

Master of Education Degree in Reading 36 Credits Required – Thesis Optional

For graduate students matriculated Fall 2020

The program consists of a minimum of 36 semester hours. A comprehensive portfolio presentation is required, as well as taking the Reading Specialist Praxis Exam. All students accepted into this program must complete all requirements within six calendar years.

AREA I. Foundation Level				
Required Courses: 15 hours	SEM.	YR.	GR.	S.H.
ERS 502: Seminar in Research Foundations Pertinent to Reading				3
ERS 504: Literacy Curriculum and Instruction: Pre K-3				3
ERS 506: Literacy Curriculum and Instruction: Grades 4-8				3
ERS 513: Literacy Curriculum and Instruction: Adolescent – High School				3
*ERS 514: The Reading Specialist and Intensified Literacy Instruction in a Standards Aligned System *Prerequisites: Two of the Foundation Level courses				3

AREA II. Application Level				
Note: ERS 574 and ERS 577 may only be taken in the same semester with permission of the Graduate Reading Committee.				
Required Courses: 12 hours	SEM.	YR.	GR.	S.H.
ERS 574: Assessment of Reading: Clinical Practicum in Reading Diagnosis in a Standards Aligned System				3
ERS 577: Leadership for Reading Educators				3
ERS 578: School Based Practicum in Literacy Instruction: Struggling Readers and Writers				3
ERS 579: Practicum in Literacy Instruction: Struggling Readers and Writers				3

AREA III. Electives				
A minimum of 9 hours as approved by the advisor (EDU, ELU, LLT, LIB, SPU) <i>* see reverse side for possible electives</i>	SEM.	YR.	GR.	S.H.
				3
				3
				3

Comprehensive Program Portfolio (Required)

As a summative evaluation, a comprehensive program portfolio is required. The portfolio will reflect the professional standards of the International Reading Association. Candidates must have completed all their reading courses or be enrolled in their final reading course in order to present their comprehensive portfolios. Presentations will be made to graduate reading faculty three times during the year: in April (May graduation); June (August graduation); and November (December graduation).

The Comprehensive Program Portfolio task and scoring guide were authored by Dr. Sandy Chambers and Dr. Mary Laub and reviewed and approved by the Graduate Reading Committee, plus recognized by the International Reading Association and National Council for Accreditation of Teacher Education Board of Examiners.

Electives

Matriculated on or after January 1, 2011

The PA Department of Education requires all certification candidates to meet the 9 credits (270 hours) of Special Education coursework and 3 credits (90 hours) of ELL coursework unless they have met these requirements in a previous certificate (undergraduate). Coursework requirements are currently under review by PDE and pending approval. Specific competencies must be met for both the Special Education and ELL coursework.

Required Electives – as indicated on acceptance letter

- SPU 514: Effective Instructional Strategies for Students with Disabilities in Inclusive Settings
- EDU/MLS 434: Instructional Methods, Materials, & Assessments of ELL/ESL Populations

Possible elective courses:

Note: one 400 level course is acceptable in the Program.

- EDU 528 Education and the Culturally Different Student
- EDU 562 School Law
- EDU 564 Foundations of Middle Level Learner
- EDU 568 Middle Level Curriculum and Instruction
- EDU 541 Supervision of Instruction
- EDU 597 Change in Education
- EDU 561 Teacher's Workshop in Folklore
- ELU 520 Folk Literature & Storytelling for Teachers
- ELU 591 Picturebooks
- LLT 525 Microcomputers for Educators
- LLT 527 Integrating Instructional Technology into the K-12 Classroom
- LIB 585 Seminar: Materials for Children and Young Adults

Note: EDU 573 Stress Management for the Classroom Teacher will NOT count!

Program Name: MED Reading Specialist	Program Level LEARNING OUTCOMES I = Introduce; R= Reinforce; M = Mastery; and A = Assessment Opportunity						
	FOUNDATIONAL KNOWLEDGE	CURRICULUM AND INSTRUCTION	ASSESSMENT AND EVALUATION	DIVERSITY AND EQUITY	LEARNERS AND THE LITERACY ENVIRONMENT	PROFESSIONAL LEARNING AND LEADERSHIP S	PRACTICUM /CLINICAL EXPERIENCES
ERS 502 Seminar in Research Foundations Pertinent to Reading	I/A			I			
ERS 504 Literacy Curriculum and Instruction: Pre-K to Grade 3	R	I/A	I/R	R/A	I/R		
ERS 506 Literacy Curriculum and Instruction: Grades 4-8	R	I/A	I/R	R/A	R/A		
ERS 513 Literacy Curriculum and Instruction: Adolescent to High School	R	R/A	I/R	R	I/R		
ERS 514 The Reading Specialist and Intensified Literacy Instruction in a Standards Aligned System		M/A	R			I	I
ERS 574 Assessment of Reading: Clinical Practicum in Reading Diagnosis in a Standards Aligned System			M/A		R	R	R/A
ERS 577 Leadership for Reading Educators						M/A	R
ERS 578 School Based Practicum in Literacy Instruction: Struggling Readers and Writers	R	R	M/A	R	M/A	R/A	M/A
ERS 579 Practicum in Literacy Instruction: Struggling Readers and Writers	R	R	M/A	R	M/A	R/A	M/A