matter or CSET, EDMS 476F, and Phase I courses. Corequisite: EDMS 464. Cr/NC only.

EDMS 482S Student Teaching Seminar (2)
On-site student teaching seminar that covers all aspects of student teaching including the digital portfolio and becoming a reflective educator. Students meet with their supervisors every week on-site. Taken concurrently with EDMS 482F.

EDMS 495 Special Studies (1-4)

Education: Reading and Language (EDRL)

EDRL 507 Research in Language and Literacy (3)
Critical analysis and evaluation of theory and research in reading and language and the implications for curriculum. A focus of the course is literacy. Students may pursue projects on literacy at any age. Grade only. Prerequisite: admission to the Reading/Language or Early Childhood Education M.A. program.

EDRL 521A Language Development in First and Second Languages (3)
Research and theory in oral and written language development in home and subsequent languages, and the relationship between literacy learning and teaching. Special attention is given to factors that promote concept development and confident, effective language use. Attention to the structure of the English language, including phonology, orthography, morphology, syntax, and semantics. Contributions from many fields, (e.g., psycholinguistics, sociolinguistics, anthropology, and developmental psychology) provide perspectives for analysis of language acquisition and learning, evaluation of current educational practice, and planning for effective classroom experiences. Transfer strategies from primary language reading skills into English language reading skills are presented based on the tenets of effective language acquisition.

EDRL 521B Reading and Language Arts in First and Second Languages (3)
Research, theory, and practice focused on written language development in home and subsequent languages. Students read, discuss, and critique theory and research into processes of reading and writing, with an emphasis on writing and written communication. Includes the theoretical foundation of assessment approaches for documenting reading and language arts progress and the relationship between literacy learning and teaching. Topics include sociolinguistic and psycholinguistic factors in reading and writing development, assessment-based reading and writing instruction for English language learners and struggling readers, emergent literacy at all ages, comprehension and study strategies, instructional planning, and evaluation and intervention approaches. Students develop a comprehensive set of strategies for promoting fluent reading, confident writing, and purposeful conversation for diverse student populations. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 522 Assessment and Teaching in Reading and Language Arts (3)
Principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods, and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for Specially Designed Academic Instruction in English (SDAE) Field Studies. Applies to the concentration in Reading/Language. Grade only. Prerequisite: approval of the program.

EDRL 523 Curriculum Development in Language and Literacy (3)
Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 524 Literature and Literacy (3)
Study of children's and adolescents' literature, authors, and ways of using literature in the classroom. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 525 Leadership and Policy in Literacy Programs (3)
An investigation of decision-making and policies for teaching reading and writing and program coordination; current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Extensive field experience. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.
EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts (3-6)
Supervised practicum for Reading and Language Arts Specialist Credential candidates. In a Reading and Writing Workshop format, candidates work with K-12 students under the supervision of and in collaboration with clinical faculty and Reading and Language Arts Specialist Credential candidates. Certificate candidates are assigned to students based on the candidate's prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings, candidates collaborate in the delivery of appropriate instruction and interventions that utilize learners' strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 529 Evaluation in Reading and Language Arts Programs (3)
Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal, group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

EDRL 595 Special Studies (1-4)