



James Hall, College of Education

Rowan University
M.A. in Reading
Candidate Handbook
Spring 2018 Entry

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College of Education Mission Statement

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

College of Education Vision Statement

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

College of Education Conceptual Framework



MA in Reading Education Program Overview

The Master of Arts (M.A.) in Reading Education is nationally accredited by the National Council for Accreditation in Teacher Education in conjunction with the International Reading Association. The program prepares professionals to teach literacy to all learners and serve as leaders in supporting their colleagues in the field. Students in the program will have the opportunity to develop both a contemporary conceptual framework and effective strategies that are appropriate for guiding literacy development in classroom and clinical environments. Students acquire advanced knowledge of the reading process.

We are an NJTOP program. We offer two concentrations: Reading Specialist & Reading Practitioner.

Graduates who complete the **Reading Specialists Concentration** are immediately certifiable as Reading Specialists. They will also be prepared for leadership roles in literacy and to support classroom teachers and teacher candidates in:

- using practices, approaches and methods including the use of technology to increase the literacy development of all learners.
- Selecting and administering formal and informal assessments and communicating assessment information to various audiences.
- Using assessments to plan instruction for all students.
- Improving their practice by exhibiting leadership skills in professional development.

Besides the benefit of receiving state certification, students in this concentration sometimes use their preparation with the research and writing to enter a doctoral program. Also, as a program, we hire adjunct instructors to teach some of our courses and we require a Reading Specialist certification to be eligible.

The Reading Practitioner Concentration is intended for those who wish to pursue advanced study in literacy education and become more knowledgeable about instructional strategies that align with the Common Core English/Language Arts Standards. Note: This concentration does not lead to state certification as a Reading Specialist. Students in this concentration are not required to have teaching certification, but are required to have access to classrooms and/or a school district setting as well as a groups of children to work with.

Admission Requirements

MA in Reading Education: Reading Practitioner Concentration

The following is a list of items required to begin the application process for the M.A. in Reading Education: Reading Practitioner program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indication of any missing items.

- Completed Graduate-level CGCE Application Form
- \$65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Typewritten statement of professional objectives
- Two letters of recommendation
- Current professional resume
- Minimum cumulative GPA of at least 2.75 (on a 4.0 scale)
- Copy of any educational certifications held (certification is not required)

MA in Reading Education: Reading Specialist Concentration

The following is a list of items required to begin the application process for the M.A. in Reading Education: Reading Specialist hybrid program. There may be additional action or materials required for admission to the program. Upon receipt of the materials below a representative from the CGCE Admissions Processing Office will contact you with confirmation or indicating any missing items.

- Completed Graduate-level CGCE Application Form
- \$65 (U.S.) non-refundable application fee
- Bachelor's degree (or its equivalent) from an accredited institution of higher learning
- Official transcripts from all colleges attended (regardless of number of credits earned)
- Typewritten statement of professional objectives
- Two letters of recommendation
- Current professional resume that clearly indicates the number of years you have been teaching
- Minimum cumulative GPA of at least 2.75 (on a 4.0 scale)

- Copy of NJ teaching certificate (only Standard or CEAS only)
- Interview may be required with Faculty Admissions Committee (If an interview is required, students will be contacted directly by the Faculty Admissions Committee. The interview can be in person or via telephone.)
- Timed writing sample (completed during interview)

Graduation Requirements Per Concentration

Reading Practitioner Concentration	Reading Specialist Concentration
Successful completion of Digital Portfolio Project in READ 30557 21 st Century Literacies in Today's Schools	Successful completion of all sections of the Comprehensive Examination Successful completion of a thesis in Seminar and Research in Reading
B- or better in all courses (Minimum 3.0 GPA)	B- or better in all courses (Minimum 3.0 GPA)

Reading Practitioner
Sequence of Coursework and Course Prerequisites
All courses are 8 weeks and online

MA in Reading: Practitioner concentration		
Required Courses	Semester	Credit Hours
READ 30510 Teaching Reading in Elementary Schools	Spring 1	3
READ 30520 Content Area Literacy	Spring 1	3
READ 30545* Using Multicultural Literature in the K-12 Reading and Writing Classroom	Summer 1	3
<i>*Change of concentration must be initiated before the 4th week of READ 30545</i>		
READ 30500 Theory and Practice in Literacy Education <i>Prerequisites: READ 30510, READ 30520, READ 30545</i>	Summer 1	3
READ 30535 Word Study: Phonics, Spelling and Vocabulary Instruction	Fall 1	3
READ 30530 Teaching Reading to the Exceptional Child	Fall 1	3
READ 30552 Special Topics in Reading: Writing in the K-12 Classroom	Spring 2	3
READ 30611 Literacy Assessment	Spring 2	3
READ 30547 Teaching Literacy to English Language Learners	Summer 2	3
READ 30557 21 st Century Literacies in Today's Schools <i>Prerequisites: READ 30500, READ 30535, READ 30530, READ 30552, READ 30610, READ 30547</i>	Summer 2	3
TOTAL SEMESTER HOURS	30	

Reading Specialist

Sequence of Coursework and Course Prerequisites

All courses are 8 weeks and online except for the following:

RED= Hybrid (Face to Face Glassboro Campus & Online)

BLUE= Face to Face (Glassboro Campus)

MA in Reading: Reading Specialist concentration		
Required Courses	Semester	Credit
READ 30515 Teaching Reading and Writing Across the Grades	Spring 1	3
READ 30520 Content Area Literacy	Spring 1	3
READ 30545* Using Multicultural Literature in the K-12 Reading and Writing Classroom	Summer 1	3
<i>*Change of concentration must be initiated before the 4th week of READ 30545</i>		
READ 30540 Administration and Supervision of School Reading Programs <i>Prerequisites: READ 30515, READ 30520, READ 30545</i>	Summer 1	3
READ 30535 Word Study: Phonics, Spelling and Vocabulary Instruction	Fall 1	3
READ 30530 Teaching Reading to the Exceptional Child	Fall 1	3
READ 30550 Diagnosis of Reading Problems <i>Prerequisites: READ 30540, READ 30535, READ 30530 Co-requisite: READ 30560</i> <i>This course is 10 weeks with a 2 week overlap with READ 30560</i>	Spring 2	3
READ 30560 Correction of Remedial Reading Problems <i>Co-requisite: READ 30550 This course is 10 weeks with a 2 week overlap with READ 30550</i>	Spring 2	3
Research and Seminar Prep Module- Log on to the free Reading Resource Course to complete Module 4 with your thesis advisor. This will help prepare you for READ 30600.	Between READ 30560 & READ 30570	N/A
READ 30570 Clinical Experiences in Reading <i>Prerequisites: READ 30560</i> <i>Clinic is 5 weeks at Rowan Reading Clinic in Glassboro, usually the end of June and all of July. M-Th 8:00am-12:15pm</i>	Summer 2	6
<i>Comprehensive Exam will be scheduled for a Sat. in October</i>		
READ 30600 Reading Research Seminar <i>Prerequisite: READ 30570</i> <i>15 week course</i>	Fall 2	3
TOTAL SEMESTER HOURS	33	

Procedure for Changing concentrations in the MA in Reading
Reading Practitioner and Reading Specialist

After taking the initial two courses in the MA in Reading program and learning more about the roles of reading specialists and practitioners, you may decide that the other concentration more closely matches your professional goals. Changes in concentrations requires an online Change in Program form and adherence to the following procedures and dates:

To change concentrations, students must submit new online application and indicate new track. New Application will be processed and student will be notified of any additional admissions materials required (if changing from Practitioner to Specialist, student will need to submit new statement of objectives, letter of teaching verification and copy of NJ Teaching Certification).

Once complete, the MA in Reading program coordinator will admit/reject the change. If admitted, the student's record will be updated in Banner, and the program advisor will provide student with a new Personal Course Sequence (PCS).

Changes in concentrations will not be approved after the above dates.

Program Attendance Policy

Responsibilities of the Candidates:

1. Due to the accelerated nature of the courses, attendance and participation are crucial. Candidates are expected to be present at each hybrid and face-to-face meeting of each scheduled class for which they are officially registered.
2. For hybrid and face-to-face courses, candidates may be absent for any of the following reasons:
 - a. Contractual school obligations
 - b. Death of family member or loved one
 - c. Religious holidays
 - d. Documented illness
 - e. Inclement weather

In case of rare and compelling circumstances not listed in #2 above, students should make every effort to discuss reasonable accommodations with the instructor in advance if feasible or as soon as possible afterwards.

Responsibilities of the Faculty:

1. Faculty are expected to keep accurate attendance records
2. For hybrid and face-to-face courses, attendance requirements must be part of the syllabus.
3. Faculty are under no obligation to make special provisions for candidates who are absent for reasons other than those listed above. However, faculty is encouraged to consider accommodations for rare and compelling circumstances.

Students missing a course for reasons listed in #2 or for rare and compelling circumstances, the instructor will register an incomplete and make arrangements with the student to complete coursework. Arrangements could include attending course sessions missed during another semester and/or section.

Certification Requirements

The reading specialist endorsement is required for service as a reading specialist in grades preschool through 12. A reading specialist conducts in-service training of teachers and administrators, coordinates instruction for students or groups of students having difficulty learning to read, diagnoses the nature and cause of a student's difficulty in learning to read, plans developmental programs in reading for all students, recommends methods and material to be used in the district reading program, and contributes to the evaluation of the reading achievement of students. **Master's Degree Requirement** • A master's or higher degree is required from a regionally accredited college or university. Official transcripts documenting the master's degree conferral must be submitted. **Two Years of Teaching Experience** • At least two years of successful, full time teaching experience. An original letter from the superintendent or principal of the school, on the school's official letterhead, must be submitted. Included should be dates of employment and the positions held during those specific dates. **Required Graduate Study** • As per N.J.A.C. 6A:9-13.13 (b)2, thirty graduate semester-hour credits including the specified areas of study below are required:

- Reading Foundations
- Diagnosis of Reading Problems
- Correction of Reading Problems
- Supervised Practicum in Reading

Study in at least 3 of the following areas:

- Children's or Adolescent Literature
- Measurement Organization of Reading Programs
- Psychology
- Staff Supervision
- Linguistics
- Special Education
- Research
- Foundations of Education

Elective credits in any of the 13 areas listed above.

All graduate credits must appear on a regionally accredited 4-year college/university transcript. Please provide official course descriptions from all graduate coursework that covers the above required study areas.

Fee Information

- The current cost of the certificate is \$95.
- No checks or money orders will be accepted
- Please make the payment online at <http://www.nj.gov/education/educators/license/epay.htm>. Please notify your examiner after payment has been made.

- If you apply and are denied, you will be charged a fee of \$70.
- All fees, including money left on file, are nonrefundable

Applicant Checklist

You cannot complete the entire application process online. After applying online, please submit ALL necessary documentation together IN A SINGLE PACKET to the NJ DOE in order to complete your application. Please put your tracking number or Social Security number on all documents that you send to our office. For this particular certificate, you will need to send in the following: Oath of allegiance/verification of accuracy form. (Available here: <http://www.nj.gov/education/educators/license/forms/verify.pdf>) Official transcripts noting degree conferral and all other relevant transcripts. If possible, please have transcripts sent to you first and then forward them in the sealed envelope(s) together with any other documents. Current Educational Services certificate. (If applicable, see above for details). Fee of \$95 paid online.

Thesis Requirements

General Information

The master thesis is a capstone piece of evidence demonstrating the student's ability to apply the knowledge acquired during the program within the context of a research project. It should be submitted in both a format and writing style of such quality that it meets the scholarly standards set by the profession. The final document must be worthy of publication within a professional journal. The thesis stands as a representative sample of the professional quality of the student, the advisor, and the members of the thesis committee, the program/department, the academic college, and the university.

All copies of theses submitted in partial fulfillment for an advanced degree become the permanent property of Rowan University.

Office of Graduate Research Services

Rowan students pursuing a doctoral degree or a master's degree with a thesis requirement (or option) as part of their fulfillment for graduation are required to submit their thesis/dissertation to the Office of Graduate Research Services for final format approval. The Office of Graduate Research Services coordinates the final format review process and is responsible for ensuring that all theses/dissertations adhere to the format and style as prescribed in the Thesis & Dissertation Manual prior to final approval with the Registrar for graduation purposes.

[The following link](#) takes you to all the information you need for completing your thesis and submitting for final approval. You will pay for and complete the Pre-Submittal Workshop in the 2nd summer of your program.

Pre-Seminar Online Module

As a service, we provide students with a pre-seminar module between the spring and summer of your 2nd year in the program. The module is found in the Reading Resource Course on Canvas. The purpose of this module is to begin the thesis process and connect you to your thesis advisor. Students in the reading specialist concentration must complete this module.

Comprehensive Exam Procedures Reading Specialist Concentration

All candidates will be provided an overview of the comprehensive during summer Clinical

Experiences in Reading. The students are encouraged to participate in study groups to prepare for the exam. At the conclusion of the overview candidates will be required to review and acknowledge the procedures of the comprehensive exam with their signature on a sign-in sheet.

Multiple reviewers holistically score all exams in a blind review. Results of the comprehensive exam will be communicated through an email message from the program coordinator.

Please note, failure to attend any scheduled exam date will result in a failure. The program recognizes that there may be rare and compelling circumstance that could preclude you from physically sitting for exam. These situations will be dealt with on a case-by-case basis and will require documentation.

Accommodation Policy

If you have a documented disability that may have an impact upon your ability to complete the comprehensive exam, you must provide documentation of the disability to the Academic Success Center in order to receive official University services and accommodations. Candidates who need accommodations for the comprehensive exam must provide documentation two weeks prior to the exam. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations.

Taking the exam

It is the policy of the MA in Reading Program that when a student fails to show up for the exam on the scheduled exam date and/or does not inform the graduate coordinator two weeks prior to the scheduled date that he/she will not sit for the exam, and it would be considered a first time failure. This is also true if the student does not inform the graduate coordinator comprehensive exam for the first time, the student must retake the failing part(s) of the exam on the scheduled retake date within the academic year. Failure to retake the exam on the rescheduled date will be considered a second time failure. Failure can result by receiving a combined score of 6 or below on the part(s) retaken. Failure can also result in a student's inability to take the exam on the scheduled exam date. Candidates who fail the exam for the first time will be required to schedule a meeting with the faculty reviewers to discuss the results.

First time failure:

It is the policy of the MA in Reading Program that when a student fails any part(s) of the comprehensive exam for the first time, the student must retake the failing part(s) of the exam on the scheduled retake date within the academic year. Failure to retake the exam on the rescheduled date will be considered a second time failure. Failure can result by receiving a combined score of 6 or below on the part(s) retaken. Failure can also result in a student's inability to take the exam on the scheduled exam date. Candidates who fail the exam for the first time will be required to schedule a meeting with the faculty reviewers to discuss the results.

Second time failure:

It is the policy of the MA in Reading Program that when a student fails to pass any part(s) of the exam on the second attempt it will result in a year's probation. This probation requires that the

candidate sit out the rest of the year. During the probationary year, upon request, candidate will be provided with additional resources to prepare for the exam.

Once the student's year of probation has been completed, the student must retake the entire exam the following year on the scheduled date.

Third time failure:

It is the policy of the MA in Reading Program that if a student fails to pass the exam on the third attempt, the student cannot retake the exam. The coordinator will notify Rowan Global in order to follow Rowan Global's dismal policy.

Program Dismissal

Program Dismissal "Program dismissal" is a different process from university academic dismissal and it affects only post-baccalaureate and graduate students who fail to meet the required program-specific standards/requirements (such as benchmarks, final projects, thesis, tests, etc.) as outlined by the academic program in which they are matriculated. If the academic

program coordinators determine and can document that a student has failed to meet one or more of the program's established program-specific standards/requirements such that they are not able to progress in their post-baccalaureate or graduate-level program, they (the program coordinators) have the right to propose program dismissal using the Rowan Global Program Dismissal Form.

Examples of situations in which a program may propose program dismissal include but are not limited to:

- Failure to successfully pass a benchmark/required testing
- Failure to successfully complete a required field experience/practicum/internship/supervised "placement"
- Inability to continue and/or return to a placement situation based upon the evaluation of the supervisor
- Failure to successfully demonstrate appropriate student dispositions as outlined by the program's professional standards

The proposal for program dismissal must be agreed upon by both the program coordinators (typically, the Program Advisor and the Department Chair). If in agreement, they will sign and forward the Rowan Global Program Dismissal Form with supporting documentation to the Academic Dean for review and possible confirmation. If program dismissal is confirmed by the Academic Dean, he/she will sign the form and forward it to the Vice President of Rowan Global for final review and verification. If confirmed by both the Academic Dean and the Vice President of Rowan Global, program dismissal will go into effect.

Rowan Global will record the decision and the Academic Dean will notify the student of the decision, including any options available to him/her and copying all involved parties (Academic Advisor, Department Chair, Vice President of Rowan Global, Rowan Global Enrollment Services). Program Dismissal & Student Options Program dismissal officially ends the student's matriculation at Rowan University and prevents them from registering for future coursework (without re-application). It is recorded (by Rowan Global) in the student record (as an official hold with comments) but, unlike university academic dismissal, it is not noted on the official Rowan transcript.

Program dismissal is usually effective immediately and would prohibit registration for any future term. If any registration for a future term was already performed, it would be dropped by Rowan Global and the student will be made "inactive" in the system. The final decision recorded on the Rowan Global Program Dismissal Form (and included in the student's official program dismissal letter) will note whether the student was placed on regular "program dismissal" or "program dismissal with recommendation." Students placed on regular "program dismissal" are not being recommended by their academic program for re-application to any program within the university as a whole. While these students are permitted to seek readmission through The Division of Global Learning & Partnerships after one academic year from the term in which they were dismissed, they are discouraged from reapplying and approval of any new application would be made only in rare and compelling circumstances.

Students placed on "program dismissal with recommendation" are (usually) given one of the following recommendations:

- Students are advised to complete particular tasks (test prep, additional non-Rowan

coursework, etc.) and are encouraged to re-apply to the same academic program upon successful completion of these tasks.

- Students may be prohibited from reapplying to the same academic program but are advised to re-apply to a different academic program at Rowan University. (Typically, students may re-apply to any other program that interests them and do so as early as the next possible admissions entry point.

Course Descriptions

READ 30557 21st Century Literacy: Digital Knowledge, Digital Teaching

This course addresses newly defined critical and digital literacies in the 21st century. Candidates examine a range of theoretical, methodological and practical approaches to identifying and understanding new literacies. They understand that the demands of 21st-century literacy are more complex and more challenging than earlier periods in history. The course has as its focus communication and collaboration both within and outside the course and across various platforms (e.g, blogs, word press, twitter). Candidates first actively engage in using digital tools themselves, ultimately exploring possibilities with their peers or other colleagues in their individual contexts.

READ 30540 Administration and Supervision of School Reading Problems

The purpose of the course is to examine the role of the reading specialist in planning, developing, supervising, and evaluating reading programs. Major topics include reading program budget planning, components of an overall reading program, subsystems, special provisions, evaluating teacher performance, planning and conducting inservice workshops, organizational patterns, planning and preparing district materials, and selection and evaluation of commercial materials.

READ 30570 Clinical Experiences in Reading

Candidates compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices and use assessment information to plan, evaluate, and revise effective instruction that meets the needs of student(s). Candidates select and use a wide range of instructional practices, approaches, and methods, including technology-based practices, to address the needs of learners who may be at differing stages of development and from different cultural and linguistic backgrounds. Following observations, candidates discuss their performance with the instructor. During the seminar portion of the class, students further hone their diagnostic acumen and skill at planning diagnostic responsive instruction. Candidates also coach a colleague and research theories.

READ 30560 Correction of Reading Problems

Students in this course become aware of factors that are considered when planning instruction for readers experiencing difficulty. Methods for supporting disable readers in literature-based programs will be presented. Explicit instruction of strategies needed to develop literacy will be applied. The use of commercial and teacher-designed materials will be discussed. Throughout the course, the need for diagnostic teaching will be emphasized as students tutor pupils in a field-based setting under the supervision of the course instructor.

READ 30550 Diagnosis of Reading Problems

Students in this course will become aware of the factors which influence reading achievement. They will learn to administer standardized and informal tests to individuals as well as to small groups. Furthermore, they will recognize the need to modify some procedures for exceptional learners. Throughout the course, the importance of on-going assessment will be emphasized. Finally, strategies for interpreting and reporting test results will be delineated. As a course requirement, students will administer selected tests to a student and summarize the results in a report.

READ 30611 Literacy Assessment

This course is an examination of various types of literacy problems and the techniques, processes and instruments for assessing literacy. Topics include the administration of a variety of assessment tools and the interpretation of assessment data for selecting instructional methods, facilitating instructional decisions, monitoring student performance, and providing intervention based on informed assessment.

READ 30500 Literacy Theory and Practice

This course will examine influential theories and research that address the developmental, cognitive, motivational, literary, linguistic, sociocultural and sociopolitical foundations of reading. In large part, the course considers how leading and often competing reading theories developed over time as well as how seminal research studies were conducted and considered by scholars, practitioners and policy makers. In addition, there is emphasis on research propelling current conversations in the literacy field in which the definitions, purposes and practices of reading depend on reader characteristics (e.g., English Language Learners, economic class and gender), text factors (e.g., print vs. electronic, magazines vs. literature), and contextual considerations (e.g., in-school vs. out of school settings, local vs. federal reading policy).

READ 30600 Seminar and Research in Reading

The most commonly used techniques employed in educational research are studied. Research studies in reading and writing are analyzed and criticized with special attention given to the methodology of the studies and their impact on classroom practice. An emphasis is placed on action research as a method to improve practice. Enrollment is limited to matriculated graduate students with permission of the graduate advisor.

READ 30555 Special Topics: Writing in the K-12 Classroom

An investigation into the various areas of literacy are the focus of this course. It may include the following: methods and materials for teaching reading, writing, listening and speaking, and language; methods in determining reading, writing and language development levels; influencing factors in reading disability; and differences in teaching literacy to varied types of children. Demonstrations, hands-on experiences and group work are involved. May not be offered annually.

READ 30520 Teaching Content Area Literacy

This course emphasizes the importance of content literacy in elementary, middle school, and secondary grades. Special emphasis is given to various models of reading and differentiated instructional strategies for reading in the content areas, as well as best teaching practices in reading. In addition, students will understand the important connection between reading and writing. Students in this course will utilize reading and study skills to facilitate vocabulary development, decoding skills, and comprehension abilities in the content areas. The focus of this course is to develop reading and study techniques to be used in content areas, both in regular classrooms and in resource situations.

READ 30547 Teaching Literacy to English Language Learners

This course, with strong research base and specific instructional strategies, covers the essential topics of first and second language acquisition, oral language development, writing, reading, vocabulary, and reading and writing across the curriculum. Educators need to understand K-12 English language learners' literacy and language acquisition as well as instructional practices, approaches, and methods that address different cultural and linguistic backgrounds.

READ 30515 Teaching Reading Across the Grades

Students acquire a background in current theory and practice related to emerging literacy, word identification, comprehension, study skills, and recreational reading in grades K - 12. The relationship between reading and the other language arts as well as subject matter areas represented by students in the course will be addressed. Additionally, students become familiar with methods, materials and technology for teaching reading, assessing reading achievement, and managing a reading program in the K-12 classroom. This course is required for those seeking the M.A. in reading education and/or reading certification. Teachers and administrators who wish to increase their knowledge in K-12 reading curriculum and instruction may also enroll.

READ 30510 Teaching Reading in the Elementary Schools

This course is designed for candidates who are interested in developing competencies in teaching literacy skills from pre-kindergarten through fifth grade level. Based on the Common Core Standards, candidates will explore a range of instructional strategies for teaching phonemic awareness, word recognition, vocabulary, comprehension and writing. Candidates will be introduced to instructional materials and technology for integrating into pre-kindergarten through fifth grade settings. Emphasis is on developing a balanced literacy program that is attentive to early identification of reading difficulties. Candidates will learn to organize a setting that seeks to differentiate instruction to meet the needs of all students. This course is required for those seeking the M.A. in reading education. No prerequisite course is required.

READ 30530 Teaching Reading to the Exceptional Child

The primary purpose of this course is to present the philosophy of teaching reading to exceptional children along with the appropriate methods and materials. Major topics include the nature and needs of children who depart from normal assessment of reading ability, emerging literacy, the role of parents and the child study team, intervention strategies, settings for instruction, word recognition, comprehension, and study skill techniques appropriate for exceptional learners, adaptations of methods and materials, and organizational patterns.

READ 30545 Using Multicultural Literature in the K-12 Reading and Writing Classrooms

This course will focus on reading and actively engaging with a wide variety of multicultural texts for children and adolescents. Multicultural literature will be broadly defined to include an examination of difference that looks closely at those traditionally absent or marginalized in texts for school age readers. Special emphasis will be given to the importance of using multicultural literature in the elementary, middle school, and secondary grades.

READ 30535 Word Study: Phonics, Spelling and Vocabulary Instruction

This course develops understandings for integrating developmentally appropriate phonological awareness, phonics, and spelling instruction into the language arts program and for increasing students' vocabulary knowledge. The importance of assessment-guided instruction is emphasized. Major topics include the development of word knowledge from emergent literacy through adulthood, strategies for instruction, the relationship of language and literacy acquisition, the role of assessment, and parental involvement.