

MAE-Reading is a 35 semester hour program **typically completed in 16-21 months** depending on previous individual course work. A Reading Specialist certification **will allow the holder to become a director of reading or reading specialist in K-12 Illinois public schools.**

CONTACT



Janice Chapman SENIOR ADMISSIONS COORDINATOR

Local: 618-664-6751 Toll Free: 800-345-4440

admissions@greenville.edu

www.greenville.edu/adult_grad/reading

ADMISSION REQUIREMENTS

- A bachelor's degree from an accredited undergraduate institution (3.0 GPA preferred)
- A completed Greenville College graduate program application and \$30 application fee
- Official transcripts from all previously attended educational institutions
- Two letters of reference
- Copies of all currently held teacher certificates
- Admissions essay
- Passing scores on the ICTS Basic Skills Test or the Test of Academic Proficiency (TAP)

AFFORDABILITY

The estimated total cost of tuition and fees for this program in 2012-13 is \$13,970, which includes book rental.

Student loans are available to graduate students by completing the Free Application for Federal Student Aid (FAFSA) - Greenville College code is **001684**. To learn more contact the Office of Financial Aid at **(888) 818-4625** or send an e-mail to financialaid@greenville.edu.



FACULTY PROFILE:

Nancy Johnson, Ph.D.
Assistant Professor of Education

With 28 years working in K-12 education, Dr. Johnson brings a wealth of experience to the MAE-Reading program. Her roles have included classroom teacher, Title 1 reading teacher, reading recovery teacher, curriculum director, elementary principal and director of reading. In addition, she has acted as a literacy consultant for several school districts and led district staff development sessions. Dr. Johnson has presented at state, regional and national literacy conferences and has been published in "The Reading Teacher." Her presentation and publication topics include guided reading, teaching reading and writing strategies, writer's workshop, instruction for emergent and/or struggling readers, and literacy assessment. Dr. Johnson's professional memberships include the International Reading Association and the Association of Supervision of Curriculum and Development (ASCD).

STUDENT PROFILE

Kim Henke (MAE-R 2008)
District Reading Director,
Triad School District

As part of the first MAE-Reading cohort and a current MAE-Reading instructor, Kim Henke has a unique perspective on the program. Kim came to Greenville after taking a course at another school and being dissatisfied. What she found at Greenville was an opportunity to learn not just from the instructors, but from fellow teachers. The networking opportunities helped her broaden the lens on her position as Reading Director and identify areas of improvement. Kim returned to Greenville College as a teacher in the program because of her love of teaching and the supportive atmosphere she found at Greenville College. She says, "I am excited to be a part of a program that empowers teachers to learn all they can about teaching kids and preparing them to be successful."

CURRICULUM

EDU 504 Theoretical Foundations (3 credits)

This course examines the theoretical models of learning reading instruction that influenced classroom teaching historically, as well as their impact on current methodology. It also examines the role of reading research on instructional practice, plus state and national standards.

EDU 507 Trends and Issues In Literacy (3 credits)

This course briefly examines the history of literacy instruction in America. The major emphasis is on the current issues and trends in instructional approaches, methods, materials, assessment, and research. It also examines the impact of political initiatives in literacy instruction.

EDU 508 Emergent/Primary Reading* (3 credits)

This course focuses on teaching and learning reading in preschool through third grade. The major topics include preschool literacy, oral language development, assessment of early literacy, shared reading, guided reading, balanced literacy, reading workshop, and RtI.

EDU 509 Intermediate Reading* (3 credits)

Intermediate Reading focuses on teaching and learning reading in third through sixth grade. Topics emphasized in this course include literature circles, reading/writing connections, comprehension strategies, motivation, children's literature, readers' workshop management, RtI, and differentiation of instruction to meet individual student's needs.

EDU 510 Content Area Reading/Secondary Literacy* (3 credits)

Secondary Literacy examines the challenges a student encounters when reading content area text. It focuses on reading factual text in upper elementary through high school. Participants examine content texts to determine the challenges, as well as the strategies that assist students in overcoming the challenges.

EDU 521 Diagnostic Assessment (3 credits)

This course focuses on standardized assessments. It examines specialized vocabulary used in assessment with particular focus on validity and reliability of each standardized test. Included in the many standardized tests examined are two commonly used school-based assessments; AIMS Web and DIBELS.

EDU 523 Advanced Diagnostic Assessment and Instruction (3 credits)

This course emphasizes classroom-based assessment. Assessment tools include; Fountas & Pinnell Benchmark Assessment, Informal Reading Inventories, Interest Inventories, Letter Identification, Concepts about Print, Observations, anecdotal records, student writing and journals. This course includes case studies, which include administration of the assessments, miscue analysis, and development of an instructional plan for a struggling reader based on interpretation of the assessments.



EDU 528 Assessment and Advancement in Literacy (2 credits)

This course focuses on administration and advanced analysis of running records. This analysis examines miscues, strategies, and comprehension. The assessment results provide a basis for initial instruction as well as daily instruction.

EDU 575 Practicum 1 (4 credits)

Practicum 1 includes working with both small groups and individuals on a daily basis in a school-based clinical setting. Participants will conduct assessments of each child and identify strengths and weaknesses. The major focus of the practicum is on interpretation of the assessments, development of an instructional plan, and implementation of the instructional plan with elementary students.

EDU 577 Practicum 2 (4 credits)

The Reading Practicum II course includes case studies involving administration of the assessments, miscue analysis, and evaluation of student's comprehension. Following the analysis, participants develop an instructional plan for a struggling reader based on interpretation of the assessments.

EDU 579 Literacy Programs (4 credits)

This course examines the role of a reading specialist at a building or district level. These include; coaching, modeling in classrooms, teaching struggling readers, teaching gifted readers, adjustment of instruction for special needs populations, literacy assessment, collaboration, leader of the literacy curriculum committee, examining needs assessment and planning instruction to meet those needs, staff development, and communication with various audiences (parents, teachers, students, administrators, board, state, news media).

* May be taken without formal admission to the MAE program.