

GRADUATE CERTIFICATE: READING INTERVENTION

Student Learning Outcomes

Students graduating from this program will:

- Candidates synthesize major theoretical, conceptual, historical, and evidence-based foundations of literacy and language education that are relevant to their professional and community contexts
- Candidates apply foundational knowledge to design, implement, and/or evaluate effective, evidence-based literacy practices, programs, or policies
- Candidates administer, analyze, and/or interpret literacy assessments and data; and use written and oral communication to advocate for ethical and appropriate assessment practices and policies to a variety of stakeholders
- Learners synthesize foundational theories and relevant research about diversity, literacy, and equity; and create and advocate for inclusive and affirming learning environments
- Candidates integrate a variety of print and digital materials that support a physical and social literacy-rich learning environment and meet the developmental needs of all learners
- Candidates collaborate with colleagues to critically evaluate, revise, and improve their own practice

Reading Intervention Graduate Certificate

Mission:

The Language and Literacy Graduate Reading Intervention Certificate prepares exemplary educators from a range of classroom, school, and organizational contexts to gain specialized expertise in literacy learning and development. Students in this program study literacy from critical sociopolitical, cultural, psychological, historical, linguistic, and literary perspectives, and apply their knowledge as teachers, leaders, and advocates. Students develop and evaluate effective, evidence-based instructional strategies, practices, programs, and policies that support literacy learning and achievement at PreK-12, college, or adult levels. The program curriculum emphasizes collaborative inquiry and innovation, equity, advocacy, and professional leadership and learning.

The Graduate Certificate in Reading Intervention is a fully online program.

Educational Goals:

Goal 1: Candidates will synthesize and critically analyze foundational knowledge related to literacy development and instruction.

Goal 2: Candidates will design, implement, and evaluate literacy practices, programs, and/or policies to meet the developmental needs of diverse learners.

Goal 3: Candidates will collaborate with a variety of stakeholders to positively impact literacy learning and achievement in PreK-12, college, or adult educational contexts.

Goal 4: Candidates will advocate on behalf of students, teachers, and families for ethical and equitable literacy practices, assessments, and/or learning environments.

Goal 5: Candidates will engage in professional learning, leadership, and systematic and ongoing reflection on their practice.

Student Learning Objectives:

SLO 1: Candidates synthesize major theoretical, conceptual, historical, and evidence-based foundations of literacy and language education that are relevant to their professional and community contexts.

SLO 2: Candidates apply foundational knowledge to design, implement, and/or evaluate effective, evidence-based literacy practices, programs, or policies.

SLO 3: Candidates administer, analyze, and/or interpret literacy assessments and data; and use written and oral communication to advocate for ethical and appropriate assessment practices and policies to a variety of stakeholders.

SLO 4: Learners synthesize foundational theories and relevant research about diversity, literacy, and equity; and create and advocate for inclusive and affirming learning environments.

SLO 5: Candidates integrate a variety of print and digital materials that support a physical and social literacy-rich learning environment and meet the developmental needs of all learners.

SLO 6: Candidates collaborate with colleagues to critically evaluate, revise, and improve their own practice.

Who benefits from this certificate?

Non-degree seeking graduate students who want to gain specialized expertise in literacy learning and development. Consisting of four courses chosen from the list below, the certificate can be completed online in just one year.

Admissions

Candidate must:

- Be admitted into the UMKC School of Graduate Studies as a non-degree seeking student
- Possess a Bachelor's degree and a 3.0 GPA

Curriculum (choose four):

The program is individually tailored to meet the needs of the student. Students select four of the following courses:

| Code | Title | Credits |
|---------------|--|---------|
| EDRD 5439 | Language and Literacy Across the Disciplines | 3 |
| EDRD 5501 | Teaching Of Reading | 3 |
| EDRD 5502 | Early Literacy and Language Development | 3 |
| EDRD 5510 | Adolescent Practicum in Literacy Assessment and Intervention | 3 |
| EDRD 5511 | Advanced Literacy Assessment and Evaluation | 3 |
| EDRD 5515 | Seminar In Reading | 3 |
| EDRD 5520 | Elementary Practicum in Literacy Assessment and Intervention | 3 |
| EDRD 5530 | Reading Instruction for K-12 English Language Learners | 3 |
| EDRD 5541 | Teaching Reading Improvement: Secondary, College, and Adult Levels | 3 |
| EDRD 5601 | Organizing And Guiding The Reading Program | 3 |
| EDRD 5650 | Dyslexia and Related Learning Differences | 3 |
| EDUC-C&I 5523 | Advanced Literature For Children | 3 |