I. **Title**: Supervised Practicum in Reading

II. **Course Description**: Designed for teachers, clinicians, and reading specialists. Emphasis will be on designing and supervising a reading program in a public or private setting. Supervisory experiences will be provided. Prerequisites: REA 612, REA 628 and REA 638.

III. **Purpose**: The purpose of REA 639 is to allow students to explore a topic related to literacy development in depth, and to provide leadership in literacy in their schools and districts.

IV. **Course Objectives**: Students will be able to:

1. Extend and refine learning from previous graduate level reading courses by designing a project which demonstrates proficiency in one or more of the IRA Standards for Reading Professionals: Foundational Knowledge (Standard 1), Instructional Strategies and Curriculum Materials (Standard 2), Assessment, Diagnosis, and Evaluation (Standard 3), Creating a Literate Environment (Standard 4) and Professional Development (Standard 5). (KTS 1, 2, 3, 4, 5, 7, 9, 10).
2. Develop a rationale for the project which addresses its importance or relevance to students, faculty, district or the reading profession in general, and which documents the IRA Standards addressed. (KTS 10).
3. Incorporate relevant collaborative efforts with peers, students or the community (KTS 8).
4. Utilize computer technology in developing, implementing, or evaluating the project (KTS 6).
5. Implement the project by integrating it into an established class or school program (KTS 1, 2, 3, 4, 5).
6. Evaluate the project by reflecting on its strengths and weaknesses (KTS 7).
7. Submit and present the completed project at a professional seminar, conference, or in a professional journal (KTS 10).

The COE Theme of Educator as Reflective Decision-Maker is reflected in this course as participants reflect on teaching and learning in their schools and districts, determine needs, and decide on a project to improve teaching and learning. Participants also reflect on the effectiveness of their project through the Project Evaluation.

The EPSB Theme of Literacy/Reading is addressed as students design projects to improve literacy teaching and learning. The Theme of Assessment is included in the course through the Project Evaluation. The Themes of Diversity and Closing the Achievement Gap may be met through...
individual projects which may focus on improving literacy for minority and/or traditionally underachieving populations.

V. **Content Outline:**
1. Review of IRA Standards for Reading Professionals.
2. Writing the project proposal.
3. Conducting the project.
4. Evaluating the Project.
5. Presenting the project through publication or presentation.

VI. **Instructional Activities:**
1. Students will review the IRA Standards for Reading Professionals in order to design a project which addresses one or more of the Standards at the Reading Specialist level.
2. Students will write and submit a proposal, which includes the following:
   a. Title of project or planned experience.
   b. Rationale for the project/experience, including
      - the importance or relevance to students, faculty, district or the reading profession in general
      - how the project addresses one or more of the IRA Standards for Reading Professionals.
   c. Incorporation of efforts related to collaboration, diversity, and/or technology.
   d. Time line for the project (list components of the project, length of time needed for various components, anticipated hours for each aspect of the project, targeted completion dates, etc.)
   e. Statement from Supervisor
   f. Evaluation methods
3. Students will implement the project in their school or district.
4. Students will document weekly progress through progress reports.
5. Students will evaluate the effectiveness of the project.
6. Students will present the project through a presentation to their peers or through writing an article publishable in a professional journal.

VII. **Field and Clinical Experiences:**
All projects will involve applications in a school or clinical setting.

VIII. **Resources:**
The course Blackboard webpage; Waterfield Library, including online access to electronic journals; the Curriculum Resource Center at Alexander Hall.

IX. **Grading Procedures:**
<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Project implementation</td>
<td>50</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Project presentation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
All assignments will be assessed on the basis of three major areas:

MECHANICS: This includes appropriate subject/verb agreement, verb usage, sentence structure, quotes, use of APA style, and appropriate use of punctuation.

KNOWLEDGE OF CONTENT: This includes application of ideas learned in previous REA courses, use of correct terminology and theory, and correct documentation.

STYLE: This includes clarity of the material and use of appropriate format.

NOTE: Grades of ‘I’ (incomplete) can only be given as described in the Graduate Bulletin; i.e., if the student has only a small portion of the class left to complete.

X. Attendance Policy:
Because this is an online class, it is imperative that students strive to meet all deadlines and to stay in contact with the instructor. Students are responsible for maintaining a working e-mail address on the Blackboard webpage and for checking e-mail and the Blackboard webpage for messages. Students who are not in contact with the instructor and are not current with their work may be reported to the Retention Office.

XI. Academic Honesty:
Academic dishonesty as defined in the MSU graduate bulletin will result in loss of all credit for the assignment in question. Although ideas developed in other classes may be used as a springboard for a REA 639 project, duplication of any work done for another class will be considered plagiarism.

XII. Text and References: No text is required.

XIII. Prerequisites: REA 612, REA 628, and REA 638.

XVI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).