

READING OPTION MASTER OF EDUCATION

☐ Offered Online

The Reading Option provides learning opportunities for teachers, reading supervisors, and principals. Obtaining an endorsement is optional and may require additional courses to meet licensure standards.

All students seeking a degree or post baccalaureate program through the Department of Educational Theory & Practice must obtain criminal background reports by submitting fingerprints to the Licensure Office upon application to Graduate Studies.

Admission Requirements

Undergraduate GPA of at least 3.0. Applicants with a lower GPA may be provisionally admitted but are required to take the GRE within the first semester. Scores of 145 verbal, 145 quantitative, and 3.5 writing are expected. Applicants that already have a Master's degree from an accredited institution are not required to meet this requirement.

- Current resume or CV.
- Official transcripts.
- Criminal background report submitted to the College of Education Licensure Officer.
- Immunization documentation as required by state law.
- A complete application submitted to the Office of Graduate Studies.

Note: Provisional admittance may be considered. Students with a provisional admittance must achieve grades above a "B" in all of their coursework.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
- Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
- Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
- Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
- Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
- Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

- Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Required Courses

Thesis Track

Code	Title	Credits
Professional Core		
RD 502	Research in Special Programs	3
EDF 501	Research Dsgn & Interpretation	3
EDF 530	Adv Human Dev & Learning	3
Subtotal		9
Professional Specialization		
RD 505	Psychological Proc in Rd	3
RD 506	Literacy Leadership & Coaching	3
RD 513	Developing Student Writing	3
RD 514	Teaching Reading K-3	3
RD 517	Diagnostic Aspects	3
RD 518	Lit Rural/Multctrl Settings	3
RD 532	Teaching Reading 4-12	3
SPED 560	EBP:Stdnts with Learning Disab	3
Subtotal		24
Thesis		
RD 599	Thesis	6
Subtotal		6
Total Minimum Credits		39

Professional Practice Track

Code	Title	Credits
Professional Core		
RD 502	Research in Special Programs	3
EDF 501	Research Dsgn & Interpretation	3
EDF 530	Adv Human Dev & Learning	3
Subtotal		9
Professional Specialization		
RD 505	Psychological Proc in Rd	3
RD 506	Literacy Leadership & Coaching	3
RD 513	Developing Student Writing	3
RD 514	Teaching Reading K-3	3
RD 517	Diagnostic Aspects	3
RD 518	Lit Rural/Multctrl Settings	3
RD 532	Teaching Reading 4-12	3
SPED 560	EBP:Stdnts with Learning Disab	3
Subtotal		24
RD 597	Action Rsrch Project & Seminar	3
Total Minimum Credits		36