GRADUATE CERTIFICATE IN READING

Graduate Certificate in Reading

The online Graduate Certificate in Reading program* at KU is an area of emphasis within the Curriculum and Instruction graduate program. The program is designed to provide individuals with the knowledge to support the reading development and achievement of individuals from varied cultural and linguistic backgrounds; expand knowledge in reading assessment and methodologies; and develop instructional practices for students in the classroom and in intervention/remediation settings.

*This academic program does not lead to licensure.

Graduate Admission to the School of Education

Graduate programs in education are open to students with acceptable baccalaureate and graduate degrees whose academic records indicate that they can do successful work at the graduate level. Regular admission requires a grade-point average of at least 3.0 on a 4.0 scale. Individual departments may require additional information and may have more stringent admission and retention requirements.

Some departments may offer special provisional admission categories to students who may not qualify under traditional admission criteria. Departments that offer provisional admission require a grade-point average of at least 2.5. Applicants must provide evidence of ability to work successfully at the graduate level, including experience in and commitment to the profession. Exceptions to established policies must be sought individually by petition to the Graduate Division of the School of Education.

See Admission in the Graduate Studies (http://catalog.ku.edu/graduate-studies) section of the online catalog for more information.

Each department in the School of Education sets its own application deadlines. Prospective graduate students should contact their departments for more information.

International applicants must meet English language proficiency requirements. These requirements are located here (http://graduate.ku.edu/english-proficiency-requirements). Individual departments may set English language proficiency requirements beyond those listed on the Graduate Studies website.

For more information about our admission requirements, visit the Department of Curriculum and Teaching (http://ct.ku.edu) website.

Gainful Employment Disclosures

Important information about the educational debt, earnings, and completion rates of students who attended this program is available here (https://soe.ku.edu/admission/affordability/gainful-employment-disclosures).

The Reading Certificate includes completion of 6 courses:

C&T 740 Foundations of Reading: Process, Theory, and instruction. The purpose of this course is to introduce students to the foundations of the reading process, developmental levels, theory, models, and procedures at the emergent, elementary, and secondary levels. Elements of cultural, linguistic, and ethnic diversity that affect the reading process are included. Students work with research related to the reading process, remediation, and assessment.

C&T 741 Comprehension and Study Strategies for Use with Multiple Texts. It is the purpose of this course to examine research, theory, and practice in reading comprehension. Emphasis is placed on the application of strategies for various text types (expository, narrative, persuasive, and technical) for teaching reading comprehension and study skills across content areas in the K-12 classrooms.

C&T 743 Writing and Spelling Development and Instruction. A study of the research base on writing, spelling, speaking, and listening for teaching the language arts; an overview of development in writing and spelling, the writing and spelling processes and instruction, and strategies for integrating the language arts.

C&T 744 Reading and the English Language Learner. The course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) and additive bilinguals becoming literate in PK-Grade 12 and adult academic settings. The course examines how learning to read, write, speaking and viewing in a new language are similar and/or dissimilar from these dimensions in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination. Specific examples of challenges that exist for students as they learn to communicate in English are shared and problem-solved. Ways to connect students’ home languages, background literacy knowledge, and development are also explored. The course examines the essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary development and comprehension. As each component is studied, implications for literacy development with EBs are highlighted.

C&T 745 Reading and the English Language Learner. The course focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) and additive bilinguals becoming literate in PK-Grade 12 and adult academic settings. The course examines how learning to read, write, speaking and viewing in a new language are similar and/or dissimilar from these dimensions in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination. Specific examples of challenges that exist for students as they learn to communicate in English are shared and problem-solved. Ways to connect students’ home languages, background literacy knowledge, and development are also explored. The course examines the essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary development and comprehension. As each component is studied, implications for literacy development with EBs are highlighted.

C&T 840 Emergent Literacy and Beginning Reading. A study of emergent literacy through the beginning stages of literacy development. Course content focuses on the history, theory, and research that supports instructional reading practices for children Pre-kindergarten through grade 2.

C&T 842 Supporting Striving Readers: Adolescent through Adult. A study of the characteristics and multiple causes of reading and writing difficulties, principles and procedures for diagnosing and remediating reading difficulties, how to provide individual and group intervention strategies, communicate diagnostic information and gain awareness of the impact of research on instructional decision-making for students with reading difficulties. Prerequisite: Admission to a masters program within the School of Education, C&T 740, C&T 741, C&T 840, and C&T 841, or permission of the instructor.