
Master of Arts in Reading Education
Post-Master's Graduate Certificate in Reading Education
Department of Language, Reading, and Exceptionalities
Reich College of Education

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The Department of Language, Reading and Exceptionalities offers the following graduate programs related to reading education:

- Master of Arts in Reading Education, General (Major Code: 477*/13.1315), with two concentrations:
 - Adult Literacy (477B)
 - Classroom/Clinical (leads to advanced teaching licensure) (477E)[T]
- Post-Master's Graduate Certificate in Reading Education (475A/13.1315)

In addition, the Department of Language, Reading and Exceptionalities houses programs in Communication Disorders and Special Education; these programs are detailed in separate sections in this bulletin. The Department also cooperates with the Departments of Family and Consumer Sciences and Curriculum and Instruction to offer the M.A. degree in Child Development: Birth-Kindergarten. The degree is coordinated and conferred by the Department of Family and Consumer Sciences. See the Child Development program for information.

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education's and the Graduate School's requirements pertaining to admission, proficiencies, and licensure.

Courses in the following disciplines are offered through the Department of Language, Reading, and Exceptionalities:

- CD: communication disorders (see the Communication Disorders program for course descriptions)
- RE: reading education
- SPE: special education (see the Special Education program for course descriptions)

In addition, the Special Education programs include coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- FDN: foundations of education courses (see the School Administration program for course descriptions)
- HE: higher education courses (see the Higher Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Master of Arts degree in Reading Education, General (477*/13.1315) has two concentrations: Adult Literacy (477B) and Classroom/Clinical (477E)[T]. Each concentration provides a well-balanced program of academic and practicum experiences designed to produce graduates capable of providing quality services to the region, state, and nation. The Adult Literacy concentration (477B) prepares instructors and administrators to deliver and coordinate literacy services for adults seeking to improve their reading and writing skills. The Classroom/Clinical concentration (477E)[T] is intended for classroom teachers and reading specialists. Students with this concentration are prepared to teach all aspects of reading and language arts to K-12 students. Upon completion, graduates are eligible for Master (M) level teaching licensure.

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. The program is also offered off campus in a part-time format, and applications are accepted on a rolling basis. For information on upcoming off-campus locations, please contact the Office of Extension and Distance Education: <http://www.ext-dl.appstate.edu>.

PROGRAM OF STUDY FOR THE POST-MASTER’S GRADUATE CERTIFICATE IN READING EDUCATION (475A/13.1315)

This certificate does not lead to NC licensure.

Admission Requirements: Master’s degree in Reading or a related field from an accredited college or university or enrollment in the MA in Reading Education at Appalachian; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, official GRE or MAT scores, and official transcripts for the master’s degree.

Hours: 18

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (<http://www.ext-dl.appstate.edu>).

Required courses:

RE	6120	Psychological Processes in Reading.....	3
RE	6200	Historical Trends in Reading Theory and Research	3
RE	6568	Language and Linguistics in Reading	3
RE	6575	Technology and Literacy	3
RE	6730	Advanced Issues in Literacy and Learning.....	3
RE	6735	Severe Reading Disability	3
READING CERTIFICATE TOTAL			18

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CONCENTRATION IN ADULT LITERACY (Major Code: 477*/13.1315; Concentration Code: 477B)

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. **OR** GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5.

Hours: 36 semester hours with thesis; 39 without thesis

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (<http://www.ext-dl.appstate.edu>).

Required Concentration Courses:

HE	5630	The Adult Learner.....	3
RE	5100	Teaching Beginning Readers and Writers.....	3
RE	5710	Seminar in Reading and Language Arts Research.....	3
RE	5715	Reading Assessment and Correction	3
RE	5730	Reading & Writing Instruction for Intermediate & Advanced Learners.....	3
RE	5760	Adult Literacy Instruction	3
REQUIRED HOURS.....			18

Required Research Course: (choose at least one)

CI/RE/RES/SPE 5040	Teacher as Researcher (3 s.h.)	
RES 5000	Research Methods (3 s.h.)	
RES 5560	Classroom Assessment (3 s.h.)	
RESEARCH HOURS.....		3

Required Practicum Course: (choose at least one)

RE 5725	Practicum in the Clinical Teaching of Reading (3 s.h.)	
RE 5735	Practicum in Teaching Severely Disabled Readers (3 s.h.)	
PRACTICUM HOURS.....		3

Thesis Options: (CHOOSE ONE)

WITH THESIS (12 s.h. required)

RE	5999	Thesis.....	3
Guided Elective (5000 level or above)			9
Chosen with the graduate advisor's approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.			

WITHOUT THESIS (15 s.h. required)

RE	5525	Product of Learning.....	3
Guided Electives (5000 level or above).....			12
Chosen with the graduate advisor's approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.			

THESIS OPTIONS HOURS12 or 15

**TOTAL HOURS FOR MA DEGREE..... 36 (with thesis)
or 39 (without thesis)**

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: RE 5525 is required unless thesis option is selected.

MASTER OF ARTS IN READING EDUCATION, GENERAL WITH A CLASSROOM/CLINICAL CONCENTRATION (Major Code: 477*/13.1315; Concentration Code: 477E) [T]+

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” teaching license or the equivalent from another state; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; a letter of intent addressed to the reading faculty specifying current teaching position, if applicable, teaching goals, and reasons for seeking admission to the reading program; a copy of current teaching license.

Basic Criteria for Consideration: GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. **OR** GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5. Admission is on a competitive basis.

Hours: 36 semester hours with thesis; 39 without thesis

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Extension and Distance Education for locations (<http://www.ext-dl.appstate.edu>).

Required Concentration Courses:

RE	5100	Teaching Beginning Readers and Writers	3
RE	5130	Teaching the Language Arts	3
RE	5140	Advanced Study of Children’s Literature.....	3
RE	5710	Seminar in Reading and Language Arts Research	3
RE	5715	Reading Assessment and Correction.....	3
RE	5725	Practicum in the Clinical Teaching of Reading.....	3
RE	5730	Reading & Writing Instruction for Intermediate & Advanced Learners.....	3
REQUIRED HOURS.			21

Required Research Course: (choose one of the following)

CI/RE/RES/SPE 5040	Teacher as Researcher (3 s.h.)	
RES 5000	Research Method (3 s.h.)	
RES 5560	Classroom Assessment (3 s.h.)	
RESEARCH HOURS.		3

Required Social/Anthropological/Philosophical Foundations Course: (choose one of the following)

FDN 5840	Social and Philosophical Foundations of Education (3 s.h.)	
Equivalent course (5000 level or above) approved by the advisor (3 s.h.)		
REQUIRED HOURS		3

Thesis Options: (CHOOSE ONE)

WITH THESIS (12 s.h. required)

RE	5999	Thesis	3
Guided Elective (5000 level or above).....			6
Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.			

WITHOUT THESIS (15 s.h. required)

RE	5525	Product of Learning	3
Guided Electives (5000 level or above)			9
Chosen with the graduate advisor’s approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.			

THESIS OPTIONS HOURS.....**9 or 12**

**TOTAL HOURS FOR MA DEGREE..... 36 (with thesis)
or 39 (without thesis)**

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: RE 5525 is required unless thesis option is selected.

GRADUATE COURSES IN READING (RE)

RE 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/FDN 5040/SPE 5040.)

RE 5100. Teaching Beginning Readers and Writers/(3).F. Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

RE 5111. Issues, Trends, and Practices in Reading/(2-3).F;S. Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

RE 5120. Psychological Bases of Reading/(3).F. The thrust of this course is toward providing advanced reading majors with a comprehensive over- view of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

RE 5130. Teaching the Language Arts/(3).F. A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

RE 5140. Advanced Study of Children's Literature/(3).S. Provides an opportunity for students to extend their knowledge of children's books. Emphasis will be placed on an examination of the history of major publishers of children's literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

RE 5500. Independent Study/(1-4).F;S.

RE 5510. Field Experience in Teaching Reading/(1-6).F;S. Students register only by permission of the advisor.

RE 5525. Product of Learning/(1-3).On Demand. Graded on an S/U basis.

RE 5530-5549. Selected Topics/(1-4).On Demand.

RE 5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S. Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5671. Research in Current Literature in Reading/(3).S. Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5710. Seminar in Reading and Language Arts Research/(3).S. Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings. This course should be taken at the end of the Master of Arts program.

RE 5715. Reading Assessment and Correction/(3).F;S. An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

RE 5725. Practicum in the Clinical Teaching of Reading/(3).S. Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties. Prerequisite: RE 5715.

RE 5730. Reading and Writing Instruction for Intermediate and Advanced Learners/(3).S. Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

RE 5735. Practicum in Teaching Severely Disabled Readers/(3).On Demand. This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.

RE 5760. Adult Literacy Instruction/(3).S. An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

RE 5900. Internship/(3-9).F;S. An internship in the area of reading education. Graded on an S/U basis. Prerequisite: permission of the advisor.

RE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. RE 5989 does not count toward a degree.

RE 5999. Thesis/(1-4).F;S. Graded on an S/U basis.

RE 6120. Psychological Processes in Reading/(3).S. This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

RE 6568. Language and Linguistics in Reading/(3).S. This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

RE 6575. Technology and Literacy/(3).F. This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

RE 6700. Historical Trends in Reading Theory and Research/(3).F. This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the "Great Debate" between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic

explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

RE 6731. Advanced Issues in Literacy and Learning/(3).S. This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

RE 6735. Severe Reading Disability/(3).F. This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

RE 7570. Administering Reading/Language Arts Programs: The Research Base/(3).On Demand. Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, “ideal” program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

RE 7710. Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators/(3).On Demand. This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts. Prerequisite: RE 7570.

RE 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. RE 7989 does not count toward a degree.