

READING SPECIALIZATION - M.ED.

College of Education Health and Human Services
School of Teaching, Learning and Curriculum Studies
www.kent.edu/ehhs/tlcs

About This Program

The Master of Education degree in Reading Specialization develops practical and professional knowledge that is essential for educators concerned with the improvement of literacy at all instructional levels. Students study the nature of the reading and writing processes; the interrelationships between language, literature and literacy; literacy learning and teaching; the nature and needs of students who find reading and writing difficult; reading and writing as vehicles for learning and enjoyment; and the role of research in literacy instruction.

Contact Information

- Program Coordinator: **Lori Wilfong** | lgkrug@kent.edu | 330-675-3200
- Connect with an Admissions Counselor: U.S. Student | International Student

Program Delivery

- **Delivery:**
 - In person
- **Location:**
 - Kent Campus

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Admission Requirements

- Bachelor's degree from an accredited college or university
- Minimum 2.750 undergraduate GPA on a 4.000 point scale
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
 - Minimum 550 TOEFL PBT score (paper-based version)
 - Minimum 79 TOEFL IBT score (Internet-based version)
 - Minimum 77 MELAB score
 - Minimum 6.5 IELTS score
 - Minimum 58 PTE score
 - Minimum 110 Duolingo English Test score

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Application Deadlines

- **Fall Semester**
 - Rolling admissions
- **Spring Semester**
 - Rolling admissions
- **Summer Term**
 - Rolling admissions

Program Requirements

Code	Title	Credit Hours
Major Requirements		
CI 50093	VARIABLE TITLE WORKSHOP IN CURRICULUM AND INSTRUCTION	1
or CI 67096	INDIVIDUAL INVESTIGATION IN CURRICULUM AND INSTRUCTION	
or CI 67396	INDIVIDUAL INVESTIGATION IN READING AND LANGUAGE ARTS	
CI 67310	THEORY AND PRACTICE IN THE TEACHING OF READING ¹	3
CI 67319	DIAGNOSIS AND REMEDIATION IN READING ¹	3
CI 67320	TEACHER AS LITERACY RESEARCHER	3
CI 67330	READING IN CONTENT AREAS	3
CI 67351	PERSPECTIVES ON LITERACY RESEARCH	3
CI 67352	LITERACY COACHING	3
CI 67353	MULTICULTURAL VOICES IN TEACHING CHILDREN'S AND YOUNG ADULT LITERATURE	3
or CULT 69521	MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY	
or CULT 69522	ETHICS IN PROFESSIONAL PRACTICE	
CI 67396	INDIVIDUAL INVESTIGATION IN READING AND LANGUAGE ARTS	1
CI 67692	CLINICAL PRACTICUM IN CORRECTIVE READING ¹	3
Major Electives, choose from the following:		6
CI 67312	TEACHING WRITING AS A PROCESS	
CI 67517	NEW LITERACIES IN PRACTICE	
MCED 50005	EFFECTIVE USE OF PHONICS IN READING	
MCED 50007	TEACHING READING WITH LITERATURE IN MIDDLE CHILDHOOD	
Minimum Total Credit Hours:		32

¹ Courses must be taken in sequence and are required for reading endorsement. MCED 50005 may also be required for reading endorsement if the student has not taken a phonics course.

Graduation Requirements

- No more than one-half of a graduate student's coursework may be taken in 50000 level courses.

Licensure information

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

Program Learning Outcomes

Graduates of this program will be able to:

1. Demonstrate outstanding or satisfactory knowledge of the foundations of reading and writing processes and instruction.
2. Use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.
3. Use of a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Create and engage their students in literacy practices that develop awareness, understanding, respect and valuing of differences in society.
5. Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.
6. View professional development as a career long effort and responsibility.