

# M.Ed. – Reading Specialist

*All-Level Professional Reading Specialist Certification*

## 36-Hour Program

This program is intended to prepare individuals for a leadership role by mentoring other teachers in research-based literacy instruction for all learners in grades Kindergarten through 12. Also, reading specialists will learn to advise administrators in issues concerning the school literacy program. For course descriptions and other information related to graduate studies visit our website at <http://blue.utb.edu/graduate>.

### Required Courses: 36 hours

#### Block I

EDCI	6300	Introduction to Research
EDLI	6301	Foundations of Language and Literacy
EDLI	6351	Reading for Linguistics & ESL

#### Block II

EDLI	6310	Beginning and Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues and Instruction for Special Populations

#### Block III

EDLI	6340	Child and Adolescent Literature
EDLI	6350	Language Arts
EDLI	6360	Assessment Issues and Practices in Literacy

#### Block IV Electives (Select 9 hours)

EDCI	6301	Instructional Technology
EDCI	6302	Field Research Methodology
EDCI	6304	Learning and Cognition
EDCI	6303	Peer Coaching
EDCI	6324	Second Lang. Tchg: Theory/Methodology
EDCI	6388	Social-Cultural Foundations
EDCI	7303	Models of Teaching
ENGL	6322	Application of Composition Theory
EDLR	6336	Topics in Educational Leadership
EDLR	6370	Instructional Leadership Development

## Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Reading Specialist are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0
- Must have a valid teaching certificate.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

## Master Reading Teacher Certification Program

Candidates must hold a valid teaching certificate and be a certified reading specialist or have a minimum of 3 years teaching experience to be accepted into the program. The purpose of the program is to provide schools with teachers who can provide leadership in the area of literacy development. Students take 15 hours of graduate teaching courses followed by a TExES exam to become a Master Reading Teacher.

### Requirements

EDLI	6310	Beginning and Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues and instruction for Special Populations
EDLI	6350	Language Arts
EDLI	6360	Assessment Issues and Practices in Literacy

TExES for the Master Reading Teacher Program.

### Testimonial:

The Masters of Arts for Reading Specialist program provided me with the opportunity to fine-tune my instructional approach as well as define and understand my own philosophy of reading, which I still apply to this day. Throughout the program, opportunities to directly apply what I was learning in my own classroom were provided so that I could personally adapt instructional strategies and approaches to my own teaching style and to my students' learning styles. Completion of the program offers career flexibility in that you will find yourself a Reading Specialist certified to teach K-12. I personally received such satisfaction with the Masters of Arts for Reading Specialist program that I have continued my quest to further my knowledge of reading by entering a doctoral program.

-Leslie Kimberling Jones

## Careers

- Teaching in early intervention programs
- Teaching reading and writing in the regular classroom
- Advising schools on literacy development and literacy programs
- Modeling effective reading and writing instruction for teachers
- Teaching in the Developmental Reading Program at UTB/TSC
- Private diagnostic consulting and tutoring



## Advisors

Dr. Kathy Bussert-Webb • EDBC 2.304 • 882-7595 • [kathy.bussertwebb@utb.edu](mailto:kathy.bussertwebb@utb.edu)  
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Dr. Renee Rubin • EDBC 2.312 • 882-8847 • [renee.rubin@utb.edu](mailto:renee.rubin@utb.edu)

### **EDCI 6300 Introduction to Research**

Introduction to research techniques; identification of problems, research designs and data gathering procedures. The planning and design of research proposals and projects are emphasized. The course must be completed or in progress before the student applies for the oral interview. Lec 3, Cr 3

### **EDLI 6301 Foundations of Language and Literacy**

This course examines sociocultural and cognitive theories of language and literacy development, along with theoretical models of the reading and writing processes and instruction. Also included are the historical and philosophical aspects of literacy education and the interconnection among all areas of literacy. Prerequisite: Program of study must be on file in department office.

### **EDLI 6310 Beginning and Developing Literacy**

Participants will learn about the developmental nature of literacy including factors that may affect it, such as the learning environment and parental involvement. Participants must learn to implement research based instructional strategies that address all the elements of a beginning and developing literacy program according to state standards. Lec. 3, Cr. 3

### **EDLI 6320 Adolescent Literacy Instruction**

Participants learn strategies to address the diverse literacy needs of adolescents across all content areas according to state standards. Issues and characteristics of the adolescent reader are addressed. Lec. 3, Cr. 3

### **EDLI 6330 Literacy Issues and Instruction for Special**

#### **Populations**

This course addresses issues and instruction for English language learners, students with literacy difficulties (including dyslexia), and students of all backgrounds according to state standards. Participants will explore ways to ensure that all learners receive equitable instruction. Lec. 3, Cr. 3

### **EDLI 6340 Child and Adolescent Literature**

This course exposes participants to a wide range of a narrative and expository literature as authentic resource for instruction. Participants select, adapt, and create materials, activities, and strategies to meet the needs of all students according to state standards. Lec. 3, Cr. 3

### **EDLI 6350 Language Arts**

This course investigates current trends and issues in teaching all aspects of language arts across content areas. Participants apply research-based practices in classroom settings to meet the needs of all students, according to state standards and current trends. Lec. 3, Cr. 3

### **EDLI 6351 Reading for Linguistics and ESL**

This course explores the linguistics basis of the reading process. Students will consider the implications of the basic concepts from phonology, orthography, morphology and syntax for teaching reading and for the English language learners.

### **EDLI 6360 Assessment Issues and Practice in Literacy**

The content focuses on current trends and issues in assessment practices along with the role it plays in guiding instruction. Participants learn to assess all areas of literacy including: emergent and developing literacy, spelling, writing, oral language, comprehension, use of study strategies, viewing listening and speaking. Lec. 3, Cr. 3

### **EDCI 6301 Instructional Technology in Teaching**

An advanced course designed to provide students the opportunity to acquire skills, insight and practice in selecting,

using, producing and managing teaching tools. The course is helpful to teachers and other who want to direct instructional media centers in public schools. Lec 3, Cr 3

### **EDCI 6302 Field-Research Methodology**

This course is an introduction to field-based research methodologies with an emphasis on the teacher as a researcher and on reflective teaching and teaching as decision-making. This is a field-based course. Lec 3, Cr 3

### **EDCI 6303 Peer Coaching**

This course, focused on improvement of instruction and the attainment of school improvement goals, recognizes the role of peers as a component of planning, discussion, classroom observation, support, and sharing of ideas and materials. This is a field-based course. Lec 3, Cr 3

### **EDCI 6304 Learning and Cognition**

This critical course focuses on topics, theories, and models of cognitive research and their implications for instructional practice and curriculum restructuring and design. This is a field-based course. Lec 3, Cr 3

### **EDCI 6324 Second Language Teaching: Theory and Methodology**

A study of the acquisition of languages by bilingual children, focusing on the role of the child, the community and the school through various stages of language development, and the relationship of linguistic, cultural and conceptual processes within a bilingual/bicultural environment. Evaluating methods and materials for language teaching as these relate to social context and the principles of communication is stressed. Lec 3, Cr 3

### **EDCI 6388 Socio-Cultural Foundations of Education**

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children. Lec 3, Cr 3

### **EDCI 7303 Models of Teaching**

Social, information processing, personal, and the behavioral systems models will be examined, synthesized and applied. Research in teacher effectiveness and demonstration of models is required. Prerequisite: Admission to graduate studies. Lec. 3, Cr. 3

### **ENGL 6322 Applications of Composition Theory**

A survey of best practices in current composition theory. Participants review and practice strategies for teaching composition in an intensive workshop setting. The course supports the Sabal Palms Writing Project. Lec. 3., Cr. 3

### **EDLR 6336 Topics in Educational Leadership**

This course presents and examines current topics in public school administration. Topics will focus on current best practices in school administration. Examples of topics include, but are not limited to, grant writing, conducting hearings for student discipline cases, teacher terminations, curriculum issues, and developing effective school public relations. This course may be repeated once when the topic changes. Prerequisites: EDLR 6338, EDLR 6385, EDLR 6394 and EDCI 6330 or 6331. Lec 3, Cr 3

### **EDLR 6370 Instructional Leadership Development**

Overseeing and coordinating the instructional program with state mandates (i.e. TEKS, TAKS, PDAS), utilizing systems to make decisions, utilizing the continuous improvement process, utilizing the ILD's four critical elements in understanding and making decisions about teaching and learning. Includes credit for TEA's required Instructional Leadership Development, a prerequisite to EDAD 6397. Prerequisite: EDLR 6398. Lec. 3, Cr. 3