



UNIVERSITY OF COLORADO  
AT COLORADO SPRINGS

College of

**Education**

# **The Graduate Reading Program University of Colorado at Colorado Springs**

## **Advising Booklet**

Dr. Barbara Swaby

[bswaby@uccs.edu](mailto:bswaby@uccs.edu)

719-262-4091



Welcome to the Graduate Reading Program of the University of Colorado at Colorado Springs. It is the goal of the Reading faculty to assist all candidates in developing appropriate dispositions, skills, content and application strategies in order to teach reading to a wide variety of learners.

The purpose of this handbook is to provide the philosophical framework upon which the program is founded and to present the academic requirements of the reading program.

## **Philosophical Framework, Program Objectives and Expected Competencies**

The Graduate Reading Program at the University of Colorado at Colorado Springs is designed to serve as advanced training for classroom teachers seeking to develop greater competence in the teaching of reading. The program goals are greatly influenced by three sets of guidelines. These are :

(1) The guidelines for the professional preparation of Reading Specialists as defined in the International Reading Association's *Standards for Reading Professionals*

The International Reading Association identifies three broad areas of emphasis in the training of reading personnel. These are:

- (a) Knowledge and beliefs about reading
- (b) Instruction and assessment
- (c) Organizing and enhancing a reading program.

(2) The standards defined for licensure as a Reading Teacher by the Colorado Department of Education

The Colorado Department of Education identifies five major areas in which Reading Teachers should develop knowledge and skills:

- (a) Diagnostic, prescriptive and evaluative techniques;
- (b) Foundations of reading instruction, including methods, techniques and materials;
- (c) Psychological processes related to the teaching of reading;
- (d) Diagnostic and remedial teaching of reading;
- (e) Organization and management procedures for reading instruction.

### **(3) The Conceptual Framework of the College of Education at CU Colorado Springs**

**The College of Education Conceptual Framework reflects the professional commitments and dispositions of the faculty. It consists of the following:**

- (A) Governed by rules and regulations**
- (B) Guided by knowledge**
- (C) Balanced by diversity**
- (D) Served by integrity**
- (E) Renewed by learners**

**The College of Education at CU Colorado Springs identifies seven core goals within its Conceptual Framework. These are:**

- (1) To provide leadership**
- (2) To prepare learners for productive living**
- (3) To promote individual value**
- (4) To honor diverse cultures**
- (5) To demonstrate professional, responsible and ethical practice**
- (6) To model lifelong growth**
- (7) To transmit knowledge**

**These three sets of guidelines provide the foundation for the goals, philosophy, requirements and objectives of the Reading Program.**

### **Objectives**

**In concert with the standards of the International Reading Association requirements of the Colorado Department of Education and the Conceptual Framework of the College of Education, the faculty has identified and adopted the following objectives:**

- (1) To provide a strong foundation in the various methodological positions common to the field of Reading; (IRA -a: CDE-b: COE-B, 7)**
- (2) To familiarize students with well – known and current literature for children and to help them integrate this literature into their reading instruction; (IRA-b: CDE-b: COE-B, C, 6, 7)**
- (3) To provide for students a wide range of diagnostic and remedial strategies for classroom and clinical use; (IRA-a, b: CDE-a, d: COE-B, C, 4, 5, 7)**
- (4) To provide for students a strong theoretical and research base in the field of reading and language arts; (IRA -b, c: CDE-c: COE-B, D, 1, 3, 7)**
- (5) To familiarize students with various strategies for organizing and managing reading programs; (IRA-c: CDE-c, e: COE-B, C, D, 1, 3, 5, 7)**
- (6) To help students apply reading strategies to content area material at all levels; (IRA-b: CDE-b, d: COE-7)**
- (7) To provide for students a basic rationale and a structure that will assist them in making appropriate instructional decisions related to reading; (IRA-a, b: CDE-a, b, d: COE-B, C, D, E, 1, 2, 3, 5, 6, 7)**

- (8) To assist students in internalizing and applying the principles of appropriate teaching and diagnostic instruction; (IRA -b: CDE-b, c: COE-B, C, D, E, 1, 7)
- (9) To develop in students sensitivity to a wide range of learners and their needs and to provide strategies that will meet those diverse needs; (IRA-a, b: CDE-a, b, d: COE-A, B, C, D, E, 3, 4, 5, 7)
- (10) To inspire students to make a commitment to instructional excellence and flexibility; (IRA-a: CDE-a, d: COE-D, E, 1, 2, 3, 4, 5, 6)
- (11) To provide a continuous service in the form of informal evaluation, consulting and remediation options for the Colorado Springs community; (COE -D, 1, 2, 3, 4, 5, 6, 7)
- (12) To maintain strong ties between the Reading Department and elementary and secondary schools in the Colorado Springs area. (COE -1, 4, 6)
- (13) To urge students to understand and value cultural, ethnic and linguistic diversity as they guide all children to literacy. (IRA -a: CDE-b, e: COE-B, C, D, 2, 3, 4, 5)
- (14) To provide for students a strong background in reading instruction which in turn will allow them to teach children effective total reading strategies while maintaining a love and desire for print. (IRA -all: CDE-all: COE-all)

Based on these objectives, the Reading Program expects all graduating students to demonstrate the following competencies:

- (1) Knowledge of current philosophies and methodologies of reading instruction; (IRA-a, b: CDE-b: COE-B, C, 1, 2, 3, 4, 5, 7)
- (2) Knowledge of both formal and informal strategies for diagnosing, evaluating and remediating elementary and/or secondary reading problems: (IRA -a, b: CDE-a,b,d: COE-1, 3, 5, 7)
- (3) Familiarity with a wide range of literature for children as well as strategies for discovering and guiding children's reading interests; (IRA-a: CDE-b: COE-3, 4, 5, 6, 7)
- (4) Knowledge of ways to design and organize reading programs;(IRA -c: CDE-e: COE-1, 2, 3, 4, 5, 6, 7)
- (5) An understanding of the psychological bases for reading instruction; (IRA-a, b: CDE-c: COE-B, C, E, 1, 4, 6, 7)
- (6) Knowledge of the critical relationships between language development and reading development; (IRA -a, b: CDE-b, c: COE-B, C, E, 1, 2, 3, 4, 6, 7)
- (7) Ability to fulfill leadership roles in school reading programs; (IRA-c: CDE-e: COE-A, B, C, D, E, 1, 2, 3, 4, 5, 6, 7)
- (8) Ability to use a wide range of developmental and remedial techniques to meet the needs of a variety of learners in all content areas; (IRA-a, b: CDE-a, b, d: COE: B, C, D, 5, 7)
- (9) Ability to recognize several causes of comprehension deficits and to apply instructional strategies to remediate those failures; (IRA-a, b: CDE-a, b, c, d: COE-B, D, 1, 2, 6, 7)
- (10) Ability to meet the needs of a very diverse group of learners. (IRA a, b: CDE - a, b, d: COE-A, B, C, D, E, 1, 2, 3, 4, 5, 6, 7)

## Reading Program Requirements

The Reading Program has three basic sets of requirements. These are:

- Reading Course Requirements
- General Program Requirements
- Professional Development Requirements

Following is a discussion of each of these requirements.

### I: Reading Course Requirements

The Graduate Reading Program at UCCS consists of 40 credit hours. Of these, 33 credits (11 courses) comprise the core requirements and 7 credits (2 courses) comprise the practica experiences. The complete requirements follow:

#### Core Courses

CURR 5401 – 3	Teaching Reading in the Elementary School
CURR 5410 – 3	Informal Diagnostic and Remedial Techniques of Reading
CURR 5400 – 3	Teaching Reading and Writing in the Content Areas
CURR 5412 – 3	The Reading – Writing Connection
CURR 5420 – 3	Literature for Children & Adolescents
CURR 5413 – 3	Developing and Implementing Literacy Programs
CURR 5403 – 3	Introduction to Clinical Experiences
CURR 5701 – 3	Methods and Materials in ESL / Multicultural Education
CURR 5411 – 3	Psycholinguistics and Reading
LEAD 570 – 3	Introduction to Research and Statistics
CURR 5090 – 3	Research Project
Total – 33 credits	

#### Practica (7 credits)

CURR 5430/31 – 4	Reading Clinic Procedures: Supervised Practicum I
CURR 5432/33 – 3	Practicum II: Field Based Practicum in Reading
Total – 7 credits	

### II: General Program Requirements

In an effort to ensure that students indeed gain required competencies, as well as achieve personal and professional goals prior to graduation, the program has the following general requirements:

1. **Completion of a Literacy Survey *during the first semester of study.***  
**The survey is designed to identify the literacy knowledge base of students. The results will assist the faculty in providing meaningful and appropriate content and experiences for students throughout the Reading Program. The survey should be handed in to the advisor as well as submitted electronically to the College of Education.**
2. **Completion of a Statement of Desired Outcomes. This is a statement that identifies each individual student's personal and professional desired outcomes as a result of completing the Reading Program. Outcomes should be in both the theoretical (knowledge base) and practical application areas. This statement should be completed and submitted to the advisor and electronically *during the first semester of coursework.***
3. **Completion of two Reflective Papers evaluating the students' progress toward achieving the desired outcomes identified in Semester 1. *The first Reflective Paper should be completed and submitted to the advisor and electronically prior to registering for CURR 540 3, Introduction to Clinical Experiences. The second Reflective Paper should be completed and submitted to the advisor and electronically during the last semester of coursework.***
4. **Retake the Literacy Survey**  
**The Literacy Survey taken at the beginning of the program *must be retaken prior to graduation.* Results will assist faculty in determining the effectiveness of the program and in providing appropriate experiences and content for future students. It will also assist the faculty in making appropriate program modifications.**
5. **Full Electronic Portfolio**  
***Prior to graduation,* students are required to submit a completed electronic portfolio. The portfolio artifacts consist of significant performance products completed in several of the core courses of the program.  
A Performance Assessment Flowchart and an Assessment Checklist are provided to assist students in planning for and tracking the general program requirements.**

### **III: Professional Development Program Requirements**

The Graduate Reading Program requires all graduates to fulfill four professional development requirements. These requirements may be completed at any time after the core reading courses have been completed. (CURR 5400, CURR 5401, CURR 5410, CURR 5411, CURR 5412, CURR 5413, CURR 5420, CURR 5430/31 LEAD 570). *All program requirements must be completed prior to graduation from the program.* These requirements are designed to provide for students opportunities to extend their own professionalism, to interact with other professionals, to share their knowledge and skills with peers, parents and community members and to ensure continued professional growth.

The professional requirements are:

1. Membership in a local, state or national literacy association.
2. Drafting and Submission of a local, state or national conference proposal.
3. Presentation of a topic of literacy to colleagues and paraprofessionals.
4. Preparation and delivery of a parent literacy workshop.

It might be helpful for candidates to think of the reading program requirements in four phases and to focus on fulfilling the requirements within these phase timelines.

### **Phase 1: Admission to the Reading Program**

In order to be admitted to the Graduate Reading Program, all applicants must meet and be able to document or demonstrate certain skills, dispositions and experiences. These requirements fall in four general categories: Knowledge Base, Experience, Professional Dispositions and Professional Reflection and Expectations.

The Knowledge Base category includes:

- Ability to perform at a B- or above on undergraduate/ graduate academic tasks and appropriate knowledge base; *Evidence: Transcripts and GRE/MAT scores*
- At least one year teaching experience; *Evidence: Letters of Reference*
- Successful performance in a teaching-learning environment; *Evidence: Letters of Reference*

The Professional Dispositions category includes:

- Attitude, professional demeanor, dress, affect, communication skills and motivation appropriate for interacting with children and professional colleagues; *Evidence: Initial Interview*

The Professional Reflection and Expectations category includes:

- Personal reflection and assessment of knowledge base in the field of reading; *Evidence: Literacy Survey (See Appendices) due during the first semester of coursework*

- **Personal reflection and assessment of expectations of a graduate degree in reading; *Assessment of Desired Outcomes Survey (See Appendices) due during the first semester of coursework***

## **Phase 2: Content Acquisition: Prerequisites for Clinical/Practica Experiences**

**In order to be considered for Clinical/Practica experiences, each candidate must meet predetermined knowledge base requirements, gain certain skills and demonstrate specific dispositions related to academic coursework and professional practice. These requirements include the following:**

- **Successful completion of preliminary coursework at a B or better level**  
**This coursework includes information in the following areas:**  
**Methodology and Pedagogy (CURR 5401, CURR 5412, CURR 5701)**  
**Diagnosis and Remediation (CURR 5410)**  
**Content Area Reading (CURR 5400)**  
**Children's and Adolescents' Literature (CURR 5420)**  
**Organization and Management of Reading Programs (CURR 5413)**  
**Psychological Processes Related to Reading Instruction (CURR 5411)**  
**Research Methods (LEAD 570)**
- **Completion of a reflective paper (See Appendices) which discusses the progress toward the desired outcomes and learning experiences within the program: To be completed prior to taking any Clinical/Practica experience**

## **Phase 3: Clinical/Practica Experiences: Program Completion**

**In order to proceed to the completion point of the Reading Program, candidates must have completed successfully four courses:**

- **CURR 5403 Introduction to Clinical Experiences**
- **CURR 5430/31 Practicum 1**
- **CURR 5432/33 Practicum 11**
- **CURR 5090 Research Project**

**These requirements are designed to ensure that candidates are able to demonstrate in practical terms the research based skills and practices as well as the desired dispositions put forth throughout the Reading course of study.**

**All Course Requirements, General Program Requirements and Professional Program Requirements must be completed by the end of Phase 3.**

## **Phase 4: Post Graduation**

**Upon graduation, all graduates are requested to complete a follow-up survey that addresses their perceived strengths and weaknesses of the program. They are also asked to evaluate their own growth as a result of their participation in the program. The graduates are encouraged to make constructive suggestions that will assist faculty in making effective changes to the program.**

**In addition, principals or immediate supervisors are asked to indicate the degree to which the reading course of study has changed the performance of the teachers in the area of literacy development. Principals are also encouraged to make comments and suggestions.**

**The following tables present a summary of the requirements in each of the four Phases discussed in the previous sections.**

<b>PHASE</b>	<b>REQUIREMENTS</b>
<p align="center"><b>ONE</b> (Entry Level)</p>	<p><b>Undergraduate/ Graduate Transcripts</b>  <b>GRE/MAT Scores</b>  <b>Goal Statement</b>  <b>References</b>  <b>Initial Interview</b>  <b>Literacy Survey (Semester 1)</b>  <b>Desired Outcomes Survey (Semester 1)</b></p>
<p align="center"><b>TWO</b> (Prior to taking any Clinical/Practica Courses)</p>	<p align="center"><b>COURSES</b></p> <p><b>CURR 5401 Teaching Reading in the Elementary School</b>  <b>CURR 5410 Informal Diagnosis and Remediation of Reading Difficulties</b>  <b>CURR 5420 Children’s and Adolescents’ Literature</b>  <b>CURR 5411 Psycholinguistics and Reading</b>  <b>CURR 5400 Teaching Reading and Writing in the Content Areas</b>  <b>CURR 5413 Developing and Implementing Literacy Programs</b>  <b>CURR 5412 The Reading-Writing Connection</b>  <b>CURR 5701 Methods and Materials in ESL/Multicultural Education</b>  <b>LEAD 570 Introduction to Research and Statistics</b></p> <p align="center"><b>OTHER REQUIREMENTS</b></p> <p><b>Reflective Paper #1</b></p>
<p align="center"><b>THREE</b> (Program Completion: Clinical/Practica Level through Program Completion)</p>	<p align="center"><b>COURSES</b></p> <p><b>CURR 5403 Introduction to Clinical Experiences</b>  <b>CURR 5430/31 Reading Clinic Procedures: Practicum 1</b>  <b>CURR 5432/33 Field Based Practicum in Reading: Practicum 11</b>  <b>CURR 5490 Research Project</b></p> <p align="center"><b>OTHER REQUIREMENTS</b></p> <p><b>Literacy Survey #2 (Last Semester of coursework)</b>  <b>Proof of Literacy Association membership (Last Semester of coursework)</b>  <b>Conference Proposal (CURR 5432/33 Field Based Practicum in Reading: Practicum 11)</b>  <b>In-Service Presentation (CURR 5432/33 Field Based Practicum in Reading: Practicum 11)</b>  <b>Parent Presentation (CURR 5432/33 Field Based Practicum in Reading: Practicum 11)</b></p>

**\*\*\* It is required that candidates make an advising appointment with their graduate advisor *at the end of each Phase*. The purpose of this appointment is to evaluate progress and to plan next steps.**

## **Grievance Policy**

**The Reading Department follows the formal grievance procedures of the College of Education and the University of Colorado at Colorado Springs. If candidates have a problem with any professor, instructor, course or grade, the first suggestion is to discuss the issue with the professor/instructor involved. If the issue is not resolved, candidates are encouraged to take the grievance to the Department Chair, currently Dr. Peg Bacon. Still unresolved issues will be referred to the Dean of the College of Education. Some issues such as grade change issues may be referred to the College of Education Grievance Committee.**

# **APPENDICES**

## **APPENDIX 1**

### **Literacy Survey and Desired Outcomes Survey**

## Literacy Survey

Please read the following topics carefully.

On a scale from 1 to 5, in which 1 = **I know little about the topic** and 5 = **I understand the concept and can apply this knowledge to my teaching**, please rate your satisfaction with your knowledge of each of the topics.

### Theoretical Knowledge Base

#### Reading Process

1. Definition of Reading 1 2 3 4 5
2. Process of Reading 1 2 3 4 5
3. Components of Reading 1 2 3 4 5
4. Theories of Language Acquisition 1 2 3 4 5

### Assessment, Evaluation & Dealing with Individual Differences

5. Diagnosis of reading difficulties 1 2 3 4 5
6. Remediation of reading difficulties 1 2 3 4 5

### Understanding of Comprehension

7. Definition of and understanding of comprehension 1 2 3 4 5
8. Causes of comprehension failure 1 2 3 4 5

### Writing

9. Understanding of the writing process 1 2 3 4 5

### Organizing Reading Programs and Curriculum Construction

10. Knowledge of the demands involved in teaching content area material 1 2 3 4 5
11. Knowledge of a wide range of reading methodologies 1 2 3 4 5

## **Professional Development**

12. Knowledge of past and present literacy leaders and their contributions to the field of reading 1 2 3 4 5

## **Practical Applications**

### **Assessment, Evaluation & Dealing with Individual Differences**

1. Creating and using a variety of formal and informal assessment measures 1 2 3 4 5

### **Creating a Literate Environment**

2. Using trade books for a variety of purposes with children 1 2 3 4 5

### **Instruction of Word Identification, Vocabulary & Spelling**

3. Teaching vocabulary 1 2 3 4 5  
4. Teaching phonic analysis 1 2 3 4 5  
5. Teaching Spelling 1 2 3 4 5

### **Instruction of Comprehension**

6. Teaching concepts and content 1 2 3 4 5  
7. Teaching Fluency 1 2 3 4 5  
8. Teaching the structure 1 2 3 4 5  
9. Teaching critical thinking 1 2 3 4 5  
10. Teaching Metacognitive skills 1 2 3 4 5  
11. Using appropriate questioning strategies 1 2 3 4 5

## **Writing**

12. Teaching the Writing Process 1 2 3 4 5

## **Organizing Reading Programs & Curriculum Construction**

13. Developing and implementing an effective literacy program 1 2 3 4 5

## **Professional Development**

14. Reading and evaluating articles in professional journals 1 2 3 4 5

## **Research**

15. Conducting and evaluating research with a variety of methodologies 1 2 3 4 5

## **Graduate Reading Program:**

### **Statement of Desired Outcomes**

- **To be completed during your first semester of coursework.**

Student Name:

Date:

Professional Objectives:  
(What I hope to gain from the Program)

- Specific Knowledge  
(Theoretical Information)
  
  
  
  
  
  
  
  
  
  
- Specific Applications  
(Practical Information)

Advisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX 2**  
**Phase 2 Forms**

## **Reflective Paper #**

**Name:**

**Date:**

- 1. Review of Desired Outcomes indicated at the start of the program**
- 2. Progression of Desired Outcomes**
- 3. Outcomes yet to be achieved**
- 4. Reflections on growth and discussion of modified views**

**Appendix 3**

**Phase 3 Forms**

## Conference Proposal

All students are required to draft and submit a proposal to a local, state or national conference. Students are requested to discuss the proposal topic with their advisor. Upon completion of the proposal, the following form should be handed in to the advisor and to the College of education for inclusion in the Graduate file. The completed proposal and proof of submission should be handed in to the advisor prior to the end of the last semester of coursework.

**Name of Student:**

**Conference Type:**

**Conference Location and Date:**

**Presentation Title:**

**Presentation Outline:**

**Evaluation, Critique and Discussion**

**Student Signature** \_\_\_\_\_

**Advisor Signature** \_\_\_\_\_

## **Literacy In – Service**

All students are required to plan and present an in – service on some aspect of literacy to colleagues and paraprofessionals in their own school or a school of their choice. A needs assessment should be used to identify topics of need. Final topic choice should be discussed with the advisor. Upon completion of the in – service, the following form should be filled out and handed in to the advisor and to the College of Education office.

### **Literacy In-service Report**

**Name of Student:**

**In-service Location:**

**In-service Topic:**

**Reason for Topic Choice:**

**In-service Outline:**

**Evaluation of Participants:**

**Evaluation, Critique and Discussion**

**Student Signature** \_\_\_\_\_

**Advisor Signature** \_\_\_\_\_

## **Parent Workshop**

All students are required to prepare and present a parent literacy workshop. The purpose of the workshop should be to assist parents in the literacy development of their children. Upon completion of the workshop, the following form should be filled out and handed in to the advisor and to the College of Education office.

### **Parent Workshop Report Form**

**Name of Student:**

**Workshop Location:**

**Workshop Topic:**

**Workshop Outline:**

**Evaluation of Participants:**

**Evaluation, Critique and Discussion:**

**Student Signature** \_\_\_\_\_

**Advisor Signature** \_\_\_\_\_

## **Reading Association Membership**

Prior to graduation all students are required to join a local, state or national literacy association. Membership information is available online at the International Reading Association website at [www.reading.org](http://www.reading.org). Students are required to provide proof of membership to the advisor or to the advisor or to the College of Education office for inclusion in the professional file.

## **Reflective Paper # 2**

**Name:**

**Date:**

- 1. Review of Desired Outcomes indicated at the start of the program**
- 2. Progression of Desired Outcomes**
- 3. Outcomes yet to be achieved**
- 4. Reflections on growth and discussion of modified views**

## **Electronic Portfolio Artifacts**

**Working Principles (CURR 5400)**

**Instructional Framework (CURR 5413)**

**PowerPoint Presentation (CURR 5413)**

**Best Remedial Strategy (CURR 5410)**

**Best Reflective Paper (CURR 5400)**

**Application Lesson (CURR 5400)**

**Post Diagnostic Report (CURR 5430/31)**

**Best (2) Lesson Plans**

**1 Expository**

**1 Narrative (CURR 5430/31)**

**Reflective Journal**

**(Best 3 entries) (CURR 5430/31)**

**Theorist Notebook (CURR 5411)**

**Application Paper (CURR 5411)**

**Research Proposal (LEAD 570)**

**Two professional journal articles that have meant a great deal to the student.  
Reflective statement explaining the choices.**

## **APPENDIX 4**

### **Planning Forms**

# Performance Assessment Flowchart

<b>Time Line</b>	<b>Performance Assessment Due</b>
Prior to the end of your First semester	<ol style="list-style-type: none"> <li>1. Complete Literacy Survey</li> <li>2. Complete Statement of Desired Outcomes</li> </ol>
Prior to taking Curr 5430/31	<ol style="list-style-type: none"> <li>1. Complete Reflective Paper 1               <ul style="list-style-type: none"> <li>• Progression of Desired Outcomes</li> <li>• Outcomes yet to be achieved</li> <li>• Changing Views</li> </ul> </li> </ol>
Last Semester of Coursework	<ol style="list-style-type: none"> <li>1. Submit Working Principles</li> <li>2. Submit Instructional Framework</li> <li>3. Submit Clinic Post – Test Report</li> <li>4. Submit Reflective Paper 2               <ul style="list-style-type: none"> <li>• Progression of Desired Outcomes</li> <li>• Outcomes Yet to be Achieved</li> <li>• Changing View</li> </ul> </li> <li>5. Teacher In-service Presentation</li> <li>6. Parent Literacy Presentation</li> <li>7. Completed Conference Proposal</li> <li>8. Literacy Survey 2</li> </ol>
Prior to Graduation	Full Electronic Portfolio

## Checklist

- \_\_\_\_\_ Working Principles (Curr 5400)
- \_\_\_\_\_ Instructional Framework (Curr 5413)
- \_\_\_\_\_ PowerPoint Presentation (Curr 5413)
- \_\_\_\_\_ Best Remedial Presentation (Curr 5410)

\_\_\_\_\_

Best Reflective Paper (Curr 5400)

\_\_\_\_\_

Best 2 Article Reviews (Curr 5411)

\_\_\_\_\_

Post Diagnostic Report (Curr 5430/31)

\_\_\_\_\_

Application Lesson (Curr 5400)

\_\_\_\_\_

Best (2) Lesson Plans

\_\_\_\_\_1 Expository

(Curr 5430/31)

\_\_\_\_\_1 Narrative

\_\_\_\_\_

Reflective Journal

\_\_\_\_\_Best (3) Entries (Curr 5430/31)

\_\_\_\_\_

Theorist Notebook (Curr 5411)

\_\_\_\_\_

Application Paper (Curr 5411)

\_\_\_\_\_

Research Proposal (Lead 570)

# Program Planning Sheet

Name: \_\_\_\_\_

Proposed Year of Admittance: \_\_\_\_\_

Possible transfer courses:

Course Number and Title	Institution	Year
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Semester One  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

Class

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Two  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

Class

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Three  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

**Class**

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Four  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

**Class**

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Five  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

**Class**

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Six  
Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

**Class**

<b>LEAD</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
<b>CURR</b>	_____
_____	_____
_____	_____

Semester Seven

Fall, Spring, Summer, (circle one) 200 \_\_\_\_.

**Class**

**LEAD**

**CURR**

**CURR**

**CURR**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed semester for Completing Requirements: \_\_\_\_\_

Proposed semester for Graduation: \_\_\_\_\_

**College of Education  
University of Colorado, Colorado Springs**

**Often Asked Questions about the Reading Program**

**1. What are the options within the Reading Program?**

The program offers one option:

1. Elementary / Secondary Reading

**2. What are the core requirements of the Reading Program?**

The requirements are:

**Core Courses**

<b>Lead 570 -3</b>	Introduction to Research and Statistics
<b>Curr 5400 -3</b>	Teaching Reading and Writing in Content Areas
<b>Curr 5401-3</b>	Teaching Reading in the Elementary School
<b>Curr 5410 -3</b>	Informal Diagnostic and Remedial Techniques of Reading
<b>Curr 5411 -3</b>	Psycholinguistics and Reading
<b>Curr 5412-3</b>	The Reading Writing Connection
<b>Curr 5413 -3</b>	Developing and Implementing Literacy Programs
<b>Curr 5420 -3</b>	Children's and Adolescents' Literature
<b>Curr 5403-3</b>	Introduction to Clinical Experiences
<b>Curr 5701-3</b>	Methods and Materials in ESL/ Multicultural Education
<b>Curr 5090-3</b>	Research Project
<b>Total:33 credits</b>	

**Practica**

<b>Curr 5430/31-4</b>	Reading Clinic Procedures: Supervised Practicum 1
<b>Curr 5432/33-3</b>	Practicum 11: Field Based Practicum
<b>Total: 7 credits</b>	

**3. What are the additional course requirements for graduation?**

The additional requirements are:

- A. Completion of the General Program Requirements:
  - \* Two Literacy Surveys
  - \* Statement of Desired Outcomes
  - \* Two Reflective Papers
  - \* Full Electronic Portfolio

B. Completion of the Professional Development Program Requirements:

- \* Membership in a local, state or national literacy association
- \* Submission of a conference proposal
- \* Presentation of a literacy in-service
- \* Presentation of a parent literacy workshop

**4. Are the courses that should be taken at the earlier points in the program?**

The following courses are all appropriate as beginning courses.

<b>Curr 5400-3</b>	Teaching Reading and Writing in Content Areas
<b>Curr 5401-3</b>	Teaching Reading in the Elementary School
<b>Curr 5410-3</b>	Informal Diagnostic and Remedial Techniques of Reading
<b>Curr 5412-3</b>	The Reading Writing Connection
<b>Curr 5420-3</b>	Children's and Adolescents' Literature
<b>Curr 5701-3</b>	Methods and Materials in ESL/ Multicultural Education

**5. Are there courses that are offered consistently during the particular semester?**

Courses are consistently offered in the following sequence.

Fall Semester

<b>Curr 5401 -3</b>	Teaching Reading in the Elementary School
<b>Curr 5410 -3</b>	Informal Diagnostic & Remedial Techniques of Reading
<b>Curr 5430/31 -4</b>	Reading Clinic Procedures: Supervised Practicum I

Spring Semester

<b>Curr 5400 -3</b>	Teaching Reading and Writing in Content Areas
<b>Curr 5410 -3</b>	Informal Diagnostic and Remedial Techniques of Reading
<b>Curr 5411 -3</b>	Psycholinguistics and Reading

Alternate Years

<b>Curr 5413 -3</b>	Developing and Implementing Literacy Programs
<b>Curr 5412 -3</b>	The Reading Writing Connection

**6. How many courses should be taken during each semester?**

If you are a full – time student, a minimum of 3 courses (9 credits) and a maximum of 4 courses (12 credits) are suggested.

If you are a part – time student with a full job, a maximum of 2 courses (6 credits) is suggested. Most part – time students take 1 course per semester.

**7. Are there courses in the program that are particularly demanding?**

- Curr 5411 -3** Psycholinguistics and Reading  
**Curr 5430/31 -4** Reading Clinic Procedures: Supervised Practicum 1

These are all demanding and time consuming classes. If you have a full time job, you might want to take only one of these courses during any given semester.

**8. Can assigned advisors be changed?**

Advisors may be changed at any point during the program.

**9. Are there any courses in the Reading Program appropriate for classroom teachers who have not made a commitment to any graduate field of study?**

Several of the courses are general ones. These are:

- Curr 5400 – 3** Teaching Reading and Writing in Content Areas  
**Curr 5401 – 3** Teaching Reading in the Elementary School  
**Curr 5404 – 3** Facilitating Reading in the Preschool & Kindergarten Classroom  
**Curr 5410 – 3** Informal Diagnostic and Remedial Techniques of Reading  
**Curr 5420 – 3** Children's and Adolescents' Literature  
**Curr 5412 -3** The Reading Writing Connection

**10. How long does it take to earn a Master's in Reading?**

If you are a full – time student, and if you are able and willing to take three or four courses per semester (including summer session) it takes between one and two years.

If you are a part – time student, and if you take one or two courses per semester, it takes between two and four years.

**11. Is there a suggested sequence throughout the program?**

If you are new to the Reading Program, it is **suggested** that you begin your sequence in the fall semester. This, however, is **by no means a requirement**. The following schedule may assist you in planning your program.

Fall Semester: Year 1

- Curr 5401 – 3** Teaching Reading in the Elementary School  
**Curr 5701-3** Methods and Materials in ESL/Multicultural Education

Spring Semester: Year 1

**Curr 5410 – 3** Informal Diagnostic and Remedial Techniques of Reading  
**Curr 5400 – 3** Teaching Reading and Writing in Content Areas

Summer Semester: Year 1

**Curr 5403 – 3** Introduction to Clinical Experiences  
**Curr 5420 – 3** Children’s and Adolescents’ Literature

Fall Semester: Year II

**Curr 5430/31 -4** Reading Clinic Procedures I

Spring Semester: Year II

**Curr 5412 -3** The Reading Writing Connection  
**Curr 5413 -3** Developing and Implementing Literacy Programs

Summer Semester: Year II

**Lead 570 -3** Introduction to Research and Statistics I

Fall Semester: Year III

**Curr 5090-3** Research Project

Spring Semester: Year III

**Curr 5411 -3** Psycholinguistics and Reading  
**Curr 5432/22-3** Practicum11: Field Based Practicum in reading  
Complete Professional Development Requirements

**12. May courses taken at other institutions be transferred into the UCCS program?**

The Graduate School allows students to transfer up to 9 external graduate credits into a graduate program at UCCS. However, these credits must be fewer than 5 years old at the time of completion of the program. If these courses are dated, you will need to see your advisor to discuss the appropriateness of the courses. Often if course content has changed significantly over the years, you might be required to take an examination (oral or written) to validate the course content.

**13. How does state licensure fit into the Reading Program?**

The two are somewhat independent in that you can get a Master's degree and not go for an endorsement and you can be endorsed without ever entering the graduate school or the Master's program in reading. However, the requirements for the state parallel the requirements for the Master's. Licensure requires at least two years of teaching experience as well as completion of the PLACE Exam for Reading Teachers.

To be admitted to the certification program, you must fill out a separate application. This is done after the requirements for the Master's are completed.