



Ashland University Reading Endorsement Licensure Program

Pre-requisite: successful completion of Ohio 12-hour Reading Core.

EDCI 523 Reading and Literacy Curriculum

Catalog description: A course designed to provide advanced study of the forces that have shaped literacy curriculum and instructional practices. Theoretical understandings about reading and writing as well as philosophical, political, and economic influences on will be explored in order to identify their influence on the purpose, content, organization, and implementation of literacy instruction. This course meets the M.Ed. Core requirement for curriculum.

EDEC 567 Advanced Methods of Literacy in the Elementary Classroom

Catalog Description: This course is designed to broaden and deepen knowledge of current trends and research based instructional practices and assessment tools and the goals of the Common Core Standards for English Language Arts. The major focus of the class will be to examine a wide range of instructional methods, materials and assessments to plan and evaluate effective reading and writing instruction. The class will explore routines and protocols for monitoring student progress to demonstrate growth.

The chart below contains an explanation of the required 100 hours of tutoring that represent kindergarten through 12th grade struggling readers required for completing a Reading Endorsement for the state of Ohio.

Licensure Area	EDEC 663 15 field hours	EDCI 664 15 field hours	EDEC611 70* hours field	<p style="text-align: center;">Total Tutoring Hours Required</p> <p>Candidates will complete a total of 100 hours of field experiences with identified at-risk readers that represent the Kindergarten through 12th grade spectrum of struggling readers.</p>
Early Childhood Pre-K to 3	Tutor 4 – 8	Tutor 9 - 12	Tutor one-on-one or small group intervention (2 to 5 students) in current teaching assignment*	
Middle Childhood	Tutor K - 3	Tutor 9 - 12	Tutor one-on-one or small group intervention (2 to 5 students) in current teaching assignment*	
High School	Tutor K - 3	Tutor 4 – 8	Tutor one-on-one or small group intervention (2 to 5 students) in current teaching assignment*	

EDEC 663 Intervention in Literacy Learning

Credit hours: 3

Clinical/Field Hours: 15

This course fulfills a requirement for graduate students desiring to have licenses endorsed with an area of concentration in reading. This course provides experiences in using focused and ongoing assessment to develop instruction that is responsive to the needs of students who are struggling with English Language Arts. The lab component of this course requires the participant to implement the assessment protocols and instructional strategies with an at-risk student.

EDCI 664 Interventions and Assessments for the Secondary Learner

Credit hours: 3

Clinical/Field Hours: 15

This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner. It provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address research and theory related to the difficulties faced by struggling readers at the secondary level. It will focus on specific reading strategies, interventions, and assessments that are appropriate for those readers. The lab component of this course requires the participant to implement the assessment protocols and instructional strategies with an at-risk secondary student.

EDEC 611 Graduate Literacy Internship

➤ Prerequisites EDCI 663 and EDCI664

Credit hours: 3

Clinical/Field Hours: 70*

An internship that emphasizes the application of knowledge gained in the post-baccalaureate reading endorsement program. Candidates consider the effects of school, family, and community contexts on the performance of struggling readers. They select and administer assessments and analyze student performance data to make data-driven decisions about instructional strategies, and technologies that create meaningful learning experiences for one or more students who are struggling with literacy learning. They document the ongoing effects of the intervention and present a final report of student response to the intervention plans.

* Work with 3 to 5 struggling readers in your classroom or provide one-on-one tutoring for a struggling reader for 54 hours. Eighteen hours for planning, preparation, assessment, research and reflection for your lessons during the internship. Tutoring (54) hours+ preparation, planning, reflection, and research hours (18) = 72 hours total.

* Work with 3 to 5 struggling readers in your classroom for 27 hours and provide one-on-one tutoring for a struggling reader for 27 hours. Eighteen hours for planning, preparation, assessment, research and reflection for your lessons during the internship. Tutoring (54) hours+ preparation, planning, reflection, and research hours (18) = 72 hours total.

* Work with 2 groups of 3 to 5 struggling readers in your classroom for 27 hours each. Eighteen hours for planning, preparation, assessment, research and reflection for your lessons during the internship. Tutoring (54) hours+ preparation, planning, reflection, and research hours (18) = 72 hours total.

Apply for the Ohio Reading Endorsement after successful completion of (a) the 12 hours of Reading core required by State of Ohio, (b) Ashland's Reading Endorsement courses (EDEC 567, EDCI 523 EDEC 663, EDCI 664, and EDEC 611), and (c) pass appropriate OAE Reading Test.