



Master of Science
in
Reading
and
Reading Specialist Certification
Programs

STUDENT HANDBOOK

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Graduate Education Program
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Table of Contents

	Page
Program Overview.....	3
Program Goals.....	3
Student Learning Outcomes.....	3
Master of Science in Reading Program Required Courses.....	4
Entrance Criteria.....	4
Retention Criteria.....	4
Exit Criteria.....	5
Implementation Details.....	5
Reading Specialist Certification Program Required Courses.....	5
Entrance Criteria.....	6
Retention Criteria.....	6
Exit Criteria.....	6
Implementation Details.....	7
Intern Experiences in the Reading Specialist Certification Program.....	7
Course Descriptions.....	8

MASTER OF SCIENCE IN READING (MSR) PROGRAM

Program Overview

The Master of Science in Reading (MSR) program is designed to prepare students to serve as literacy leaders in K-12 school settings. They will learn how to develop and apply content knowledge in language/reading acquisition and development which will promote student achievement in reading. Program content focuses on administering diagnostic assessments that identify student strengths and areas of need, implementing effective instructional literacy strategies to meet the needs of diverse learners, and establishing communication and collaboration techniques that promote positive interaction with school system stakeholders.

Program Goals

Goals for the Master of Science in Reading and Reading Specialist Certification Programs are (1) to provide a standards-based curriculum that prepares candidates to apply their acquired knowledge to improve student learning, (2) to provide multiple opportunities to use a variety of instructional strategies that will enable candidates to differentiate instruction to meet the needs of diverse learners, (3) to provide experiences in using a variety of assessment tools to diagnose, remediate, and document student reading problems and determine appropriate interventions, (4) to assist candidates in developing communication and collaboration skills to be used with all stakeholders in a school setting, (5) to provide experiences that encourage the use of positive interpersonal skills, ethical behavior, problem solving, and critical thinking required in professional practice as an educator, and (6) to produce graduates who qualify for teaching careers as Reading Specialists or in Reading Leadership roles.

Student Learning Outcomes

The Master of Science in Reading and Reading Specialist Certification Programs seek to prepare students to become outstanding professional reading educators to teach in diverse educational settings in a variety of content areas. The Student Learning Outcomes of the program are to (1) develop and apply content knowledge in language/reading acquisition and development which will promote student achievement in reading, (2) select, implement, and adapt effective instructional strategies, curriculum resources, and technologies to meet the needs of diverse learners, (3) utilize multiple means of assessment and record-keeping systems to evaluate student achievement, (4) effectively communicate and collaborate with students, parents/guardians, colleagues, administrators, community members, and other stakeholders regarding test results and interpretation, selected interventions, and program design.

MASTER OF SCIENCE IN READING REQUIRED COURSES (30 credit hours)

EDU 601.21 Theoretical Foundations of Reading Instruction	3 credits
	3 credits
EDU 603.21 Reading & Language Disabilities	3 credits
EDU 607.21 Literature & Literacy	3 credits
EDU 609.21 Planning & Organizing Reading Programs	3 credits
EDU 610.21 Practicum: Remedial, Corrective, & Development Reading	3 credits
EDU 616.21 Cultural & Linguistic Diversity: Instructional Strategies	3 credits
EDU 622.21 Differentiated Literacy Instruction & Interventions for Inclusive Classrooms	3 credits
EDU 642.21 Supervision & Instruction in K-12 Schools	3 credits
EDU 725.21 Thesis Seminar I (Thesis Proposal)	3 credits
EDU 726.21 Thesis Seminar II (Thesis Project), or	
EDU 727.21 Thesis Seminar II (Reading Comprehensive Examination Prep)	3 credits

ENTRANCE CRITERIA* (ADMISSION REQUIREMENTS)

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. Completed Graduate Program application with \$50.00 non-refundable application fee
4. Updated resume/CV
5. Three (3) letters of recommendation
6. A 300-500 word essay discussing a contemporary literacy issue or initiative Issue/initiative must be precisely described pros and cons should be discussed. Candidate's professional opinion should be included in the final paragraph.

* Candidates may transfer up to six (6) credit hours of graduate level coursework from other accredited institutions with the approval of the academic advisor and/or the Chair of the Education Department. The following courses cannot be substituted by transferred courses: EDU 603 Reading & Language Disabilities, EDU 610 Practicum Remedial, Corrective, & Development Reading, EDU 725_Thesis Seminar I, EDU 726 Thesis Seminar II (Thesis Project), or EDU 727 Thesis Seminar II (Comprehensive Examination).

RETENTION CRITERIA

Candidates must:

1. Sign for at least two graduate level courses during each academic session to maintain full-time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

EXIT CRITERIA

Eligibility for Master of Science in Reading is based on:

1. Successful completion of all required courses
2. A minimum cumulative grade point average of **3.0** on a **4.0** scale.
3. Completion of all course work within a five-year time frame.
4. Either write and successfully defend the thesis project, or successfully pass the Reading Comprehensive Examination.

IMPLEMENTATION DETAILS

IMPLEMENTATION OF ENTRANCE CRITERIA

The Review Committee composed of, among others, the Graduate Education Academic Advisor and Director of Graduate Admission and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective graduate programs are met.

IMPLEMENTATION OF RETENTION CRITERIA

Students' records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status.

IMPLEMENTATION OF EXIT CRITERIA

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education, and a faculty member from the MSR program make the decision of whether a candidate meets the published exit criteria for Master of Science in Reading. Their recommendation is then forwarded to the office of the Dean of the School of Social Sciences and Behavioral Studies for approval.

READING SPECIALIST CERTIFICATION REQUIRED COURSES (18 credit hours)

EDU 601.21 Theoretical Foundations of Reading Instruction	3 credits
EDU 603.21 Reading and Language Disabilities	3 credits
EDU 607.21 Literature and Literacy	3 credits
EDU 609.21 Planning and Organizing Reading Programs	3 credits
EDU 610.21 Practicum: Remedial, Corrective, and Developmental Reading	3 credits

ADDITIONAL REQUIREMENTS: Students must pass the Praxis II Subject Area Assessment, which measures a student's content knowledge. The Specialty Area Test is for the Reading Specialist (0300). In lieu of student teaching, participants are required to take part in internship experiences for a minimum of 100 hours under the guidance of college personnel and cooperating teachers trained in reading education. These hours are divided among the six courses required for Reading Specialist Certification. Appropriate field experiences include, but are not limited to, planning and execution of instruction; case study testing; data collection; interviewing students, teachers, and parents; observation and evaluation of exemplary teachers; observation of students; attending inservice training; administration of student tests; and participation in non-teaching duties such as test scoring, data recording, and reviewing student literacy portfolios.

ENTRANCE CRITERIA* (ADMISSION REQUIREMENTS)

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. A state-issued teaching certificate (an Intern Certificate does not qualify)
4. Completed Graduate Program application with \$50.00 non-refundable application fee
5. Updated resume/CV
6. Three (3) letters of recommendation
7. A 300-500 word essay discussing a contemporary literacy issue or initiative

> Issue/initiative must be precisely described

> Pros and cons should be discussed

> Candidate's professional opinion should be included in the final paragraph

* Candidates may transfer up to six (6) credit hours of graduate level coursework from other accredited institutions with the approval of the academic advisor and/or the Chair of the Education Department. The following courses cannot be substituted by transferred courses: EDU 603 Reading & Language Disabilities and EDU 610 Practicum Remedial, Corrective, & Development Reading.

RETENTION CRITERIA

A Candidate must:

1. Sign for at least two graduate level courses during each academic session to maintain the full time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

C. EXIT CRITERIA

Eligibility for Reading Specialist Certification is based on:

1. Successful completion of all required courses.
2. A minimum cumulative grade point average of 3.0 on the 4.0 scale.
3. Passing the Praxis II Specialty Area Test: Reading Specialist (0300).
4. Completing 100 hours of internship experience.

IMPLEMENTATION DETAILS

IMPLEMENTATION OF ENTRANCE CRITERIA

A Review Committee composed of, among others, the Graduate Education Academic Advisor and the Director of Graduate Admissions and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective certification program are met.

IMPLEMENTATION OF RETENTION CRITERIA

Students' academic records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status in their respective certification program.

IMPLEMENTATION OF EXIT CRITERIA

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education make the decision of whether a candidate meets the published exit criteria for Teacher Certification with the concentration in Elementary Education. The recommendation from the two individuals is then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

INTERN EXPERIENCES IN THE READING SPECIALIST CERTIFICATION PROGRAM

Participants are required to take part in internship experiences for a minimum of 100 hours under the guidance of college personnel and cooperating teachers trained in reading education. These hours are divided among the six courses required for Reading Specialist Certification as follows:

EDU 601.21 Theoretical Foundations of Reading Instruction 10 hours

EDU 603.21 Reading and Language Disabilities 20 hours

EDU 607.21 Literature and Literacy 10 hours

EDU 609.21 Planning and Organizing Reading Programs 10 hours

EDU 610.21 Practicum: Remedial, Corrective, and Developmental Reading 40 hours

Appropriate field experiences include, but are not limited to, planning and execution of instruction; case study testing; interviewing; collecting data; observing and evaluating exemplary teachers; and administering multiple forms of assessment.

COURSE DESCRIPTIONS

EDU 601.21 THEORETICAL FOUNDATIONS OF READING INSTRUCTION (3 credit hours)

This course is designed to provide teachers with a basic understanding of the reading process. Emphasis will be placed on the significant research which establishes the theoretical foundation for reading instruction. Classroom discussion will include an analysis of the research and its practical application in the classroom. This course includes a field experience component of 10 hours.

EDU 603.21 READING AND LANGUAGE DISABILITIES (3 credit hours)

This course is designed to provide a thorough understanding of reading and language disabilities, and the use of diagnostic information as a means for prescribing instructional procedures. Students will be able to interpret psychological, cognitive, sociological and physiological factors, which have an effect on the reading process. Case studies will be developed for identifying and analyzing reading/language disabilities and for recommended instructional interventions. This course includes a field experience component of 20 hours.

EDU 605.21 READING IN THE CONTENT AREA (3 credit hours)

This course is designed to develop students' understandings of appropriate pedagogy for integrating reading, writing, and study strategies into content area instruction. Emphasis will be placed on blending theoretical perspectives with practical applications. This course includes a field experience component of 10 hours.

EDU 607.21 LITERATURE AND LITERACY (3 credit hours)

This course will offer an exploration of literature of children and adolescents and the development of literacy through literature. The course will focus on theoretical and practical aspects of the study of literature. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the K-12 school curriculum. This course includes a field experience component of 10 hours.

EDU 609.21 PLANNING AND ORGANIZING READING PROGRAMS (3 credit hours)

This course is designed to provide opportunities for students to acquire knowledge of principles, methods, and guidelines for organizing reading programs, which effectively meet the needs of individual learners. Emphasis is given to various innovative organizational practices used in developmental, corrective, and remedial programs today as well as the role of the reading specialist in developing exemplary programs. This course includes a field experience component of 10 hours.

EDU 610.21 PRACTICUM: REMEDIAL, CORRECTIVE AND DEVELOPMENTAL READING (3 credit hours)

This course is designed to develop graduate students' practical facilities that will provide effective instruction for students who are experiencing severe to moderate difficulties in reading/language, and for students in regular developmental programs. The central focus of the course will be in-the-field experiences in which each graduate student will work weekly with a student whom s/he diagnoses, and will conduct a developmental lesson with a group of students. This will be combined with case staffing at the University, which will consist of problem solving and developing strategies for use with a range of reading/language strengths and needs. The course will provide a venue for applying learning from the full range of courses taken in the Lincoln University Graduate Reading Program. This course includes a field experience component of 40 hours.

EDU 611.21 INTEGRATING LANGUAGE ARTS ACROSS THE CURRICULUM (3 credit hours)

This course is designed for the Master of Science graduate student/teacher. The course surveys critical issues of theory and practice related to the integration of reading and language arts. The class will draw on the varied perspectives from the research literature and from personal experiences as learners and teachers. Students will examine their own assumptions about learning and language in order to generate questions for observation, discussion and research.

EDU 615.21 ADULT READING (3 credit hours)

This course is designed to acquaint students with theory and practice related to adult literacy. It will explore adult learning theory, the socio-cultural situation of adult literacy, and programs designed to meet the expressed needs of the adult learner. Specifically, the course will familiarize MSR candidates with the operation of programs traditionally called "functional," with intergenerational literacy programs in the schools, with GED preparation classes, and with developmental reading courses at the two- and four-year college level.

EDU 616.21 CULTURAL & LINGUISTIC DIVERSITY: INSTRUCTIONAL STRATEGIES (3 credit hours)

This course prepares students to effectively teach children in PreK-4 who are English Language Learners. Course content will include the process of English language acquisition and effective strategies that will meet the educational and social needs of English Language Learners.

EDU 622.21 DIFFERENTIATED LITERACY INSTRUCTION AND INTERVENTIONS FOR INCLUSIVE CLASSROOMS, PK-4 (3 credit hours)

This course is designed to provide teacher candidates with the opportunity to acquire an understanding of literacy learning and ways of differentiating instruction to meet the needs of all students in inclusive and non-inclusive classrooms. Candidates will have opportunities to develop instructional strategies and techniques grounded in essential knowledge and skills to implement differentiated instruction (DI) in the classroom. Skillful use of DI will serve to increase student progress in literacy learning.

EDU 642.21: SUPERVISION AND INSTRUCTION IN K-12 SCHOOLS (3 credit hours)

This course is designed to acquaint candidates with supervision for instructional improvement that increases student achievement. Students will examine the assumptions and goals which have guided supervision of teachers throughout different movements, develop knowledge of the interpersonal characteristics and functions required of a supervisor, and reflect upon the supervisor's role to serve as a change agent to create positive educational change. Further, this course is intended to familiarize candidates with principles, practices, trends, and issues related to ethics in school supervision and instruction. The course will also address school-based management, application of total quality management, and structuring staff evaluation and supervision. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards I, II, Corollary Standards I, II, III, IV, VI. Course assignments are aligned with the PDE Evidence/Measures of assessments. This course will provide knowledge of the Special Education framework and guidelines by assuring familiarity with PDE Special Education Competencies I, II, III.

EDU 725.21 THESIS SEMINAR I (3 credit hours)

This course is a required course for all who pursue Master of Education (M.Ed.) and Master of Science in Reading (MSR) degrees. This course enables students to choose a research topic and then formulate an educational research proposal. All graduate students enrolled in Master of Education (M.Ed.) and Master of Science in Reading (MSR) programs at Lincoln University of Pennsylvania who successfully complete at least three fourths of the required coursework in their respective fields of study with a minimum 3.0 GPA are required to sign for this course. Upon the successful completion of the research proposal, M.Ed. and MSR candidates will have an option of either taking a comprehensive exam or continuing with the Thesis project. This course must be taken at Lincoln University.

EDU 726.21 THESIS SEMINAR II: THESIS WRITING (3 credit hours)

This course is designed for students who pursue the thesis writing. Candidates are expected produce a scientific research report and successfully defend before the thesis committee. EDU 725.21 is a prerequisite for this course. Only candidates who completed EDU 725.21 with a minimum of C grade may sign for this course. This course must be taken at Lincoln University.

EDU 727.21 THESIS SEMINAR II: COMPREHENSIVE EXAMINATION PREPARATION (3 credit hours)

This course is designed for those interested in taking the comprehensive examination. Questions for the M.Ed. comprehensive examination are drawn from the M.Ed. core and content area courses. Questions for the MSR comprehensive examination are drawn from the MSR required courses. EDU 725.21 is a prerequisite for this course. This course must be taken at Lincoln University.

