City College – School of Education

Transformative Literacy Program

(Literacy Acquisition & Development)

A New York State Certified Program

Accredited by
National Council for Accreditation of
Teacher Education

5th – 12th Grade Strand

MSED

Sims Code: 909
NYStateCode: 25909

Academic Plan: LIT5G-MSED
Introduction

Welcome to CCNY’s Transformative Literacy Program. This 35-41\(^1\) credit Master’s Degree is designed to develop excellent literacy professionals based on the standards of the International Reading Association and the National Council for Accreditation of Teacher Education. As a student in this program, you will learn how to teach literacy to students from culturally, linguistically, socio-economically, and developmentally diverse backgrounds. You will also integrate in-depth knowledge of current research with active inquiry into literacy methodologies. The program is state certified and graduates who are initially certified by New York State in elementary, secondary, ESL, bilingual, special education, or other approved certifications are eligible to obtain either the Birth to 6\(^{th}\) Grade Literacy License or the 5\(^{th}\) to 12\(^{th}\) Grade Literacy License. Graduates of our program are also eligible to become New York State Literacy Specialists.

Program Philosophy Statement

The faculty in the Transformative Literacy Program is committed to the exploration of expansive notions of literacy and the intersections of literacy and inequities. Our ultimate purpose is to develop equitable educational structures and practices. We believe that people’s literacies are best supported by making literacies relevant to people’s lives, utilizing people’s cultures as a basis for teaching and learning, and increasing a love of literacy. As a faculty we are dedicated to supporting and developing literacies through diverse teaching and learning styles. We contend that literacies are about acquiring, producing, and communicating knowledge. We understand that literacies shape and are shaped by identities, contexts, structures, and intellectual, physical, emotional, mental, and spiritual capabilities. These literacies are articulated and integrated through language practices, including reading and writing in print and other sign systems such as images, movement, music, and performance.

Therefore, we concern ourselves with how people read, write, speak, listen to, think about, interact with, and create the plethora of texts that exist in their worlds. In addition to valuing print-based texts, we value audio, visual, gestural, spatial, and body texts. In our teaching, we build on people’s strengths, design curriculum around people’s lives, communities and cultures, and incorporate the creativity and insights of people as they make sense of the world. Our pedagogies link literacy learning with creative problem solving, inquiry-based learning, learning-centered classrooms, and multiple ways of weaving meaning out of the world. In turn, we demonstrate these pedagogical practices as models for teachers to implement with their own students.

\(^1\) The additional credits include prerequisites and a Special Education requirement. Consult with an advisor.
Orientation

During orientation faculty introduce the program’s expectations, timeline, classes, resources, advising system, and the underlying philosophy of the CCNY Literacy Program. Students participate in activities that bring out some of the questions and fundamental issues that guide the Program. In the orientation, students will have an opportunity to ask any questions they have about their participation in the Program. Students will be advised for registration at that time. The recommended sequence for matriculated students’ coursework in this program is provided at the end of this handbook.

Advisement – Overview

During orientation students will be assigned an advisor who is a faculty member in the Literacy Program. The advisor serves as the student’s personal and institutional contact within the Program and supports the student in successfully completing the Program. The advisor’s first job is to get to know the advisee(s) and to help the student(s) make good decisions in registering for courses in the program. Advisors and their advisees should exchange email addresses and phone numbers. Advisors and advisees will make their own schedule of meetings but it is expected that advisees will meet with their advisors at least twice a semester: once specifically around registration and once as a mid-semester check in. But advisees are encouraged to use their advisors to get as much out of the program as is possible.

Successful completion of this program entails taking advantage of advisee hours as well as professors’ regular office hours.

The advisor acts as the candidate’s advocate. This advocacy can take several forms:
- Guide and mentor regarding the balance of work, school, and life
- Negotiator between student and professor and/or administration
- Translator of college bureaucracy and protocols
- Academic counselor

As part of this mentoring and guidance, your advisor will also be alerted to issues or concerns regarding your progress by your professors and is expected to monitor your transcripts for numerous outstanding Incompletes or grades below a B-. Candidates will be contacted by their advisors if academic concerns emerge.

Advisement – Course Registration

Students register for courses using CUNYFirst (discussed in the following section). However, the Literacy program requires students to meet with their advisors before registering. During these meetings, students can consult with their advisor about appropriate course sequence, taking into consideration when courses are offered, appropriate course load for the circumstances that each student faces (work situation, family situation, academic experience, graduation
expectations, etc.) and schedule. Students should develop a general understanding of the course offerings and how each course fits into the overall Literacy Program. Students should remember that there are two strands and certification streams in the Literacy Program: the Birth through Sixth Grade Certification Strand and the Fifth through 12th Grade Certification.

Newly admitted students are advised about course registration at the time of their orientation. Matriculated students are advised for the upcoming semester at the end of the semester they are finishing. Students who are not matriculated in the program register during the general time specified by the School of Education.

When registering for classes make sure that you are registered for the section of the class that matches the Certification that you are aiming for.

Sometimes priority will be given to students who need a specific course to graduate. Sometimes courses will be cancelled because of low enrollment.

Students will not be allowed to register for classes if they have more than two incompletes. Students whose average goes under a B will go on academic probation and will not be allowed to register until they receive permission from their advisors.

CUNYFirst and Course Registration

A CUNYFirst account is required for anyone to register for a course at City College. To claim your CUNYFirst account, please follow these steps:

- Go to: https://home.cunyfirst.cuny.edu
- Click on “First Time Users”
- Provide the required information in all fields marked with an asterisk.
- Select and answer five security questions.
- Create new password.
- Receive CUNYfirst username and EMPLID.

Additional supports for getting CUNYFirst to work are:
• The IT Service Desk – Call (212-650-8872) or visit them (the Tech Center in the NAC Building, Room 1/301)

• The City College CUNYFirst Support site: http://support.ccny.cuny.edu/cunyfirst/?page_id=82#

• CUNYFirst Student Advising station located in the 1st floor NAC lobby.

**Immunization**

It is University policy that all students who register for six or more credits/equivalent credits who are born after December 31st, 1956 are required to submit **two proofs of immunization for measles** and **one proof for mumps and rubella** to be in attendance at the University. The Wellness and Counseling Center provides students with free immunizations. For blood tests you must go to your medical provider.

Students who have proof of their immunization can fax their information to: (212) 650-8227. For the students who have their private health practitioners, please stop by the WCC Office at room J-15 and ask for the "Immunization form" and have your practitioner complete it. You can also **print out the form and its instructions from their web page** (http://www.ccny.cuny.edu/student_affairs/wellness/immunization.html). Make sure your practitioner's name, telephone number, and address are clear.

For proof of measles, you must have one of the following:

• Two dates of measles immunization are required. Both vaccinations must have been administered after 1967. If not, immunization must specify that a live vaccine was utilized. In addition, the first dose must have been given after the first birthday and the second dose on or after 15 months of age and at least 30 days after the first dose

• Date of measles titer and results must be indicated on lab report and/or a physician's note indicating results.

• Physician's date of diagnosis of the measles disease with the physician's signature.

A student can present proof of honorable discharge from the armed services within 10 years from the date of admission to the institution. The proof of honorable discharge shall qualify as a certificate enabling a student to attend the institution pending actual receipt of immunization records from the armed services.

• If a student is unable to access his/her immunization record from the medical provider or previous school, then the following provision may be used. **Proof of attendance in an elementary or secondary school in the United States after 1980.** The provision in the immunization law that allows a student to use her educational record as one proof of measles pertains only to the 50 states in the U.S.A. This means that documentation from territories such as Puerto Rico and the U.S. Virgin Islands are not acceptable.

• For primary school (K-9) proof of attendance is a report card including one full year of attendance; OR for secondary school (9-12) proof of attendance is a high school diploma or an official transcript AND - a certificate of immunization that documents a dose of
measles vaccine administered within one year prior to the first day of classes at the college.

For proof of mumps, you must have one of the following:
- One date of mumps immunization is required. The vaccine must have been administered on or after the first birthday.
- Date of mumps titer and results must be indicated on lab report.
- Physician's date of diagnosis of the mumps disease with the physician's signature.
- Submit proof of honorable discharge from the armed services within 10 years from the date of attendance to the college.

For proof of rubella, you must have one of the following:
- One date of the rubella immunization is required. The vaccine must have been administered on or after the first birthday.
- Date of rubella titer and results must be indicated on lab report. Physician's diagnosis is not acceptable.
- Submit proof of honorable discharge from the armed services within 10 years from the date of attendance to the college.

**Class Expectations**

The expectations and purview of specific courses are up to the professor and the students who are enrolled in the class. Students should refer to syllabi and to conferencing with their professors in answering specific questions they have about individual classes. All classes in the Literacy Program are challenging and require a great deal of work and responsibility on the part of the students. For each hour of class candidates are expected to complete two to three hours of work outside of class. Consequently, most two-credit classes will average from four to six hours of work. Most three-credit classes will average six to nine hours of work.

**Online Resources**

As a program we are committed to implementing various uses of technology in our instructional practices. Consequently, many of your professors will include technology within class tasks and homework assignments. It is necessary that you in your first two weeks of school sign up for the necessary technology resources including Blackboard, CUNY e-mail account, and/or TaskStream. Acquiring these resources will ensure communication with professors and the necessary resources to complete all tasks.

**CUNY- E-mail Account**
It is necessary to register your CUNY e-mail account in order to participate as an integral member of the Literacy program. CUNY offices and business within CUNY may only be conducted with a CUNY email. You can register this by going to this link: http://www.ccny.cuny.edu/portal/. Once you register this e-mail you will be able to receive:

- program-wide informational e-mail
- CUNY-wide e-mails
- student evaluations
- communications from professors
- communication from other students
- forward this e-mail to your daily e-mail account

**Blackboard**

Blackboard is an interactive on-line learning tool, which allows you to participate in your classroom and school communities. In order to activate your Blackboard you must first activate your CUNY-e-mail account. You then need your CUNY Portal Log-in Account. If you go to http://www.ccny.cuny.edu/portal/ you can receive help with this process. Once you are on Blackboard you will be able to:

- receive course content
- take tests and quizzes
- participate in on-line discussions with your fellow students, and/or instructor(s)
- submit course materials such as assignments
- view the course syllabus
- check your current grades such as mid-term, exams, quizzes and final exam grades
- access online journals

**TaskStream**

In several of your courses, you will be required to submit work on TaskStream. Information about this will be provided by individual professors. All candidates taking courses in the School of Education are required to create and maintain a TaskStream account throughout the span of their enrollment in the program. TaskStream is an on-line, web-based folio assessment system that is used by our candidates to document their learning process, and to showcase and archive digital products. Additionally, the School of Education uses TaskStream to aggregate and report data for programmatic improvement and accreditation purposes. Accounts can be set-up by accessing the following link: www.taskstream.com. If you need technical support while using TaskStream, simply call TaskStream Mentoring Services toll-free Monday through Thursday from 8AM until 11AM and Friday from 8AM until 7PM at 1-800-311-5656. For on-site assistance please go to the Learning and Technology Resource Center, NAC 3/226, or the Multimedia Center, NAC 4/221. Ideally, a candidate’s TaskStream account should be set-up prior to the first day of classes.

See more information here: https://www.ccny.cuny.edu/ltrcenter/tasksteam.
Office Hours

Students are encouraged to attend office hours as a regular part of the graduate education experience as well as keep in close contact with their advisors.

Attendance

Students are expected to attend all classes and arrive on time. Only two absences for each course are allowed during a semester. For all classes there are two excused absences. We recommend that students use these excused absences for an officially sanctioned function such as a parent teacher conference or curriculum night. Absences will affect one’s grade in the class. Three absences will most likely result in an F. Students who are faced with special circumstances should talk with their professors and with their advisors.

Lateness

Being on time is part of being a good student. All candidates are expected to be present and on time for every class. Being late may result in a lower grade.

While the exact amount of time that counts as lateness will be determined between professor and students, multiple instances of lateness can be translated into an absence, and chronic lateness may result in failing the class.

If, due to work schedules, students are not able to arrive on time, they should let the instructor know immediately so that alternative arrangements can be made. It is recommended that in these circumstances students re-register for a different section of the course offered at a more convenient time.

Assessments

Our assessments are designed to enhance skills, augment higher-order thinking, support meta-cognition, sustain voices, comprehend understanding, and measure growth. We understand that assessment is a continuous process that is intertwined with teaching that involves the use of cognitive, mental, emotional, physical, and spiritual components of the self. Thus, within your classes you will participate in a variety of in and out of class assessments. Some of the most familiar may be written assessments including but not limited to research papers, reflections, critiques, creative writing (poems, stories, letters), analytic essays, observations, case studies, and journals/ writers notebooks. Less familiar assessments may include visual representations such as photographs, diagrams, drawings, graphs, maps, webs, and collages. Finally, you will encounter multi-modal presentations that consist of online journals, presentations, poster sessions, reciprocal teaching, monologues, role-playing, and dialogues.
Grading Policy

Grading policies of specific courses are determined by the professor. The grades a student might receive are: A+, A, A-, B+, B, B-, C+, C, and F. Any student whose grade average falls below a B will be put on academic probation.

Incompletes

In case of extraordinary circumstances students can inquire about an Incomplete grade. Incompletes are not automatic. They are negotiated between individual candidates and instructors. Incompletes are reserved for candidates who, through unavoidable circumstances, were unable to complete required coursework during the semester.

An Incomplete grade can be changed to a full grade as soon as the required work is submitted and the instructor deems it satisfactory. It is the responsibility of the student to complete all necessary requirements in this process. Students who work on their Incompletes do not have to repeat the course or pay any additional fees.
If the student neglects to fulfill the requirements, which were agreed upon with the instructor prior to posting the grade, the Incomplete grade will automatically turn into an F grade after a period of 1-½ semesters. The official incompletion deadlines are posted on the City College academic calendar. Candidates are required to turn in work a month in advance to the incomplete date. Any work not received by the month prior may result in F-INC.

Students with two or more Incomplete grades will not be allowed to register for the following semester.

Incompletes are not given as a result of taking too many classes and being overbooked. Please plan accordingly and use your advisor for planning your course load during any given semester.

Withdrawal Grades

Candidates may officially withdraw from a class within the first 10 weeks of school upon filing an official withdrawal from the registrar. This may require signatures from the instructor and the dean. Any course dropped within the first three weeks of school will not appear on a transcript. Any course dropped between week four and 10 will appear as a W on a transcript. Any candidate wishing to drop past this point must engage in a written process and petition the Committee on Course and Standing.

The deadlines for withdrawals are posted every semester on the College’s calendar on www.ccny.cuny.edu.
Tuition Refunds

- Withdrawal before the first day of classes will result in 100% refund.
- Withdrawal before completion of the first official week of class will result in 75% refund.
- Withdrawal before completion of the second official week of class will result in 50% refund.
- Withdrawal before completion of the third official week of class will result in 25% refund.
- Withdrawal beyond the third official week of class will result in 0% refund.

Unofficial Withdrawal

Students who stop attending classes without any notification to the instructor or the Bursar’s Office, but who still appear on the course roster, will be given a WU (Withdrawn Unofficially) grade. This will factor into the gradepoint average as an F.

F grades

Students who receive F grades will have to take the course again in order to receive credit for the course. The grade F will remain on a student’s transcript. They will also have to pay for the course again.

Graduation

Graduation is not automatic when you have finished your required course work. All students must apply for graduation by the deadlines posted on the college website. Those deadlines are around mid-semester prior to graduation dates in June, September, and January. Applications for graduation are done online via the college website. The program will then review your transcript, complete and then sign off on graduation check for you.

CUNY Policy on Academic Integrity

As stated in the CUNY Policy on Academic Integrity: 'Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism:
'Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;

'Presenting another person's ideas or theories in your own words without acknowledging the source;

'Using information that is not common knowledge without acknowledging the source;

'Failing to acknowledge collaborators on homework and laboratory assignments.

'Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.'

A student who plagiarizes may incur academic and disciplinary penalties, including failing grades, suspensions, and expulsion.

A complete copy of the CUNY Policy on Academic Integrity may be downloaded from the College's home page.

Disability Policy

Students who have a documented disability or any special needs should inform every instructor for each course immediately of their situation. Students’ disability paperwork should also be filed with the office of the Transformative Literacy Program Head.

Committee on Course and Standing

Candidates have the right to appeal any grade by appealing to the Committee on Course and Standing. This committee is the final authority on enforcement of curriculum, degree requirements, academic standards, grades and academic rules. The Committee on Course and
Standing considers appeals in writing. The candidate’s appeal should be in the form of a detailed letter accompanied by any supporting evidence the candidate wishes to submit, including copies of papers or letters from other candidates or instructors. The Committee normally asks the instructor and the department chair to comment, in writing, on the candidate’s appeal. On request, the OSS director will discuss these responses with the candidate before the Committee meets. The Committee’s decision is sent to the candidate, in writing, by the OSS director.

Candidates who would like to begin this appeal process should speak with Stacia Pusey, associate Dean of the Office of Student Services. Her contact info is as follows:

- e-mail: syacia@ccny.cuny.edu
- location: NAC 3/223A
- phone: 212-650-3545

**Grievance Policy**

Candidates should begin to address all grievances in this structural order: 1\(^{st}\) with their professor; 2\(^{nd}\) with their advisor. Often a three-way conference between professor, advisor, and candidates will be held to discuss grievances and negotiate resolutions. If the grievance is unresolved after these first two steps, the 3\(^{rd}\) step is to meet with the program head. If these three options are not effective, candidates should then see: 4\(^{th}\) the department chair, 5\(^{th}\) the academic dean, 6\(^{th}\) the Ombudsman (see below), and 7\(^{th}\) the Vice President for Student Affairs. If necessary the Vice President for Student Affairs shall refer candidates to the Office of the Provost for further consideration and possible action.

**Ombudsperson**

The Ombudsperson attempts to resolve conflicts that arise between members of the College. The term “Ombudsman” is a Swedish word used to describe public officials designated to resolve citizens’ grievances with governmental agencies.

**What does the ombudsperson do?**

The Ombudsperson is a neutral and independent member of the City College Community who responds to complaints from faculty, staff and candidates.
The Ombudsperson is sensitive to the rights and concerns of each person who is involved in a complaint brought to the Ombudsperson's office.

The Ombudsperson provides a confidential space to discuss concerns and complaints.

The Ombudsperson listens to concerns and shares information concerning City College policies.

The Ombudsperson helps to generate solutions to resolve problems.

The Ombudsperson may share general concerns with City College administration in order to engage the College community in conversation and to enhance communication between the members of the College community.

There is a Student Ombudsperson in the Office of the Ombudsperson who performs his/her duties in consultation with the Faculty Ombudsperson.

What doesn’t the ombudsperson do?

The Ombudsperson does not share information concerning any case unless permission is given by the person who brings the concern to the office.

- The Ombudsperson does not maintain permanent records of individual cases. Instead, the Ombudsperson keeps anonymous data on the number and nature of cases brought to the office.
- The Ombudsperson has no power to create or change City College policy or rules.

**Literacy Program Library**

At this time the Literacy Program has two libraries (in addition to the CCNY and CUNY libraries that you have access to). In room 6/204, we have our professional development library which includes hard copies of several relevant academic journals, various books related to teaching and learning, literacy and teacher education, and our collection of candidate action research projects. Contact your professor or the program director to check out any of these materials.

We also have a small children’s and young adult literature library. These books can be found in both 6/204 and 3/221. To borrow a book for a particular purpose, contact your professor. All in all, we rely on the honor system in making sure that we can keep and cultivate a growing number of children’s and young adult literature texts as a crucial component of literacy instruction and teacher education. We are constantly seeking to grow our library, and any books that people would like to donate to the library, or opportunities to procure books are welcome.

**Graduate Literacy Conference**
In their fourth semester of the Literacy Research Seminar IV (7804C), all candidates of the Transformative Literacy Program will participate in an annual Literacy Action Research Conference held in May. This conference allows candidates to present hands-on activities, resources, strategies, and implications that have been realized from their action research projects. All current Literacy candidates are required to attend.

**Literacy Content Specialty Test (CST)**

The Literacy Content Specialty Test (CST) is the New York state professional certificate licensure examination that assesses the knowledge and skills of literacy candidates. The Literacy CST is used as an exit examination for the Literacy program and is necessary for professional certification. The test contains approximately 90 multiple-choice questions and one constructed-response (written) assignment. The four subareas of the Literacy CST are:

- **Subarea I.** Foundations of Literacy
- **Subarea II.** Reading Instruction and Assessment
- **Subarea III.** The Role of the Literacy Professional
- **Subarea IV.** Reading Instruction and Assessment: Constructed-Response Assignment

In order to best prepare for the Literacy CST, the faculty recommend that candidates take the examination closer to the end of their program. For more information regarding the CST test dates, fees, preparation guides, and testing locations, please go to New York State Teacher Certification Examinations Home Page [http://www.nystce.nesinc.com/NY_viewSG_opener.asp](http://www.nystce.nesinc.com/NY_viewSG_opener.asp).

**DASA (Dignity for All Student Act)**

All candidates for certification need to be DASA certified. If you have taken any of the City College's School of Education inclusion courses, you have to take the 2.5-hour DASA Workshop. If you have not taken one of the required courses, you have to take the 6-hour workshop. Check for announcements.

These inclusion courses in this chart below are the only acceptable inclusion courses.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 4500K</td>
<td>Inclusive Practices in the Arts</td>
</tr>
<tr>
<td>EDLS 5000K</td>
<td>Inclusive Education</td>
</tr>
<tr>
<td>EDCE 6000K</td>
<td>Introduction to the Education of Emergent Bilingual Students with Disabilities</td>
</tr>
<tr>
<td>EDCE 2900F</td>
<td>Inclusive Practices for the General Education Classroom (Grades 1-6)</td>
</tr>
<tr>
<td>EDCE 4200C</td>
<td>Educating Young Children with Special Needs in the General Education Classroom</td>
</tr>
<tr>
<td>EDLS 32000 (Fall 2012 and beyond)</td>
<td>Introduction to Inclusive Education</td>
</tr>
<tr>
<td>EDCE 32310 (Fall 2012 and beyond)</td>
<td>Inclusive Practices from General Education Classrooms</td>
</tr>
</tbody>
</table>
Course Descriptions

Pre-requisite Courses

7500C Emergent to Fluent Literacy: Emergent to fluent literacy acquisition for students with diverse cultural and linguistic backgrounds and students with special needs; assessment of semantic, syntactic, phonic and phonemic awareness. 15 hours of fieldwork.

7510C Literacy Strategies & Resources Across the Curriculum, Birth-6: Strategies for teaching B-6th grade content-area literacy, differentiated instruction, multi-modal texts and children’s literature.

7600C Fluent to Experienced Literacy: Balanced literacy instruction for fluent readers and writers from a diversity of cultural and linguistic backgrounds and needs. 15 hours of fieldwork.

7610 Literacy Strategies & Resources Across the Curriculum, 5-12: Strategies for teaching 5-12th grade content-area literacy, the use of popular multi-modal texts young adult texts, and the negotiation of regents exams.

2000C First & Second Language/ Dialect and Literacy Acquisition: Current research and application building on language strengths and connecting oral and print literacies. 8 hours fieldwork.

1700G Home-School Partnerships for Literacy: Theoretical and practical approaches to build equitable home-school partnerships to support children’s literacy development. 8 hours fieldwork.

2700C Literacy Instruction for Struggling Readers & Writers: Creation of high standard literacy instruction for struggling learners. 8 hours fieldwork.

1700/1E Critical Use of Technology: Examination of relevant technological resources. 8 hours fieldwork.

1300/1E Negotiating Curriculum: Standards, Children’s Inquiries, and Appropriate Multicultural Materials: Developing successful curriculum design. 20 hours fieldwork design and implementation.

1400E Writing for Teachers: Scaffolding professional and academic writing

Literacy Research Sequence
0801C Beginning Literacy Research Seminar 8 hours fieldwork.
0802C Literacy Research Seminar II
0803C Literacy Research Seminar III
0804C Literacy Research Seminar IV
The Literacy Practicum Courses

The Literacy Practicum Courses are a cluster of three courses that all students take in their final two semesters of the program. It is designed as a culminating experience within the Transformative Literacy Program that allows students to gather what they have learned in other classes and apply it to their work with children in the two literacy practicum. During the first semester, students take Assessment, Teaching and Learning (1500 or 1501) and one of the two practicum (1600C/1601C). In the second semester students take the second part of the practicum ((1600E/1601E).

1500/1C Linking Literacy Assessment, Instruction, and Learning: In this seminar students learn how to use different forms of observation, formative assessment and ongoing evaluation to support student learning, and how to build on, critique and transform traditional assessment practices.

1600/1C and 1600/1E Literacy Inquiry Practicum and Small-Group Literacy Inquiry Practicum: In these classes, candidates work with small groups of children/youth to support the students’ literacy development. Candidates support students in developing an inquiry project where they learn about some subject of interest in the process of developing their literacy skills and talents. Key components of the practicum are:

- supporting each student’s development as a reader and writer
- developing and implementing an expansive notion of literacy that includes not only reading and writing but also all the ways that people use multiple sign systems to make sense and meaning out of the world
- focusing on inquiry-based learning that emphasizes the central role of the learner in constructing knowledge and the ultimate goal of transforming the horizon of what is possible and what is true
- emphasizing a culturally responsive pedagogy that makes bridges between the literacy practices that the child brings to school and the academic literacies that the child is expected to master
- sustaining the child as an active agent in the world who can both read and interpret the “word-world” and write and rewrite the culture and the texts that make up the culture that shapes who they are

The culminating activity of the Transformative Literacy Project is a Readers Writers Celebration where students share with their teachers, families, and the wider community the inquiry projects they have been working on and what they have learned.
Faculty Profiles

Nadjwa E. L. Norton

Blessed with cultural capital in the form of
An Ed.D and an Ed.M from Teachers College, Columbia University
Along with a B.A. from Yale University
Nadjwa E.L. Norton, an assistant professor
in the Transformative Literacy Program
holds vast knowledges
but still remains a life-long learner
in the areas of early childhood, spiritualities,
critical literacies, multicultural education,
children’s literature, Hip-Hop literacies,
and qualitative research methodologies

Blessed with the honor of being
sister, godmother, daughter,
granddaughter, aunt, mother
poet, writer, women of prayer
researcher, teacher, staff developer, curriculum developer
advocate, warrior
she seeks to enact God’s purpose in her own generation

Blessed with the lived experiences from the range of
infants to adults
in and out of public and private schools
nurseries to graduate schools
as well as alternative educational settings
Prof. Norton identifies as
an author of
Permitanme hablar: Allow me to speak

_Language Arts_
Talking Spirituality with Family Members

_Urban Review_
Singing in the Spirit

_Education and Urban Society_
Aligning Hip-Hop, curriculum, standards, and potential

_Journal of Technology and Literacy_
and co-author with Courtney Bentley of

Making the Connection

_Feminist Teacher_
also co-author with Knight, M., Bentley, C. and Dixon, I. of

The power of Black and Latina/o counterstories

_Anthropology & Education Quarterly_
Useful Numbers and Resources

Transformative Literacy Program Faculty

Nadjwa Norton, NAC 6/204- (212) 650-6630 nnorton@ccny.cuny.edu

Transformative Literacy Program Office, Rm: NAC 6/204: (212) 650-6889

Other Useful Numbers:

Teaching Learning and Culture Department Office, Rm: NAC 6/207B: (212) 650-7262

Graduate Admissions, Rm: NAC3/223: (212) 650-6296
Stacia Pusey, Associate Dean, spusey@ccny.cuny.edu

Certification Officer: Margaret Schehl
(mschehl@ccny.cuny.edu or educertification@ccny.cuny.edu); phone 212-650-5590.

Wellness and Counseling Center: (212)-650-8222 Rm: MR 15

Bursar (212)-650-8700, Rm: Admin Building 103

Financial Aid: (212)-650-5819 or 6656, Rm: Admin 104

Cohen Library Circulation Desk: (212)-650-545, Rm: NAC 3/226
Library Hours: (212)-650-7292

Learning Resource Center: (212)-650-5455, Rm: 3/226
Director Dr. Leonard Lewis

Multimedia Center: (212)-650-5795
Director Doris Grasserbauer

Information College Operators (212)-650-7000
# Recommended Course Sequences

## Summer Entrance Degree in 2 Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Summer 1st year | ▪ EDCE 1701E - Critical Use of Technology  
▪ EDCE 7600C: Fluent to Experienced Literacy | 2       |
| Fall 1st year  | ▪ EDCE 7801C: Beginning Literacy Research Seminar  
▪ EDCE 7610C: Literacy Strategies & Resources Across the Curriculum, 5-12  
▪ EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed) | 2       |
| Spring 1st year | ▪ EDCE 7802C - Literacy Research Seminar II  
▪ EDCE 2700C - Literacy for Struggling Readers & Writers  

**Choose the one being offered:**  
▪ EDCE 1700G - Home-School Partnerships for Literacy  
▪ Or  
▪ EDCE 1301E - Negotiating Curriculum  | 3       |
| Summer 2nd year | ▪ EDCE 1400E - Writing for Teachers  
▪ EDCE 2000C - First & Second Language/Dialect and Literacy Acquisition | 2       |
| Fall 2nd year   | ▪ EDCE 7803C: Literacy Research Seminar III  
▪ EDCE 1501C – Linking Literacy Assessment, Instruction & Learning  
▪ EDCE 1601C - Literacy Inquiry Practicum | 2       |
| Spring 2nd year | ▪ EDCE 7804C - Literacy Research Seminar IV  
▪ EDCE 1601E - Small-Group Literacy Inquiry Practicum  

**Choose the one being offered:**  
▪ EDCE 1700G - Home-School Partnerships for Literacy  

▪ Or  
▪ EDCE 1301E - Negotiating Curriculum | 1       |
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Summer 1\textsuperscript{st} year | EDM 1701E - Critical Use of Technology  
EDM 7600C: Fluent to Experienced Literacy | 2       |
| Fall 1\textsuperscript{st} year     | EDM 7801C: Beginning Literacy Research Seminar  
EDM 7610C: Literacy Strategies & Resources Across the Curriculum, 5-12  
EDLS 5000K, EDM 4500K, or EDM 6000K – Working with Students Who Have Disabilities (if needed) | 2       |
| Spring 1\textsuperscript{st} year    | EDM 7802C - Literacy Research Seminar II  
EDM 2700C - Literacy for Struggling Readers & Writers  
Choose the one being offered:  
EDM 1700G - Home-School Partnerships for Literacy  
Or  
EDM 1301E- Negotiating Curriculum | 2       |
| Summer 2\textsuperscript{nd} year    | EDM 1400E - Writing for Teachers | 2       |
| Fall 2\textsuperscript{nd} year      | EDM 7803C: Literacy Research Seminar III  
EDM 1501C – Linking Literacy Assessment, Instruction & Learning  
EDM 1601C - Literacy Inquiry Practicum | 2       |
| Spring 2\textsuperscript{nd} year     | EDM 7804C - Literacy Research Seminar IV | 1       |
|                                          | EDM 1601E - Small-Group Literacy Inquiry Practicum | 3       |
|                                          | Choose the one being offered:  
EDM 1700G - Home-School Partnerships for Literacy  
Or  
EDM 1301E- Negotiating Curriculum | 3       |
<p>| Summer 2\textsuperscript{nd} year     | EDM 2000C - First &amp; Second Language/Dialect and Literacy Acquisition | 3       |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| Summer 1st year | ▪ EDCE 7600C: Fluent to Experienced Literacy  
▪ EDCE 1701E - Critical Use of Technology                                           | 3       |
| Fall 1st year  | ▪ EDCE 7801C: Beginning Literacy Research Seminar  
▪ EDCE 7610C: Literacy Strategies & Resources Across the Curriculum, 5-12  
▪ EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed) | 2       |
| Spring 1st year| ▪ EDCE 7802C - Literacy Research Seminar II  
▪ EDCE 2700C – Literacy for Struggling Readers & Writers                          | 2       |
| Summer 2nd year| ▪ EDCE 1400E - Writing for Teachers                                           | 2       |
| Fall 2nd year  | ▪ EDCE 7803C: Literacy Research Seminar III                                      | 2       |
| Spring 2nd year| ▪ EDCE 7804C - Literacy Research Seminar IV                                     | 1       |
|               | **Choose the one being offered:**  
▪ EDCE 1700G - Home-School Partnerships for Literacy  
  Or  
▪ EDCE 1301E- Negotiating Curriculum                                              | 3       |
| Summer 2nd year| ▪ EDCE 2000C - First & Second Language/Dialect and Literacy Acquisition          | 3       |
| Fall 3rd year  | ▪ EDCE 1501C – Linking Literacy Assessment, Instruction & Learning  
▪ EDCE 1601C - Literacy Inquiry Practicum                                            | 3       |
| Spring 3rd year| ▪ EDCE 1601E - Small-Group Literacy Inquiry Practicum                              | 3       |
|               | **Choose the one being offered:**  
▪ EDCE1700G - Home-School Partnerships for Literacy  
  Or  
▪ EDCE 1301E- Negotiating Curriculum                                              | 3       |
## Fall Entrance Degree in 2 Years (+ 1 summer)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>▪ EDCE 7610C: Literacy Strategies &amp; Resources Across the Curriculum, 5-12&lt;br▪ EDCE 7801C: Beginning Literacy Research Seminar&lt;br▪ EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed)</td>
<td>3</td>
</tr>
<tr>
<td>Spring 1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>▪ EDCE7802C - Literacy Research Seminar II&lt;br▪ EDCE 2700C - Literacy for Struggling Readers &amp; Writers&lt;br<strong>Choose the one being offered:</strong>&lt;br▪ EDCE 1700G - Home-School Partnerships for Literacy Or&lt;br▪ EDCE 1301E- Negotiating Curriculum</td>
<td>2 3 3</td>
</tr>
<tr>
<td>Summer 1st year</td>
<td>▪ EDCE 7600C: Fluent to Experienced Literacy&lt;br▪ EDCE 1400E - Writing for Teachers&lt;br▪ EDCE 1701E - Critical Use of Technology</td>
<td>3 2 2</td>
</tr>
<tr>
<td>Fall 2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>▪ EDCE 7803C: Literacy Research Seminar III&lt;br▪ EDCE 1501C – Linking Literacy Assessment, Instruction &amp; Learning&lt;br▪ EDCE 1601C - Literacy Inquiry Practicum</td>
<td>2 3 3</td>
</tr>
<tr>
<td>Spring 2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>▪ EDCE 7804C - Literacy Research Seminar IV&lt;br▪ EDCE 1601E - Small-Group Literacy Inquiry Practicum&lt;br<strong>Choose the one being offered:</strong>&lt;br▪ EDCE 1700G - Home-School Partnerships for Literacy Or&lt;br▪ EDCE 1301E- Negotiating Curriculum</td>
<td>1 3 3</td>
</tr>
<tr>
<td>Summer 3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>▪ EDCE 2000C - First &amp; Second Language/Dialect and Literacy Acquisition</td>
<td>3</td>
</tr>
</tbody>
</table>
## Fall Entrance Degree in 2½ Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1st year</td>
<td>• EDCE 7610C: Literacy Strategies &amp; Resources Across the Curriculum, 5-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• EDCE 7801C: Beginning Literacy Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Spring 1st year</td>
<td>• EDCE 7802C - Literacy Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• EDCE 2700C - Literacy for Struggling Readers &amp; Writers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EDCE 1700G - Home-School Partnerships for Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EDCE 1301E- Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td>Summer 1st year</td>
<td>• EDCE 7600C: Fluent to Experienced Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• EDCE 1400E - Writing for Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• EDCE 1701E - Critical Use of Technology</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2nd year</td>
<td>• EDCE 7803C: Literacy Research Seminar III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>• EDCE 1501C – Linking Literacy Assessment, Instruction &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• EDCE 1601C - Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2nd year</td>
<td>• EDCE 7804C - Literacy Research Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• EDCE 1601E - Small-Group Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EDCE 1700G - Home-School Partnerships for Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• EDCE 1301E- Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td>Summer 2nd year</td>
<td>• EDCE 2000C - First &amp; Second Language/Dialect and Literacy Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Fall 3rd year</td>
<td>• EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed)</td>
<td>3</td>
</tr>
</tbody>
</table>
## Fall Entrance Degree in 3 Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1(^{st}) year</td>
<td><strong>EDCE 7610C:</strong> Literacy Strategies &amp; Resources Across the Curriculum, 5-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed)</strong></td>
<td>3</td>
</tr>
<tr>
<td>Spring 1(^{st}) year</td>
<td><strong>EDCE 2700C</strong> - Literacy for Struggling Readers &amp; Writers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Choose the one being offered:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1700G</strong> - Home-School Partnerships for Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1301E</strong> - Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td>Summer 1st year</td>
<td><strong>EDCE 7600C:</strong> Fluent to Experienced Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1700E</strong> - Critical Use of Technology</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2(^{nd}) year</td>
<td><strong>EDCE 7801C:</strong> Beginning Literacy Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2(^{nd}) year</td>
<td><strong>EDCE 7802C</strong> - Literacy Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><em>Choose the one being offered:</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1700G</strong> - Home-School Partnerships for Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1301E</strong> - Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td>Summer 2(^{nd}) year</td>
<td><strong>EDCE 1400E</strong> - Writing for Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 2000C</strong> - First &amp; Second Language/Dialect and Literacy Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Fall 3(^{rd}) year</td>
<td><strong>EDCE 7803C</strong> - Literacy Research Seminar III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1501C</strong> – Linking Literacy Assessment, Instruction &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1601C</strong> - Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 3(^{rd}) year</td>
<td><strong>EDCE 7804C</strong> - Literacy Research Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>EDCE 1601E</strong> - Small-Group Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
## Spring Entrance Degree in 2 ½ Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 1st year</strong></td>
<td>▪ EDCE 2700C - Literacy for Struggling Readers &amp; Writers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1700G - Home-School Partnerships for Literacy Or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1301E- Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1st year</strong></td>
<td>▪ EDCE 1701E - Critical Use of Technology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 7600C: Fluent to Experienced Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 1st year</strong></td>
<td>▪ EDCE 7610C: Literacy Strategies &amp; Resources Across the Curriculum, 5-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 7801C: Beginning Literacy Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring 2nd year</strong></td>
<td>▪ EDCE 7802C - Literacy Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1700G - Home-School Partnerships for Literacy Or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1301E- Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2nd year</strong></td>
<td>▪ EDCE 2000C - First &amp; Second Language/Dialect and Literacy Acquisition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1400E - Writing for Teachers</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fall 2nd year</strong></td>
<td>▪ EDCE 7803 - Literacy Research Seminar III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1501C – Linking Literacy Assessment, Instruction &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1601C - Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 3rd year</strong></td>
<td>▪ EDCE 7804C - Literacy Research Seminar I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>▪ EDCE 1601E - Small-Group Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>▪ EDLS 5000K, EDCE 4500K, or EDCE 6000K – Working with Students Who Have Disabilities (if needed)</td>
<td>3</td>
</tr>
</tbody>
</table>
## Spring Entrance Degree in 3 ½ Years

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 1st year</strong></td>
<td><a href="https://example.com/edce2700c">EDCE 2700C</a> - Literacy for Struggling Readers &amp; Writers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="https://example.com/edce1700g">EDCE 1700G</a> - Home-School Partnerships for Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="https://example.com/edce1301e">EDCE 1301E</a> - Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 1st year</strong></td>
<td><a href="https://example.com/edce7600c">EDCE 7600C</a> - Fluent to Experienced Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 1st year</strong></td>
<td><a href="https://example.com/edce7610c">EDCE 7610C</a> - Literacy Strategies &amp; Resources Across the Curriculum, 5-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com/edce7801c">EDCE 7801C</a> - Beginning Literacy Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>Spring 2nd year</strong></td>
<td><a href="https://example.com/edce7802c">EDCE 7802C</a> - Literacy Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Choose the one being offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="https://example.com/edce1700g">EDCE 1700G</a> - Home-School Partnerships for Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <a href="https://example.com/edce1301e">EDCE 1301E</a> - Negotiating Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Summer 2nd year</strong></td>
<td><a href="https://example.com/edce1400e">EDCE 1400E</a> - Writing for Teachers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com/edce1701e">EDCE 1701E</a> - Critical Use of Technology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fall 2nd year</strong></td>
<td><a href="https://example.com/edce7803c">EDCE 7803C</a> - Literacy Research Seminar III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com/edls5000k">EDLS 5000K</a>, <a href="https://example.com/edce4500k">EDCE 4500K</a>, or <a href="https://example.com/edce6000k">EDCE 6000K</a> – Working with Students Who Have Disabilities (if needed)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 3rd year</strong></td>
<td><a href="https://example.com/edce7804c">EDCE 7804C</a> - Literacy Research Seminar I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Summer 3rd year</strong></td>
<td><a href="https://example.com/edce2000c">EDCE 2000C</a> - First &amp; Second Language/Dialect and Literacy Acquisition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 3rd year</strong></td>
<td><a href="https://example.com/edce1501c">EDCE 1501C</a> – Linking Literacy Assessment, Instruction &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><a href="https://example.com/edce1601c">EDCE 1601C</a> - Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 4th year</strong></td>
<td><a href="https://example.com/edce1601e">EDCE 1601E</a> - Small-Group Literacy Inquiry Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>