



Alignment of Degree Programs

CIP Code & Title: 13.1315 Reading Teacher Education

Level: Master's

Area of Strategic Emphasis: Education

PROGRAM DESCRIPTION:

The Master of Arts in Reading Education is a distinctive program designed to prepare expert literacy educators and effective literacy leaders. Through interactive and engaging online technologies, students will expand their knowledge of global literacies, explore disciplinary literacy practices, develop critical literacies, and advance their digital and media literacy competencies.

The online M.A. in Reading (Plan/Track I) program is designed for outstanding educators in K-12 classrooms. The online M.A. in Reading (Plan/Track II) is designed for individuals interested in non-school applications for professional literacy expertise.

CURRICULUM:

A. Student Learning Outcomes:

Goal 1: Foundational Knowledge and Curriculum and Instruction

- 1a. Outcome: Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

Goal 2: Assessment, Evaluation, and Clinical Experience

- 2a. Outcome: 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; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

Goal 3: Diversity and Equity

- 3a. Outcome: Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Goal 4: Learnings and the Literacy Environment

- 4a. Outcome: 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.

B. Admission Standards for the Program:

B1. University Admissions:

Admission to the University is based on the University's Graduate Admission Requirements that may be found by clicking on the following url:

- **Graduate:** <https://www.usf.edu/admissions/graduate/admission-information/requirements-deadlines.aspx>

B2. Program Admission Requirements:

- A current Professional Educator's Certificate (if certificate is not from Florida, applicants must provide proof of successful passage of the Florida Teacher Certification Examination (FCTE));
- Exceptions to minimum requirements will be considered for applicants with National Board Certification and an outstanding professional record;
- A current resume;
- A statement of purpose;
- Two letters of recommendation.

C. Graduation Requirements for the Program:

- Minimum GPA of 3.0;
- Successful completion of the following:
 - All degree requirements and the required minimum degree program credit hours;
 - Completion of the requirements associated with the thesis or non-thesis requirement.

D. Curricular Framework:

D1. Required Courses: (36 credit hours)

D1a. Major Core Courses: 12 courses; 36 credit hours

- EDF 6481 Foundations of Educational Research (3)
- RED 6656 Literature for a Diverse Society (3)
- RED 6247 Supervision and Coaching in Literacy (3)
- RED 6449 Literacy and Technology (3)
- RED 6540 Assessment in Developing Literacies (3)
- RED 6544 Cognition, Comprehension, and Content Area Reading: Remediation of Reading (3)
- RED 6545 Issues in Vocabulary and Word Study (3)
- RED 6749 History and Foundations in Reading and STEM Disciplines (3)
- RED 6068 Adolescent Literacy: In and Out of School Literacy Practices (3)

- LAE 6315 Composing Texts: Disciplinary Practices for Writers & Writing (3)
- RED 6658 Foundations and Application of Differentiated Reading Instruction (3)
- RED 6846 Practicum in Reading (3)

ADDITIONAL REQUIREMENTS:

- Prerequisite: TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3) (This course may be waived with appropriate documentation by the COEDU ESOL Coordinator.)
- Comprehensive Examination: Successful performance on a Comprehensive Examination is required for degree completion.
- Critical Tasks and Projects: Students must successfully complete Critical Tasks/Projects in designated courses.
- To be eligible for graduation, students must earn an overall grade point average of 3.0 on a 4.0 scale. No grade of C- or below will be accepted toward degree requirements.
- Passage of the Reading K-12 Florida Teacher Certification Examination (FCTE) is required for graduation and for receiving reading certification.
- Teaching experience, preferably two years of teaching at the completion of the reading/literacy specialist program.

NOTES:

- Do not anticipate any significant increase in students and the student to faculty ratio post consolidation is expected to be stable.