

Teaching and Learning, MA

Developmental Reading

The Master of Arts in teaching and learning with a developmental reading subprogram requires a minimum of 35 s.h. of graduate credit with thesis and a minimum of 33 s.h. of graduate credit without thesis. Students must maintain a program grade-point average (GPA) of at least 3.00.

The program prepares graduate students for positions as reading specialists in kindergarten and grades 1-12. The required coursework develops the skills, knowledge, and competencies needed for K-12 literacy support positions, including literacy instructional coaching positions, curriculum directors of literacy, and literacy interventionists. The program also builds a background in reading/literacy for students who want to specialize further in the area and eventually plan to teach and/or conduct research at a college or university.

Successful completion of this program, combined with three years of successful teaching experience that includes teaching reading as a significant part of the responsibility, qualifies a student for certification as a reading specialist.

The MA in teaching and learning with a developmental reading subprogram requires the following coursework.

Required Courses

| Course # | Title | Hours |
|---------------|---|-------|
| All of these: | | |
| EDTL:4171 | Diversity and Exceptionalities in Literacy Instruction | 3 |
| EDTL:4394 | Secondary Reading Instruction | 3 |
| EDTL:6164 | Early Literacy Development and Instruction | 3 |
| EDTL:6165 | Reading and Writing Across Intermediate Grades | 3 |
| EDTL:6167 | Inquiry-Based Curriculum Development in Early Childhood and Elementary Classrooms | 3 |
| EDTL:6171 | Advanced Reading Clinic Techniques | 3 |
| EDTL:6172 | Advanced Reading Clinic Practicum | 3 |
| EDTL:7008 | Seminar: Research and Current Issues (literacy) | 3 |
| PSQF:4740 | Issues in K-12 Assessment | 3 |
| One of these: | | |
| EDTL:5085 | Generation Innovation: Technology Integration in 21st-Century K-12 Schools | 3 |
| PSQF:4750 | Learning Environments: Design, Context, and Activity | 3 |
| PSQF:6200 | Educational Psychology | 3 |
| PSQF:6208 | Digital Media and Learning | 3 |
| One of these: | | |

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|-----------|-----------------------------|---|
| EDTL:7165 | Reading Clinic: Supervision | 3 |
| EPLS:6383 | Supervision and Evaluation | 3 |

Thesis

A thesis is required for the thesis option.

| Course # | Title | Hours |
|-----------|-----------------|-------|
| EDTL:6393 | Master's Thesis | 2 |

Electives

Students, in consultation with their advisors, may select any remaining semester hours as electives from areas such as curriculum, supervision, language arts, testing and evaluation, linguistics, or speech pathology.

Comprehensive Examination

Comprehensive examinations are typically composed of two components. In consultation with an advisor, students select from a menu of options that best meets their professional goals. Options might include writing a paper for publication, designing a professional development workshop, a review of literature focused on one aspect of their studies, and writing/submitting a grant to fund a project at their school.

Admission

Applicants must meet the admission requirements of the Graduate College. They must have an undergraduate GPA of at least 3.00; hold an early childhood, elementary, or secondary school teaching certificate; and show evidence of completing two years of successful teaching experience.