School of Education - Educational Studies - Reading Graduate Program

Reading MSED with Non-Certification Program
Reading MSED with Reading Teacher (1316) Certification Program
Reading MSED with Reading Teacher (1316) and Reading Specialist (5017) Certification Program
Reading Teacher (1316) Add-On Certification Program
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http://www.uwlax.edu/reading-msed/

The online UW-La Crosse Master of Science in Education in Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Master of Science in Education in Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or Consultants/Coaches for schools and/or districts.

Graduates of the Reading Program at UW-La Crosse are prepared:

1. To model current and authentic best practice in K-12 literacy education;
2. To seek and identify current research-based strategies and resources;
3. To provide services and support in literacy assessment, diagnosis, and evaluation;
4. To remain accountable to constituent groups;
5. And to advocate for students, families, and colleagues.

The Reading Program philosophy reflects the Standards for Reading Professionals of the International Literacy Association (ILA) and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards of the Wisconsin Department of Public Instruction, and is based on current research and best practice in the fields of literacy and reading. The specialized knowledge, skills, and dispositions emphasized in the Reading Program reflect the ILA Standards for Reading Professionals (revised 2010).

Graduate degrees

- Reading - MSED - non-certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-noncertification)
- Reading - MSED - Reading Teacher (1316) certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-reading-teacher)
- Reading - MSED - Reading Teacher (1316) and Reading Specialist (5017) certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-mepd-reading-teacher-and-specialist)

Certification

- Reading Teacher (1316) add-on certification (http://catalog.uwlax.edu/graduate/programrequirements/reading/reading-teacher-certification)

Courses

RDG 601 Cr.3
Literacy and Language Development for Diverse Learners
This course surveys theories of language acquisition and development in first and second languages and the role of language as a foundation for diverse learners. Students will examine theoretical perspectives, key concepts of language development and instruction, and major issues pertinent to teaching diverse learners. Emphasis will be on language knowledge and literacy knowledge in second language literacy development and effective instruction for English language learners. Prerequisite: admission to the graduate Reading Program. Offered Spring.

RDG 702 Cr.3
Reading and Literacy in the Content Areas
The purpose of this course is to survey current theories and practices for developing readers and writers across all content areas. The course will focus on the development and integration of instructional practices for reading, writing, speaking, listening, viewing and visually representing in specific subject matters or disciplines and across the content areas. Prerequisite: admission to the graduate Reading Program. Offered Summer.

RDG 703 Cr.3
Literacy Assessment and Instruction
This course introduces students to the key elements of literacy assessment. It surveys a wide range of assessments and instructional interventions in literacy for a variety of learners. It prepares educators to develop theoretical and practical knowledge of effective, research-based interventions, and explores different areas of assessment in literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Prerequisite: admission to the graduate Reading Program. Offered Summer.

RDG 710 Cr.3
Seminar: Reading and Language Arts in the Middle School
This course includes current theories of language learning with a focus on the reading and writing development of middle level children, the relationship of these theories to the middle school philosophy, their application in reading and language arts classrooms in the middle school, and the integration of language theory and practice across the curriculum. Prerequisite: RDG 702 or equivalent. Offered Fall, Summer.

RDG 711 Cr.3
Research Methods in Reading
The purpose of this course is to provide a comprehensive overview of qualitative and quantitative research purposes, questions, and decision-making tools. In this class, the focus will be on various epistemological, intellectual, and ethical conflicts associated with doing qualitative and quantitative inquiry in the fields of reading and literacy. During this course, students will be guided through the development of their own qualitative and/or quantitative research project on a topic of significance in reading and literacy. Prerequisite: EDS 600. Offered Fall.
RDG 712 Cr.3
**Critical Issues in Reading Difficulties**
The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course will help reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: admission to graduate Reading Program; RDG 703. Must be taken concurrently with RDG 714. Offered Fall.

RDG 713 Cr.3
**Advanced Literacy Assessment and Instruction**
This course is designed to help reading teachers and reading specialists to understand their role that involves the remediation of learning disabilities, helping students to develop effective compensatory strategies to use in various settings, and determining which accommodations are necessary to allow students to demonstrate their knowledge and abilities. Topics of this course include developmental reading stages, assessment process, curriculum design, backwards planning, ongoing, traditional and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. Prerequisite: RDG 703; taken concurrently with RDG 714; admission to graduate Reading Program. Offered Spring.

RDG 714 Cr.1-3
**Literacy Practicum**
The purpose of this supervised practicum is to gain experience working with K-12 students who have been identified as “struggling” readers and/or writers in your school and/or community. A primary focus for this practicum is to gain experience assessing the strengths and needs of various individual learners, along with the design and implementation of instruction to assist students in becoming better readers and writers. Repeatable for credit - maximum six. Prerequisite: concurrent enrollment with RDG 712 or RDG 713. Offered Fall, Spring.

RDG 715 Cr.3
**Children’s and Adolescent Literature**
This course highlights and analyzes new and recent trends in children’s and young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula. Prerequisite: admission to the graduate Reading Program. Offered Fall.

RDG 716 Cr.1-3
**Special Topics Seminar in Reading Education**
Special topics seminar in literacy is designed for the student to explore and study special topics of interest and their application in a reading program. The particular topic selected is to be determined by current need and interest. Repeatable for credit - maximum six. Offered Summer.

RDG 718 Cr.3
**Guiding and Directing a School-Wide Reading/Literacy Program**
This course prepares reading teachers, specialists, coordinators, and administrators for directing textbook adoption, curriculum development, staff development, evaluation, and supervision of reading/writing programs. Prerequisite: RDG 703; taken concurrently with RDG 714; admission to graduate Reading Program. Offered Fall.

RDG 719 Cr.1
**Administrative Portfolio for Reading Specialist Licensure**
This course is designed to assist and direct the graduate reading candidate in demonstration of proficiency in each of the Wisconsin administrative standards as applied to the Reading Specialist licensure. Prerequisite: taken concurrently with RDG 718. Offered Fall.

RDG 733 Cr.3
**Advanced Assessment and Evaluation of Reading Difficulties**
The course includes selection and administration of group and individual assessments and procedures, interpretation of assessment results, and the process of developing case study reports. Prerequisite: RDG 703. Offered Occasionally.

RDG 735 Cr.3
**Developing Content Reading Programs**
Designed to prepare classroom teachers and reading specialists for leadership and collaborative efforts in K-12 content reading program development. Methods and materials for K-12 content reading instruction and program development reflecting current research on concept development, strategic reading and learning, interdisciplinary instruction and peer coaching. Prerequisite: RDG 702; teacher certification. Offered Summer.

RDG 739 Cr.3
**Guiding and Directing the K-12 Reading Program**
This course is designed to provide study of and experiences in leading and working cooperatively with teachers, administrators, pupils, and parents in the design, implementation, coordination, and evaluation of comprehensive K-12 reading programs. Prerequisite: 15 credits of graduate level course work in reading. Offered Spring.

RDG 741 Cr.3
**Reading in the Elementary School**
This course is intended to provide in-depth examination of reading instruction from emergent literacy through the elementary grades. This course addresses current theories and methods and provides direction for program development. Offered Occasionally.

RDG 745 Cr.3
**Early Reading Empowerment I**
A course for primary classroom teachers and other reading professionals to study underlying theories supporting successful early intervention, assessment of young children’s reading and writing behaviors, and structure of one-on-one tutorials to support emergent and beginning readers and writers. Collaborative in-class problem solving will focus on the needs of young children being tutored, and the selection of appropriate strategies to address those needs. Prerequisite: RDG 741; teacher certification. Offered Occasionally.

RDG 746 Cr.3
**Early Reading Empowerment II**
A course for primary classroom teachers and other reading professionals to study underlying theories supporting successful early intervention, assessment of young children’s reading and writing behaviors, and structure of one-on-one tutorials to support emergent and beginning readers and writers. Collaborative in-class problem solving will focus on the needs of young children being tutored, and the selection of appropriate strategies to address those needs. Prerequisite: RDG 745. Offered Occasionally.

RDG 761 Cr.3-6
**Seminar Paper**
Completion of an acceptable seminar paper under the direction of an assigned staff member. Prerequisite: RDG 711 or concurrent enrollment. Offered Occasionally.
RDG 765 Cr.2-3
Factors Related to Reading Performance
The purpose of this course is to examine current research and theory related to selected factors that appear to influence students’ reading performance and to seek implications from this work for reading education and classroom practice. Keystone of the course is the University of Wisconsin Reading Research Symposium. At this two-day conference, students will be able to extend their knowledge base and exchange ideas with researchers-scholars and reading practitioners-specialists from across the country. All readings, discussions, and class presentations will relate to the cluster of factors identified for consideration at the symposium. Repeatable for credit - maximum six. Offered Summer.

RDG 770 Cr.1-3
Symposium in Reading Education
Studies in reading education of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. Repeatable for credit - maximum six. Offered Occasionally.

RDG 780 Cr.1-2
Field Experience in K-12 Reading Program
An intensive and diverse professional experience in a school system (a minimum of 60 hours per credit) under supervision of an experienced reading specialist or other person responsible for the school reading program, and a university supervisor. Repeatable for credit - maximum two. Prerequisite: 15 credits of 500-700 level course work or equivalent. Offered Occasionally.

CI/RDG 781 Cr.3
Educational Supervision
Exploration of the nature and scope of responsibilities of areas in educational supervision. Special emphasis will be given to the improvement of instruction and curriculum development through the study of interpersonal relations. (Cross-listed with EDM/RDG; may only earn credit in one department.) Offered Summer.

CI/EDM/EFN/RDG 796 Cr.1-2
Independent Study
Directed readings or presentation of material not available in formal departmental courses under the supervision of an assigned staff member. Repeatable for credit - maximum four. (Cross-listed with CI/ EDM/EFN/RDG; may only earn four credits total in CI, EFN, EDM, and RDG.) Offered Fall, Winter, Spring, Summer.

RDG 799 Cr.3-6
Master’s Thesis
Upon successful completion of required courses for the program, students will critically examine issue(s), problems, and trend(s) related to literacy education and write their master’s thesis. They will complete a thesis under the supervision of a faculty mentor. Repeatable for credit - maximum six. Prerequisite: at least 21 credits or equivalent. Offered Fall, Spring, Summer.