

Master of Education in Reading Education

Admission Requirements

For the M.Ed., teacher licensure at one of the following levels: early childhood, elementary, middle or secondary education, or a baccalaureate degree in another field of study is required.

The Reading Education program follows the School of Graduate Studies requirements for a cumulative undergraduate minimum grade point average of 2.75 or a junior/senior year minimum grade point average of 3.00. Applicants must satisfy the School of Graduate Studies' English Language Proficiency requirements as listed in the Graduate Academic Information section of the graduate catalog. Transcripts, recommendations, and a personal statement, i.e., a response to three essay prompts, are part of the School of Graduate Studies and Reading Education application procedure. The personal statement essay should be three pages in length and the prompts are:

1. Describe your professional background, especially as it relates to teaching reading, writing and other areas of reading/language arts.
2. What characteristics and strengths do you possess that make you a good candidate for this degree program?
3. Discuss your professional goals.

Refer to the School of Graduate Studies Admissions and the Education Admissions Process sections of the graduate catalog for additional information on degree and application requirements and procedures.

Degree Requirements

The M.Ed. degree requirements are based on the following components:

1. Core Requirements for the Reading Education major and literacy education electives: The courses in the major engage students in learning content about diverse readers, writers, and speakers; curriculum, methods of teaching and assessing; literacy theory and foundations; and professional perspective. T&L 583 Reading Clinic, one of the Core Requirements, involves students in a practicum experience in which they work with readers to apply their core knowledge about teaching literacy to diverse readers.
2. Cognate: Cognate courses are a selection of courses providing broad support to the major.
3. Foundations: Foundations content supports exploration of progressive education, issues in education and the field of literacy, and affirmation of diversity.

The M.Ed. Reading Education degree program requires coursework in three areas: The major (reading education), cognate, i.e., coursework that supplements the major, and foundations of education. The program culminates in T&L 995 Scholarly Project. With careful planning, most students can meet the course requirements for the North Dakota Reading Credential.

The credit hours for the M.Ed., Reading Education consist of:

Code	Title	Credits
T&L 524	Reading in the Content Areas	2
T&L 525	Writing in the Classroom	3
T&L 530	Foundations of Reading Instruction	3
T&L 534	Basic Reading Diagnosis and Remediation	2
T&L 536	Innovations in English Language Arts Instruction	3
T&L 583	Reading Clinic (corequisite with T&L 534)	2
T&L 995	Scholarly Project	3
Select one of the following:		3
T&L 528	Children's and Young Adult Literature in the Classroom	
T&L 531	Early Literacy Development and Instruction	
T&L 532	Leading K-12 Educator Learning	

T&L 533	Media for Children and Young Adults in Cultural Context	
Cognate		
Sample choices:		6
T&L 569	Action Research	
SPED 552	Inclusive Methods	
T&L 577	Assessment of Learning	
T&L 518	Curriculum and Methods for Teaching STEM	
T&L 519	Social Studies in the Elementary School	
T&L 522	Mathematics in the Elementary School	
T&L 526	Play in Development and Early Childhood Education	
T&L 529	Language Development Cognition in Children	
T&L 553	Collaborative Relationships: Home, School and Community	
Other courses are suited to the cognate to this area, e.g., English Language Learner courses; courses outside of the department and college may also be acceptable; consult with your advisor.		
Educational Foundations		
Select one of the following:		3
EFR 500	Introduction to the Foundations of Education	
EFR 506	Multicultural Education	
EFR 501	Psychological Foundations of Education	
EFR 502	Issues and Trends in Education	
EFR 503	History of American Education Policy and Reform	
EFR 504	Philosophical Foundations of Education	
EFR 505	Educational Equity and Social Change in Schooling	
EFR 507	Gender, Education and the Environment	
EFR 508	Advanced Ethnographic Methodology: Inquiry into Culture	
Total Credits		30