

## **University of North Carolina at Pembroke Reading Education Accelerated Degree Program (READ)**

### **Who is eligible to participate in the Master of Arts in Education (M.A.Ed.) in Reading Education Accelerated Degree Program (READ)?**

- Successfully completed 75 hours of course credit (at least 24 credit hours at UNCP).
- Minimum 3.0 GPA at UNCP.
- **Cannot take classes while completing their undergraduate student internship**
- Submit the Undergraduate Privilege form, properly completed and signed, to The Graduate School.
- Must have professional teacher licensure or be actively working towards teacher licensure.

### **What is this the Master of Arts in Education (M.A.Ed.) in Reading Education Accelerated Degree Program (READ)?**

- Allows early access to Graduate classes to students who have completed the required number of credit hours.
- Enables students to take up to four classes or no more than 12 credit hours at the graduate level that will count towards a master's degree and towards their current undergraduate degree. These classes highlighted in yellow/italics/bolded are those courses that would be recommended for undergraduates to take that are offered at the beginning of the program: ***EDN 5660, RDG 5150, RDG 5220, and RDG 5350.*** ***Students can only take 2 graduate courses a semester (for a total of 4) just to clarify that the 4 cannot be taken at once.***
- Classes Taken for Master of Arts in Education (M.A.Ed.) in Reading Education:
  - **Orientation, Theory, and Research (13 Sem. Hrs.)**
    - ***EDN 5660: Advanced Educational Research(3)\****
    - ***RDG 5150: Research in Literacy (3)\****
    - RDG 5230: Professional Seminar in Reading Education(1)
    - ***RDG 5220: Literacy & Literature (3)\****
    - ***RDG 5350: Reading Instructional Strategies (3)\****
  - **Expanding Content and Pedagogical Knowledge (13 Sem. Hrs.)**
    - RDG 5450: Reading Development and Assessment (3)
    - RDG 5430: Professional Seminar in Reading Education II (1)
    - RDG 5300: Reading & Writing in the Content Areas I (K-5)(3)
    - RDG 5301: Reading & Writing in the Content Areas II(6-2)(3)
    - Guided Elective (3 hours)
  - **Influencing Literacy Instruction and Leadership (10 Sem. Hrs.)**
    - RDG 5320: Diversity and Multicultural Education (3)
    - RDG 5610: Diagnosis, Assessment, Instruction and Practicum in Reading(3)
    - RDG 5330: Leadership in Reading (3)
    - RDG 5630: Professional Seminar in Reading Education III (1)
  - **Total: 36 Sem. Hrs.**
- Classes count towards Master of Arts in Education (M.A.Ed.) in Reading Education

- Note: these courses are subject to all Graduate School rules and regulations (time to degree, grading, etc.).

### **Why should I participate in this program?**

- Offers career enhancement and flexibility.
- Expands your knowledge and expertise to implement research-based practices and be a literacy leader in your school.
- Career mobility and advancement as: literacy facilitators, literacy coaches/mentors, reading specialists, reading coaches, and curriculum specialists at the school, district, and state level.
- Preparation for the National Board Certification
- Pathway to leadership in administration
- Public and private sector consultants that are contracted to provide professional development in literacy.
- Pursuit of a Doctoral Degree
- This is a high need area. NC Senate Bill 387 stresses how important literacy in the science of reading is to prepare our students to read. Furthermore, reading and writing are the tools that form the foundation for all learning. The educational climate is more complex and there are so many challenges to face. Literacy is needed more than ever to prepare students for 21st century learning and there are increasing higher academic standards. Thus, there is a notable need for reading specialists who are a literacy leaders to provide expert instruction and assessment for the reading program. Reading specialists are professionals that have advanced specific preparation and experience in reading to support the literacy performance of readers, specifically struggling readers. They also ensure that the school's reading/literacy programs are being implemented properly. As a literacy leader reading specialists provide professional development and coaching to teachers, parents, and members of the community to promote the literacy success of students. "Research indicates that reading/literacy specialists have an impact on both students and teachers. There is evidence that literacy specialists/literacy coaches assist in designing and sustaining efforts that result in higher reading achievement (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010; Biancarosa, Bryk, & Dexter, 2010; Denton, Swanson, & Mathes, 2007; Elish-Piper & L'Allier, 2011; Lockwood, McCombs, & Marsh, 2010; Matsumura, Garnier, Correnti, Junker, & Bickel, 2010; Matsumura, Garnier, & Spybrook, 2013; Neuman & Cunningham, 2009)." -International Literacy Association (ILA) 2015 *The multiple roles of school-based specialized literacy professionals.*

### What is the Program Philosophy?

- The Reading Education Graduate Program is affirmed on the belief that children and adolescents actively seek meaning from what they see, hear, and read and that they intend to send meaning when they express themselves orally and in writing. The rationale of the Reading Education Graduate Program is agreeable with and brings together instruction within the curricula promoted by the North Carolina Department of Public Instruction. All children are language learners and language users. To that end, the Program aims to develop teachers who understand that the reading areas are: speaking, listening, writing, reading, viewing, and representing visually; that these areas
  - Are interrelated and reinforced within each other as children learn and use them.
  - Constitute multiple behaviors that children develop over time, at different rates and in different ways.
  - Are important in all curriculum areas and impact on lifelong learning.
  - Consists of literature in all genres and forms, including print, graphic, and electronic.
  - Can be a source of enjoyment for all children.
  - Respects the diversity of different languages and forms.
- The general goal of the University of North Carolina at Pembroke's Reading Education Graduate Program is to educate individuals who will become competent, collaborative, and committed reading professionals.

### Discover and apply for the Master of Arts in Education (M.A.Ed.) in Reading Education Accelerated Degree Program (READ)

1. Contact the program advisor to see if you qualify and determine which classes you can take.
2. Contact Program Director Reading Education
  - HEATHER.SELLERS@UNCP.EDU
3. Learn more about the M.A.Ed. in Reading Education Program at: [uncp.edu/reading](http://uncp.edu/reading)
4. Review the Undergraduate Privilege form located on the [Forms and Resources](#) website.
5. Apply to the MA Ed. in Reading Education program.
6. Take graduate level classes that can apply towards both a masters and bachelor's degree while still an undergraduate student.

### Important Notes about the Program:

- Graduate course grades do NOT count in one's undergraduate GPA.
- Graduate level coursework may only be applied to both a undergraduate and a graduate degree if the **student receives proper prior approval**.
- Graduate course grades count in graduate GPA and towards the graduate regulation of three "Cs" or one "F" dismissal.
- Permission to take graduate courses does **not** guarantee future admission into a graduate program.

- If course/s is/are counting towards completion of undergraduate degree, financial aid may apply.
- Students taking graduate courses may withdraw from the course up to two weeks prior to the last regular class meeting for a regular 15-week course or the equivalent in shorter term courses.
- Undergraduates taking and failing a graduate level course may appeal to the Graduate Appeals Committee for permission to apply for admission into a graduate program following the guidelines under Special Readmission Regulation for Students Dismissed for Academic Reasons.
- **Undergraduate students may not take graduate hours in Thesis, Independent/Individual Study, Practicum or Internship courses.”**