



**Master of Education (M.Ed) in Reading (33 credits)
Combined with Orton-Gillingham Courses**

Combine 3 Orton Gillingham Courses with an additional 8 graduate courses and complete the Master of Education in Reading program. The following are the courses required to complete the program:

Course Number	Course Name	Credits
EDUC 800	OG Initial Course 1 and Practicum 1	3
EDUC 801	OG Initial Course 2 and Practicum 2	3
EDUC 802	OG Advanced Course 1 and Practicum 1	3
EDUC 505	ELL Adaptations	3
EDUC 510	Developmental Nature of Reading	3
EDUC 515	Reading in the Content Area	3
EDUC 517	Literacy Leadership & Instructional Coaching	3
EDUC 520	The Writing Process K-12	3
EDUC 523	Children's & Adolescent Literature in Reading Instruction	3
Educ 590	Practical Research for Educators	3
Educ 575	Reading Master's Capstone Project (prerequisite: Educ 590)	3
	Total Credits	33

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Course Descriptions

EDUC 800 - Orton-Gillingham Initial Course 1 and Initial Practicum 1

Initial Course 1 will consist of **Lecture hours** to develop an understanding of dyslexia and the Orton-Gillingham remediation approach. Participants will learn the research, history, definition, and characteristics of dyslexia, as well as effective remediation techniques using a systematic multisensory approach. A simultaneous **Supervised Practicum** composed of two teaching situations in 1-1 or small group situation will be required. Completion of this course lecture with practicum may lead to Initial Course 2: EDUC 801.

EDUC 801 - Orton-Gillingham Initial Course 2 and Initial Practicum 2

Initial Course 2 will consist of **Lecture hours** to address a continuation of the structure of the English language with emphasis on morphology, orthography and multi-syllabic words and upper level principles of instruction with students. Continuation of the simultaneous **Supervised Practicum** with two teaching situations (1-1 or small group), using the techniques taught during the lectures, will be required. Completion of course lecture hours of (Course 1 and 2 combined) and a practicum experience (Practicum 1 and 2 combined) may lead to Teacher Level Certification in an IMSLEC Accredited Orton-Gillingham course.

EDUC 802 - Orton-Gillingham Advanced Course 1 and Advanced Practicum 1

Prerequisite Courses: Candidates must be certified in an IMSLEC accredited Teacher Level Training Orton-Gillingham course (EDUC 800 and EDUC 801).

Advanced Course 1 will consist of **Lecture hours** with an emphasis on a deeper understanding of the upper levels 3, 4, and 5 of Orton-Gillingham. Course topics will include morphology, capital cursive, grammar, paragraph writing skills, reading fluency and comprehension. A simultaneous **Supervised Practicum**, composed of two teaching situations (1-1 and small group) with students, will be required. At least one of the teaching situations must be in the upper levels of OG. Completion of this course lecture with practicum may lead to Advanced Course 3: EDUC 803.

EDUC 803 - Orton-Gillingham Advanced Course 2 and Advanced Practicum 2

Advanced Course 2 will consist of **Lecture hours** with a continued emphasis on a deeper understanding of the upper levels of Orton-Gillingham and of basic written English language, phonology, morphology and orthography. Continuation of the simultaneous **Supervised Practicum** with two teaching situations (1-1 or small group), using the techniques taught during the lectures, will be required. Completion of course lecture hours in Advanced 1 and 2 and practicum experience in Practicum 2 and 3 combined may lead to Advanced Certification in an IMSLEC Accredited Orton-Gillingham program.

EDUC 505 — ELL Adaptations (3 credits) This course is designed to instruct reading specialists in the foundations, instructions, assessment, professionalism and culture of the E.L.L. student. It will introduce the prospective reading specialist to the current need for reading assistance for the E.L.L. student. Participants will explore the methods, strategies, research and resources to develop and implement ESL programs to help English Language Learners acquire both the English language and academic cognitive understandings and skills. Participants will design resource and teaching materials, implement them with their students, and provide reports to the class.

EDUC 510 — Developmental Nature of Reading (3 credits) The nature of literacy learning is explored from the perspective of children constructing meaning and being actively involved in their learning. The reading-writing relationship and authentic assessment procedures are stressed.

EDUC 515 — Reading in the Content Area (3 credits) The course emphasizes strategies that enhance a student's ability to understand content area reading. Understanding the complexity of expository texts will be reviewed, along with techniques for improving vocabulary, comprehension, and study skills.

EDUC 517 — Literacy Leadership & Instructional Coaching (3 credits) The effectiveness of managing reading and general instructional programs will be explored and defined. The human resources, structural, economic, political, and symbolic relationships impacting instruction will be examined. Emphasis will be on communication within the process of school improvement, instructional initiatives, national professional standards, and change. The organizational framework of actual settings and leadership styles will be analyzed to prepare the literacy and instructional professional for their evolving roles and challenges as reading specialists and/or literacy/instructional coaches.

EDUC 520 — The Writing Process K-12 (3 credits) The course examines writing as a means of facilitating language development and learning. Practical means of implementing writing and the writing process into all aspects of the curriculum are examined, along with the reading-writing connection and writer's workshop. The goal of the course is to develop an understanding of the purpose for writing in K-12 classrooms.

EDUC 523 — Children's and Adolescent Literature in Reading Instruction (3 credits) Students will survey the selection, evaluation, and utilization of literacy materials for children and adolescents. The course will focus upon the study of different literary genres, aesthetic and efferent responses to literature, and integrating literature into all curriculum areas.

EDUC 590 - Practical Research for Educators (3 credits) Developing a Master's Capstone Project Proposal for the demonstration of scholarship through research and the application of research with a meta-analysis, action research, or a professional contribution is the primary purpose of this course. Students will be able to locate, comprehend, and critique educational research to design and to support their inquiry focus.

EDUC 575 — Literacy Master's Capstone Project (3 credits) Scholarship related to literacy will be demonstrated by the completion of a Capstone Project supported by relevant research, data, and/or documentation. The design, application, and assessment of the project are further refined and implemented in this course. Prerequisite: EDUC 590. Permission required.

