READING, MASTER OF EDUCATION (M.ED.) WITH A CONCENTRATION IN READING WITH TESOL/K-12

Program goal
Students who already have their K-12 initial licensure and want to pursue an endorsement in teaching English as a second language in the K-12 setting may do so in the K-12 subconcentration of the TESOL concentration in the M.Ed. in Reading. The following are prerequisites to the concentration: LING 390/ENGL 390/ANTH 390 and six credit hours of foreign language. Students who pursue this concentration will not be endorsed as a K-12 reading specialist. Students interested in pursuing both endorsements must take the following nine credit hours in addition to the ones listed below: READ 600, READ 605 and READ 700.

Student learning outcomes
1. Demonstrate foundational knowledge need to support ELLs literacy learning
2. Effectively plan lessons that attends to linguistic proficiency of learners in various settings
3. Create assessments that assess ELL competency in communication and content learning
4. Demonstrate a disposition of tolerance and appreciation for linguistic and cultural diversity
5. Demonstrate a range of teaching strategies and approaches that lead to ELL learning

VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs
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It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (http://www.graduate.vcu.edu/) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

Visit the academic regulations section for additional information on academic regulations for graduate students. (http://bulletin.vcu.edu/academic-regs/)

Degree candidacy requirements
A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master’s or doctoral status according to the degree candidacy requirements of the student’s graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student’s faculty regarding the student’s academic achievements and the student’s readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

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Graduation requirements
As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

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In addition to the general admission requirements of the VCU Graduate School (http://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements/), the following requirements represent the minimum acceptable standards for admission:
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3. Testing requirements: Students in the K-12 reading specialist concentration must present passing scores on state mandated licensure/endorsement assessments.

Curriculum requirements

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td><strong>Foundations</strong></td>
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<tr>
<td>Research</td>
<td></td>
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<tr>
<td>EDUS 660</td>
<td>Research Methods in Education</td>
<td>3</td>
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<tr>
<td>Human development and learning</td>
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<td>EDUS 602</td>
<td>Adolescent Growth and Development</td>
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<tr>
<td>EDUS 603</td>
<td>Seminar in Child Growth and Development</td>
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</tr>
<tr>
<td>EDUS 604</td>
<td>Adult Development</td>
<td></td>
</tr>
<tr>
<td>EDUS/PSYC 607</td>
<td>Advanced Educational Psychology for Elementary Teachers</td>
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<tr>
<td>EDUS 609</td>
<td>Learning and Motivation in Education</td>
<td></td>
</tr>
<tr>
<td>Cultural, historical and philosophical</td>
<td></td>
<td></td>
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<tr>
<td>EDUS 601</td>
<td>Philosophy of Education</td>
<td></td>
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<tr>
<td>EDUS 610</td>
<td>Social Foundations of Education</td>
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</tr>
<tr>
<td>EDUS 612</td>
<td>Education and the World's Future</td>
<td></td>
</tr>
<tr>
<td>EDUS 614</td>
<td>Contemporary Educational Thought</td>
<td></td>
</tr>
<tr>
<td>EDUS 673</td>
<td>Democracy, Equity and Ethics in Education</td>
<td></td>
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<tr>
<td><strong>Core courses</strong></td>
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<tr>
<td>ENGL/ENED 532</td>
<td>Applied English Linguistics</td>
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<tr>
<td>TEDU/ENGL/LING 552</td>
<td>Teaching English as a Second Language</td>
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<tr>
<td>TEDU 561</td>
<td>Reading Foundations: Sociological/ Psychological Perspectives</td>
<td>3</td>
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<tr>
<td>TEDU 562</td>
<td>Reading Instruction in the Content Areas</td>
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<tr>
<td>TEDU/FRLG 575</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TEDU/LING 650</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 675</td>
<td>Internship in ESL</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 683</td>
<td>ESL Assessment and Trends</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>33</td>
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The minimum total of graduate credit hours required for this degree is 33.

Program contact
Communications and Enrollment Management
Email: soeinfo@vcu.edu
Phone: (804) 827-2670

Coordinator contact
Valerie Robnolt, Ph.D.
Associate professor, Department of Teaching and Learning
Email: vjrobnolt@vcu.edu
Phone: (804) 828-1305

Program website: soe.vcu.edu/academics/masters-programs/med-reading (https://soe.vcu.edu/academics/masters-programs/med-reading/)