

SCHOOL OF EDUCATION

MASTER OF EDUCATION: READING

OVERVIEW

OBJECTIVES

The School of Education offers a master's degree with a specialization in Reading as an Online Program. The program offers the same rigor and academic quality as a traditional face-to-face degree program yet offers the convenience of online learning that fits the schedule of a busy professional. The online program allows you to learn from the comfort of your own home or nearby school or library at a time that is convenient for you. We believe students will find the program both engaging and meaningful. This specialization is designed to prepare professionals in the field of reading/literacy who are interested in becoming highly effective teachers and specialists in reading and language arts. A thesis or special project is recommended for students who anticipate further study at the doctoral level. Reading faculty will conduct an admissions interview as an entry-level assessment for new applicants.

This specialization is designed to prepare professionals for the following roles:

1. To develop students' literacy (reading and writing) in language arts and across the curriculum, with an emphasis on pre-school, elementary and secondary years.
2. To assess and instruct students with diverse literacy needs in regular classrooms, as well as specialized settings (developmental or basic classes, ESL classes, special education classes, adult literacy centers, etc.).
3. To participate as a member of a professional learning community, reflecting on practice and contributing to the improvement of instructional programs, advancement of knowledge and practice of colleagues.

Graduates find diverse professional positions, with the majority serving in schools as classroom teachers, reading/

language arts resource teachers, special education teachers, and school consultants. Some become diagnosticians and reading specialists in clinical settings or private practice, and some go on to doctoral study.

In addition to course work that integrates theory and practice, students will diagnose and instruct individuals who have reading and writing problems.

PROGRAM LEARNING OUTCOMES

The Master of Education in Reading follows the International Literacy Association Standards representing the knowledge, skills, and dispositions necessary for literacy professionals (ILA, 2017). In addition, students are required to demonstrate their knowledge of contemporary research, evidence-based practices, curriculum and instruction, assessment and evaluation, diversity and equity, literacy environment, and leadership. The standards are listed below.

1. **Foundational Knowledge:** 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.
2. **Curriculum and Instruction:** 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.
3. **Assessment and Evaluation:** 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.
4. **Diversity and Equity:** Candidates demonstrate knowledge of research, relevant theories, pedagogies,

and 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.

5. Learners and the Literacy Environment:

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.

6. Professional Learning and Leadership: Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

DEGREE REQUIREMENTS

PREREQUISITE

A student who wishes to be admitted into this specialization must have a bachelor's degree in Education or a related field (e.g. psychology, English, linguistics, etc.); and teaching experience of one or more years. Note that a teaching certificate is required for those wishing to teach at the elementary or secondary levels in the Guam Public School System.

COURSE REQUIREMENTS (36 AND 45 CREDIT HOURS)

36 credit hours – for students who do not choose to complete a thesis/special project

45 credit hours – for students who choose to complete a thesis/special project

Core Courses (3 or 6 credit hours)

Course	Course Title	Credits	Term Offered
ED601	INTRODUCTION TO RESEARCH METHODS	3	FALL/SPRING/ ALL YEARS

For students who wish to complete a thesis or special project, choose one:

Course	Course Title	Credits	Term Offered
ED602	QUALITATIVE INQUIRY IN EDUCATION	3	SPRING ONLY/ ALL YEARS
ED603	QUANTITATIVE ANALYSIS	3	FALL ONLY/ ALL YEARS

Areas of Specialization (30 credit hours)

Course	Course Title	Credits	Term Offered
ED484G	THE ART AND CRAFT OF TEACHING WRITING	3	Intersession/ ALL YEARS
ED640	LANGUAGE AND LITERACY DEVELOPMENT	3	SUMMER/ ALL YEARS
ED641	MIDDLE/ SECONDARY READING AND WRITING IN CONTENT AREAS	3	SUMMER/ ALL YEARS
ED642	SEMINAR IN LITERATURE FOR CHILDREN AND YOUNG ADULTS	3	SUMMER/ ALL YEARS
ED643	PRACTICUM: LITERACY ASSESSMENT	3	FALL ONLY/ ALL YEARS
ED644	PRACTICUM: LITERACY INSTRUCTIONAL LAB	3	SPRING ONLY/ ALL YEARS
ED645	ADVANCED METHODS IN PK-12 SCHOOL LITERACY	3	FALL ONLY/ ALL YEARS
ED646	THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS	3	SPRING ONLY/ AS REQUIRED
ED647	ISSUES & RESEARCH IN LITERACY EDUCATION	3	SUMMER/ ALL YEARS

Course	Course Title	Credits	Term Offered
ED649	CAPSTONE SEMINAR IN LANGUAGE AND LITERACY	3	FALL/SPRING/ ALL YEARS

Technology and Literacy (3 credit hours)

Course	Course Title	Credits	Term Offered
ED638	TEACHING WITH THE INTERNET	3	AS REQUIRED

Thesis or Special Project (6 credit hours)

Capstone Portfolio and PRAXIS II for Reading Specialist required for students who seek Reading Specialist Certification.

OR

Capstone Portfolio and Written Comprehensive Exam required for students who do not seek Reading Specialist Certification.

ED-690 or ED-695 required only for those students who wish to complete a thesis or special project.

Course	Course Title	Credits	Term Offered
ED690	SPECIAL PROJECT	3 - 6	FALL/SPRING/ ALL YEARS
ED695	THESIS:	1 - 6	FALL/SPRING/ ALL YEARS
ED697	COMPREHENSIVE EXAM	0	FALL/SPRING/ ALL YEARS

FACULTY

PROGRAM CHAIR

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